



The Blue Coat School

CURRICULUM POLICY

This Curriculum Policy was devised by the Deputy Head Academic and the Assistant Head Teaching and Learning in consultation with colleagues in the school.

Date of Next Review: Michaelmas 2024

CURRICULUM POLICY

1. INTRODUCTION

1.1

The curriculum at The Blue Coat School embraces the planned activities that are organised to promote learning, personal growth and development. These include not only the formal requirements of the Early Years Foundation Stage (2021) and the National Curriculum (2014), but also the various co-curricular activities that are offered to enrich the children's experience.

1.2

The children are encouraged to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, so that they will, in time, fulfil their true potential. The values and attitudes the children learn from the way they are treated and expected to behave are an integral part of the curriculum at The Blue Coat School.

1.3

A co-educational, broad and balanced curriculum is provided, creativity is fostered, and the children are encouraged to become independent learners.

1.4

The principles of the Blue Coat School Curriculum Policy apply to all children in the School including those in the Early Years Foundation Stage (Nursery and Reception). The specific curriculum requirements for the Early Years Foundation Stage (EYFS) are set out in the separate EYFS Policy.

1.5

The curriculum effectively prepares children for the opportunities, responsibilities and experiences of life in British society through the active promotion of the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faith and beliefs.

1.6

The Blue Coat School Curriculum Policy is available for parents on the School website and in Main Reception and the Pre-Prep Office.

2. VALUES

2.1

The Blue Coat School curriculum is underpinned by the School Vision Statement:

The Blue Coat School – Limitless Learning for Tomorrow's Achievers.

2.2

The Vision Statement is supported by the School Mission and Aims:

- Nurturing a spirit of fun, adventure and curiosity in a supportive and caring Christian community.
- Providing exceptional learning opportunities for every child through innovative and dynamic teaching.
- Championing versatile, creative risk-takers prepared for a changing world.

2.3

The Blue Coat School curriculum is also underpinned by The Blue Coat School Values:

- Be Truthful, Patient and Kind
- Courageously Persevere
- Show Respect to Others

2.4

These School Values, together with the British Values, are inculcated in the children through a wide variety of activities and subjects, by the example of the way in which staff conduct themselves, and in the expectations that are placed upon the children. The School and British Values are taught through Chapel Services and assemblies and in PSHE including Relationships and Sex Education lessons and they form the basis for the rewards and sanctions which are set out in the School Behaviour Management and Exclusions Policy. The curriculum is thus the means by which the School achieves its objective of effectively educating children in the knowledge, skills and understanding they need to be able to lead fulfilling and productive lives.

3. AIMS AND OBJECTIVES

3.1

The aims of the School curriculum and the principles that underpin the teaching at The Blue Coat School are to:

- Provide all children with the opportunity to learn and make progress, without discrimination in relation to the protected characteristics set out in the Equality Act (2010), so that they increase their understanding and develop their skills in the subjects taught. The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.
- Provide demanding subject matter that gives **all** children opportunities to learn and make progress including children of exceptional ability, children with special needs, those who come from a disadvantaged background and children that have other particular needs such as looked after children (LAC) or young carers.
- Provide a full-time, supervised programme of activities for children below compulsory school age that is appropriate to their educational needs in relation to their personal, social, emotional and physical development and communication and language skills.
- Provide full-time supervised education for children of compulsory school age, giving children experience in the linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative areas.
- Encourage all children to fulfil their potential.
- Provide personal, social, health and economic education that reflects the School's aims, values and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010).
- Promote a positive attitude towards learning, so that children enjoy coming to School and acquire a solid basis for lifelong learning.
- Provide subject matter appropriate to the ages, abilities, aptitudes, needs and prior attainments of children, including those children with an Education, Health and Care plan (EHC plan).
- Provide appropriate education for every child with an EHC plan, fulfilling the requirements of the EHC plan.
- Enable children to acquire skills in speaking and listening, literacy, numeracy and computing.
- Foster in children self-motivation and the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.
- Encourage open discussion by pupils and staff of any matters, including problems and themes, which arise from the curriculum or everyday life through pupil voice.
- Teach children about the world in which they live, including the ways in which their environment and society have changed over time.
- Teach children to appreciate and value the achievements and contribution made by all ethnic groups in our multi-cultural society.
- Fulfil the requirements of the Statutory Framework for the Early Years Foundation Stage.
- Teach children to have an awareness of their own spiritual development, and the ability to distinguish right from wrong.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

- Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and to society more widely.
- Enable children to acquire a broad general knowledge of and respect for public institutions and services in England.
- Enable children to acquire an appreciation of and respect for their own and other cultures to further tolerance and harmony between different cultural traditions.
- Enable children to develop their self-knowledge, self-esteem, self-confidence, resilience and grit and have respect for themselves through both classroom and co-curricular activities.
- Enable children to live and work co-operatively with others and develop appropriate and healthy relationships in order to be equipped for contact with a wide range of members of society in England.
- Encourage children to respect democracy and support participation in the democratic process, including respecting the basis on which the law is made and applied in England.
- Provide the children with effective preparation for the opportunities, responsibilities and experiences of adult life in British society.

