



Curiosity | Care | Courage | Creativity

King Edward VI School

Curriculum policy

June 2024

Our Vision:

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.

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Contents

1. Curriculum aims.....	2
2. Legislation and guidance.....	4
3. Roles and responsibilities.....	2
4. Inclusion.....	6
5. Monitoring arrangements.....	4
6. Links with other policies.....	4

1. Curriculum aims

The Curriculum at King Edward VI provides all students with a breadth of knowledge, skills and experiences to be successful and flourish in later life. It is fully inclusive allowing the right mixture of challenge, support and success for every child. We seek to make it engaging, interesting and enjoyable. We also seek to develop a sense of curiosity, wonder and love of learning by asking big questions across our subject areas. Our curriculum is intended to develop critical and creative thinking in our students alongside practical skills, physical attributes and character. We foster character that cares deeply about others and has the courage to set personal and community standards high. We believe that every student should be afforded with opportunities for developing leadership and service alongside cultural capital and high-quality careers education. In addition to our core curriculum, we are deeply committed to providing extra-curricular activities and subject enrichment opportunities. The success of our curriculum is measured in both the personal impact on our students, and the opening up of high-quality pathways into our partnership sixth form colleges, and beyond.

These curriculum aims are underpinned by our vision and values:

To be a vibrant learning community nurturing curiosity, care, courage and creativity in every young person, so that they flourish in the world with hope and self-belief.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs which are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds

- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- The Curriculum and Standards Committee
- Link governors
- Governor visits

Subject Leaders monitor the way their subject is taught throughout the school by:

- Learning walks, lesson observations, book looks, ongoing evaluation conducted with members of the Senior Team, analysis of data, student voice

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Senior teachers monitor the curriculum intent, implementation and impact by:

- Deep dives
- Line management meetings
- Analysis of data

6. Links with other policies

This policy links to the following policies and procedures:

- SEN policy and information report
- Equality information and objectives