



CLAYESMORE

CURRICULUM POLICY

Responsible: Deputy Head (Academic)

Date Reviewed: October 2025

Scope: Whole School

Review Due: September 2026

Reviewed: SLT annually

External Release: Yes

CURRICULUM POLICY

Aim

- to encourage a love of learning and to offer a modern, broad and balanced curriculum designed to equip each pupil as fully as possible to meet the challenges beyond the school; at university, at work, and in their future lives;
- to ensure the curriculum takes into account pupils' ages, aptitudes and needs, including those with SEND.
- to enable children to experience excellence in whatever part of their lives this may be possible – academically, culturally, in sports, in the arts, in friendship, morally and socially and taking a pride in personal presentation;
- to ensure children can thrive and flourish in an environment where the warmth of the relationship between staff and pupils engenders growth and security;
- to ensure all pupils within the school have a voice that is encouraged, listened to and valued.
- to give each pupil the opportunity to pursue and develop their interests, and to understand the value of teamwork;
- to enable pupils to learn about the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
- to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- to encourage in children a full awareness of the spiritual, moral, social and cultural issues and responsibilities that surround them at school, as members of a community, and in the world at large and, at all times, to be aware of the needs of others, setting these above personal needs;
- to enable children to show responsibility towards others both through positions of leadership and through contributing to the community in other ways;
- to do all we reasonably can to encourage children to fulfil their potential, and to reach beyond their own expectations;
- to equip students with a range of skills and a desire for lifelong learning.
- to ensure compliance with all relevant legislation connected to this policy.

This policy is written with reference to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Students Act 2011
- Standards and Framework Act 1998
- Every Child Matters Outcomes Framework
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils - England) Regulations 2000

Clayesmore is committed to ensuring the wellbeing of all its students and this policy sets out our principles for using the curriculum to nurture their wellbeing in their education, training and recreation.

The curriculum is academically rigorous, yet strives to integrate the strong pastoral and extracurricular programme into the school day. Great attention is paid to the needs of individual students and, where possible, the curriculum is adapted to meet their needs enabling them to receive extra support from the Teaching and Learning Centre, which might include help for Specific Learning Difficulties or EAL support.

We believe we give all our students a curriculum that enables them to achieve the highest possible academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our students to succeed. Our curriculum emphasises inclusion, aiming to secure students' participation and ensure appropriate opportunities for them to achieve.

We provide for all students a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life in democratic Britain. Through the curriculum we acknowledge the DES guidance 'Promoting fundamental British values as part of SMSC in schools' (November 2014) that requires us to actively promote fundamental British values.

All students receive independent and impartial careers guidance - see Careers Policy.

We strive to provide a curriculum that all pupils will find enjoyable and relevant. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, purposeful and differentiated lessons based in a structured well ordered classroom environment.

The experiences of the students are enriched by a range of planned extra-curricular activities.

Breadth

The curriculum acquaints students with a range of knowledge, concepts and skills: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, speaking, listening, literacy and numeracy.

All curriculum subject matter is appropriate for the age and aptitudes of the students in each school year, including any students with an EHCP or with learning difficulties, or those for whom English is an additional language.

The Senior Leadership Team, the Academic Working Party and the Heads of Department review the curriculum each year to ensure it provides sufficient breadth for all students attending the school in the coming year(s).

The curriculum provides for the teaching of PSHRE which is taught in the timetable and supported in tutor groups throughout the school.

Progression

All students have the opportunity to learn and make progress. Students' needs are subject to ongoing review and their progress is tracked and monitored using regular assessments that compare attainment with individual expectation, being mindful of any pastoral needs.

Responsibility for the Policy and Procedure

The Head is responsible for this policy, though responsibility for its implementation is delegated to the Deputy Head Academic.

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons and learning walks
 - monitoring planning and assessment through department deep dives
 - speaking with pupils, school personnel, parents and The Board
 - regularly reporting to The Board / SLT on the success and development of this policy
 - provide training for all staff on induction and when the need arises
 - keep up to date with new developments and resources;
 - undertake risk assessments when required;

Role of Heads of Department

The Heads of Department are responsible for implementing this policy within their department. They will:

- implement broad and relevant schemes of work, assessment and record-keeping activities;
- keep up to date with changes in the curriculum, disseminate new developments/information to departmental colleagues as appropriate;
- take responsibility for the purchase and organisation of central resources for their subjects;
- support colleagues in the classroom;
- keep up-to-date through reading and attending relevant courses;
- mentor for Early Career Teachers within their departments;
- monitor the effectiveness and quality of teaching and learning within their subject, which includes carrying out observations of teachers within their departments and monitoring feedback on pupils' work;
- annually review their department, identifying areas of success and setting future targets in line with the school development plan;

Role of staff – both teaching and non-teaching

School personnel will:

- comply with all aspects of this policy
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop students' experiences
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects
- plan differentiated lessons which are interactive, engaging, and of a good pace
- use a range of teaching and learning styles to address the needs of all students
- have high expectations for all students and will provide work that will extend them
- assess, record and report on the development, progress and attainment of pupils
- implement the school's equalities policy and schemes
- seek to promote fundamental British values across the curriculum

Role of Pupils

We seek to ensure pupils will:

- learn to take pride in their work
- produce work of a high standard
- ask for further help if they do not understand
- participate fully in all lessons
- participate in discussions concerning progress and attainment
- treat others, their work and equipment with respect
- support the school to ensure the smooth running of the school
- talk to others without shouting and will use language which is neither abusive nor offensive
- submit work, when requested, completed and on time
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be made aware of this policy;
- be asked to take part in periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as parent-teacher consultations and periodic mailings.
- the availability of senior staff on email and for meetings at parents convenience
- school events
- meetings with staff
- communications with home such as weekly newsletters and of end of half term newsletters
- report such as annual report to parents and Headteacher reports to The Board.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - Teaching and Learning
 - Assessment
 - Recording and Reporting
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote

equality at this school.

Linked Policies

Reporting

Teaching and Learning

Special Educational Needs

EAL

SMSC