4. CURRICULUM AND EDUCATION PROVIDED

4.1

The curriculum is broad and balanced and gives the children a wide range of different experiences. Their development in each of the different areas of experience is cross-curricular. The subject handbooks, policies, schemes of work and planning documents give details of the coverage of each subject.

4.2 Early Years Foundation Stage (EYFS)

4.2.1

Children in Nursery and Reception are in the Early Years Foundation Stage (EYFS). The Statutory Framework for the Early Years Foundation Stage (2021) and the non-statutory curriculum guidance Development Matters (2021) underpin the curriculum for children in these age groups with regard to their learning and development. The Early Education document 'Birth to 5 Matters' is also used as a reference document for staff when planning the EYFS curriculum. There are seven areas of learning and development that shape the educational programmes for children in the EYFS. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These areas, the prime areas, are: Communication and Language, Physical Development and Personal Social and Emotional Development. These prime areas are strengthened and applied through the four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

4.3 Linguistic

4.3.1

In Pre-Prep the children in Years 1 and 2 have daily English lessons. Children requiring additional support in English are sometimes taught in small groups. In Prep the children have lessons in English each day. English is taught by an English teacher in Prep. In Years 5 and 6 children are taught in ability sets for English. In both Pre-Prep and Prep the children are encouraged to develop their communication skills and increase their command of language through a wide range of listening, speaking, reading and writing activities in English lessons and in other areas of the curriculum. Verbal Reasoning is taught in Prep in anticipation of the tests that the majority of children will be taking at 11+.

4.3.2

From Year 3, children have one lesson of Modern Languages each week (French) and an awareness of the country's culture is promoted.

4.4 Mathematical

4.4.1

In Pre-Prep the children in Years 1 and 2 have daily mathematics lessons. Children requiring additional support in mathematics are sometimes taught in small groups. In Prep the children have lessons in

mathematics every day. Children are set by ability in mathematics from Years 3 to 6. The children's knowledge and understanding of mathematics are developed in a variety of ways including practical activity, exploration and discussion. They are taught to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Non-Verbal Reasoning is taught in Prep in anticipation of the tests that the majority of children will be taking at 11+.

4.5 Scientific

4.5.1

The children in Years 1 to 6 have weekly science lessons, which include both knowledge and practical elements. These are taught by specialist science teachers from Year 5. They use the designated science lab once a week in Years 5 and 6. The children develop scientific skills such as observing, forming hypotheses, conducting experiments and recording findings through topics focused on the understanding of nature, materials and forces.

4.6 Technological

4.6.1

Throughout the School the children have the opportunity to work with a wide range of tools, equipment, materials and components appropriate to their age and ability. They progress in their planning, construction and evaluation of products in three distinct areas: textiles and woodwork. They are taught by a DT specialist in a designated room in Years 3 to 6.

4.6.2

Interactive White Boards are available in two of the three rooms in The Annexe. All of the teaching rooms in Pre-Prep and Prep have Interactive White Boards, which are integral to the teaching and learning of the children. Computers are available for the children's use in the classrooms for different areas of the curriculum. All children are encouraged to embrace the use of IT and electronic media. The children in Pre-Prep have access to a class set of Chromebooks and iPads. Years 1 and 2 have a designated computing lesson each week. In Prep the children have a designated computing lesson once a week. In Pre-Prep the children are taught by the Class Teacher with support from the Teaching Assistants. Computing lessons in Years 5 and 6 include instruction in Media Studies using Apple computers, digital still/video cameras and a scanner. Pre-Prep and Prep teachers can also book the use of the iPads and Chromebooks for specific teaching activities.

4.7 Human and Social

4.7.1

In Years 1 and 2 and in Prep the children have weekly lessons in Humanities. The topics taught in these lessons are often linked to other curriculum areas. In Prep this subject is usually taught by the Form Tutor. The children learn about their local environment and the wider environment through visits and by using technology and a wide range of quality resources. They learn about people and their environment, now and in the past, and discover how human actions and natural disasters have influenced events and conditions. Enrichment Days complement the Humanities curriculum and provide an engaging start or end to a topic.

