



The Eden SDA School

Curriculum Policy

Introduction

Purpose:	To develop its pupils as autonomous learners and allow them to fulfill their potential within the scope of the National Curriculum and a caring Christian framework.
Approval Body:	Board of Governors
SLT Lead Person:	Mr Akwasi Agyemang
Lead Governor for Policy:	Ms Sharon Davis
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The curriculum at The Eden School encompasses all the learning experience, which take place within it. The school aims to develop its pupils as autonomous learners and to allow them to fulfill their potential within a caring Christian framework. The curriculum is dynamic and evolutionary and pay due regard to national legislation and local authority policy but will be principally guided by the School's Mission Statement and Aims.

Mission Statement

To develop the potential of every individual by providing the best education through experience of a Christian Community within which all students may grow and blossom. To support our Mission, the curriculum is coherent, has breath and balance and allow for differentiation, progression and continuity. It will be proactive and show due regard to all aspects of teaching and learning experiences which facilitate the development of the whole child, spiritually, morally and academically

1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Support pupils' spiritual, moral, social and cultural development*
- *Support pupils' physical development and responsibility for their own health, and enable them to be active*
- *Promote a positive attitude towards learning*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support*
- *Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment*
- *Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1*

2. Legislation and guidance

This policy reflects the requirements for Schools to provide a broad and balanced curriculum as per the Ofsted Education Inspection Framework 2019 which is a work in progress and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) (Last updated 30 April 2020) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

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 pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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
- Pupils from year 8 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 pupils 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
- 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 fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Heads of Departments

Heads of Departments such as will ensure that the school curriculum is implemented in accordance with this policy. They meet weekly in Curriculum Meetings to plan, amend, discuss and implement new strategies within the Curriculum.

4. Organisation and planning:

The whole school will organise the Curriculum paying due regard to: Intent, Implementation and Impact.

The curriculum is organized and delivered following the National Curriculum, British Values, Spiritual Aims and paying due regard to the cultural heredity and experiences of the students who populate Eden. Therefore, each half term we focus on the Black History background of all our students in the school:

Term 1; Conquereors Are We

Term 2: Dreams

Term 3: I Rise

Term 4: Unity

Term 5: Breakthrough: Overcomers

Term 6: Celebration & Achievement

- *Consequently, throughout each half-term as the topic resonates in the history of the Black Child in the UK, it is referenced to in each lesson so that students can take a positive approach to their history and culture and make a decided difference to achieve and succeed.*
- *At the end of the Autumn Term as Black History Month is concluded the whole school participates in a major school Production in a local theatre entitled 'Motherland' that tells the story of the slave trade seen through the eyes of children. All pupils participate and this is a dramatic, musical, mime, dance and singing Production for the local community to join in and celebrate our children's history.*
- *Each lesson has a Lesson Objective that must reflect the pupil's experience, life, or future goals. It has to be relevant and meaningful.*
- *Each Lesson has a Spiritual Aim –that looks at the social, moral and spiritual needs of the students so that they can apply the subject to real life issues that makes sense to the students, that they can relate to.*
- *Each lesson is directly linked to a British Value which the school has broken down into Monthly aims – eg. September – I respect myself; October- I respect the rules of school and of the law etc.*
- *Each lesson has a BF – Black Foci, this is directly linked to a fact shared that is linked in context to a black historical fact which the school has broken down into Black Foci – eg. BF – Black Lives Matters is a statement, however in recent years an organisation has adopted the slogan. During Covid-19 the slogan was used in many protests globally.*
- *Outdoor Education at least once per week is a must at Eden – Forest School Education is an integral aspect of our school week especially in Early Years and Primary School.*
- *The School Curriculum pays due regard to the following policies*
 - o *Sex and relationship education SRE*
 - o *Spiritual, moral, social and cultural development*
 - o *British values*
 - o *Careers guidance (secondary schools only)*

- *Short, medium and long-term planning expectations; Staff work in their departments to create long-term and medium-term plans as a team gaining advice, direction and suggestions from one another.*
- *What resources are available to support curriculum delivery - We have registered with Twinkl, Dr Frost, Seneca Learning and a number of other resource agencies to give students a wide breadth of knowledge and understanding.*

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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

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

Entitlement

Students are entitled to receive a curriculum which prepared them for adult life by reflecting the needs of society; which is broad and balanced and which provides learning experiences in all of the Key Areas. RE is at the heart of our curriculum as it supports the spiritual and moral development of all our pupils.

6. Monitoring arrangements

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

- *such as school visits,*
- *meetings with the school council, etc.*

Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- *Weekly Curriculum Meeting in each department,*
- *learning walks,*
- *book scrutinies, etc.*

Heads of department/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed. Subject delivery and the organisation of teaching groups within individuals area is the responsibility of Heads of Departments and Faculty Heads.

Curriculum Review

The curriculum at The Eden School is proactive and as such is constantly under review in response to National and Local directives and the SDP. Regular discussions regarding curriculum issues take place at Heads of Department Meeting and at regular meetings with the Head Teacher and Deputy Head Teacher, at Senior Leadership Team meeting and in consultation with the governors.

Current curriculum development is outlined in the SDP are:

Teach and Learning. 14-19 Curriculum and Alternative Curriculum (Work Related Learning)

This policy will be reviewed yearly by [the headteacher and the governors responsible for Teaching and learning. At every review, the policy will be shared with the full governing board.

The timetable

The timetable is organised to facilitate effective delivery of the Curriculum. Regular discussions take place between the Head and the Timetable co-ordinator to ensure current and future developments are taken into account in preparation for September timetable.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives

Extra Curricular Activities

These are many and varied and form an important part of our curriculum offering. Activities include: Retreats, Sports, Theatre/Museum/Art Gallery visits, trips abroad and in this country, Activity Days, Enterprise Days, and outside speakers/visitors.

Responsibilities

- General- Head Teacher, Deputy Head Teacher (Curriculum/ Timetable)
- Subjects – Heads of Departments or Teachers i/c subject
- Defined areas (e.g. spiritual and moral, SEN, PSHE, Citizenship etc) – staff with specific responsibility
- Classroom management and subject teaching- Subject teachers and HODs
- Pupil Support – Form Tutors, Subject Progress Leaders, Head of Year, Pastoral Team Leader.