4.8 Physical

4.8.1

The School's excellent sporting facilities are used extensively by the children throughout the School. The children are taught to evaluate and improve their co-ordination and physical control, tactical skills and imaginative responses through a wide variety of physical activities. Children acquire knowledge and understanding of the basic principles of fitness and health through their weekly PE and Games lessons. They develop social and technical skills through their participation in a variety of individual and team sports in the curriculum for Years 1 to 6, including athletics, basketball, cricket, dance, football, gymnastics, hockey, netball, rugby and swimming. Both girls and boys have equal opportunities to participate in comparable sporting activities. They have the opportunity to take part in matches and competitions and in additional co-curricular sporting activities. Sports Days for Pre-Prep and Prep take place in the Trinity Term. There are Swimming Galas for children in Year 1, Year 2 and in Prep.

4.8.2

The Pre-Prep Gym is used by the children in Nursery and Reception on a regular basis for physical development. It is well equipped with age-appropriate equipment. The Sports Hall, Astro Turf and School grounds are used by children in Years 1 to 6. The children in Years 1 to 6 are taught by PE specialists each week. The children in Reception and Years 1 to 4 have weekly swimming lessons in the School swimming pool, while children in Years 5 and 6 have regular swimming lessons during their PE and Games lessons.

4.9 Aesthetic and Creative

4.9.1

The children's creative development is nurtured through a wide-ranging programme of lessons, productions and co-curricular activities where they are encouraged to make personal, imaginative and practical responses. Children in Years 1 to 6 have a designated Creative Arts lesson each week which includes both knowledge and practical elements. They are taught by an art specialist from Year 3 to 6 in the designated Art Room. The topics are linked to other curriculum areas and often support displays, productions and other aspects of School life. Children in Pre-Prep and Prep take part in exhibitions, workshops and visits.

4.9.2

The music curriculum is developed throughout the School with weekly lessons taught by music specialists. The Year 2 to 6 children also have the opportunity to sing in a variety of choirs, with the most able singers in Years 5 and 6 selected to represent the School in the Chapel Choir. The children in Years 1 to 6 have the opportunity to play in a variety of ensembles including brass, guitar, jazz, percussion, recorder and string groups, the wind band, Fiddlesticks and the School orchestra. Throughout the School the children have the opportunity to learn to play instruments and to take part in concerts, giving individual and group performances. The designated Music Centre is used by children in Years 3 to 6, where they are taught skills of composition, arrangement and performance. These include skills in the use of music technology, which is also used to link their work in music to other areas of the curriculum.

4.9.3

Children in Pre-Prep and Prep also have the opportunity, throughout the year, to develop skills in acting, dance, reading, singing and speaking in public, through a variety of assemblies and performances in the School Hall, Sports Hall and Chapel. In addition, the children can take part in various extra-curricular activities each week, including Creation Station, Music Makers, Drama and Art Club.

4.10 Spiritual Development and Personal, Social, Health and Economic Education

4.10.1

The spiritual development of the children is nurtured through weekly RE lessons and through assemblies and special Chapel Services such as Harvest Thanksgivings, Carol Services and Easter Services. The School Chaplain takes a lead role in assemblies and Chapel Services in Prep, and a considerable number of guest speakers from a variety of churches and charities are invited to speak at the weekly services. Parents are invited and encouraged to attend these Chapel Services during the week. The Chaplain also leads weekly assemblies for Nursery and Reception and for Years 1 and 2.

4.10.2

The personal, social, health and economic education of the children is integral to the curriculum offered. Further guidance for this aspect of the curriculum can be found in the PSHE Policy (including Relationships and Sex Education).

4.11 Special Educational Needs and Learning Support

4.11.1

The curriculum is designed to be accessible to all who attend the School, taking into account those with physical and/or learning disabilities and mental health problems. Parents are consulted if it is thought necessary to modify some children's access to the curriculum in order to meet their particular needs. The specific requirements of children having an EHC Plan are taken fully into account and discussed with parents. Adjustments are made to the curriculum as necessary to ensure that the child's needs are met as set out in the EHC Plan.

4.11.2

If children have learning difficulties and/or disabilities, the School makes every effort to meet these needs, in compliance with the requirements set out in the SEND Code of Practice, 0-25 Years 2015 (SEND 2015). Further guidance for this aspect of the School's provision can be found in the Policy for Special Educational Needs and Disabilities.

4.11.3

Some children in the School have disabilities. Staff at The Blue Coat School are committed to meeting the needs of these children, and the needs of all groups of children within the School. The School complies fully with the requirements of the amended Equality Act (2010). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

4.12 English as an Additional Language

4.12.1

Children for whom English is an Additional Language are supported in their curriculum needs by their class teacher or through the Academic Development Programme. Adjustments are made to the curriculum as necessary to ensure that the children can access the different subjects. Further guidance on this aspect of the School's provision can be found in the Policy for English as an Additional Language.

4.13 Able, Gifted and Talented

4.13.1

Children who are considered to be Able, Gifted and Talented are supported in their curriculum needs by their class teacher. Adjustments are made to the curriculum as necessary to ensure that the children's needs are provided for in each of the different subjects. Further guidance on this aspect of the School's provision can be found in the Policy for Able, Gifted and Talented pupils.

4.14 Co-curricular Provision

4.14.1

There is an extensive range of co-curricular provision for all of the children from Nursery to Year 6. In the EYFS activities include gymnastics, ball skills, Music Makers and create club. In Years 1 and 2 activities include chess, dance, drama, LAMDA and Aston Villa football. All of these activities take place after school. In Prep lunchtime activities include choirs and ensembles whilst after school activities include chess, drama, LAMDA, ball skills, squad practices for major sports, create club, judo, fencing and music ensembles.

4.14.2

Cross-curricular enrichment days are held at least termly for all year groups including a Dinosaur Day and PE days in the EYFS, Toy Day and Road Safety in Year 1, St Lucia Day and a Diorama Day in Year 2, a Stone Age Day and a STEM day in Year 3, a Tudor day and Aztec day in Year 4, a day on India and the Indus Valley in Year 5 and a World War Day and Enrichment Week in Year 6.

4.14.3

A range of visits and visiting speakers are organised for the children including a visit with animals for Year 2, a visit to the Barber institute for Year 3, a Lego day for Year 4, visits from the Young Shakespeare Company for Years 5 and 6.

4.14.4

The children are taken on off-site visits during the course of the year to places such as the West Midlands Safari Park, Weston Park, a synagogue (Year 5) and Safeside (Year 6). Residential trips are organised for Prep children including a Forest School overnight residential for Year 3, Kingsood Colomendy (Year 4), Bushcraft (Year 5) and a French Trip (Year 6).

5. ORGANISATION, PLANNING AND RESOURCES

5.1

The curriculum planning is based on sound principles and follows an orderly approach to the educational content. It is planned in three phases. In each subject area a long-term plan is agreed, indicating the topics that are to be taught in each term, and to which groups of children. National schemes of work are used as a basis for some of the medium-term planning. The medium and short-term plans give clear guidance on the learning objectives, teaching strategies, quality resources and activities for each topic. Planning includes relevant references to online resources for the lesson which are selected by the teachers to enhance the teaching. Online usage is monitored by the teachers and Smoothwall filters are used by the School. Library books are available as class resources. These are issued by the School librarian who has overall control of the library stock. Children have access to the library when the librarian is present, and they also have class library sessions. Teachers are also responsible for ensuring that the content of class library books is appropriate.

5.2

Each class teacher tailors the medium and short-term planning to take into account the aptitudes, needs and prior attainment of the children in their class to plan inclusive lessons. The needs of specific children and all differentiated activities are noted on the short-term planning and progress towards goals is closely monitored.

5.3

The written policies, handbooks, plans and schemes of work take into account the ages, aptitudes and needs of all children, including those with an EHC plan.

5.4

An inter-disciplinary topic approach to curriculum planning is used in the Early Years Foundation Stage. In Key Stage 1 the subjects are taught separately, although the topics often interlink across the curriculum areas. In Key Stage 2, the foundation subjects are taught separately.

5.5

Each subject has its own Handbook, along with the curriculum plans, which are referenced to this policy. There is a curriculum plan for the EYFS and there are also policies and procedures for the Areas of Learning and Development in the Early Years Foundation Stage: these too relate to whole school policy.

6. PROGRESS TRACKING, ASSESSMENT AND REPORTING

6.1

The Blue Coat School has an effective framework for evaluating the performance of all children with reference to the aims of the School as stated in the Vision Statement, Mission and Aims. In all aspects of the School curriculum, the teacher assesses and tracks the progress of the children, both by individual and by group, and then uses the information to plan and modify the provision made for that subject or activity. This enables staff to give parents a detailed and clear assessment of the performance of their child.

6.2

At The Blue Coat School, all children, including those with Special Education Needs, are actively pushed towards increased achievement by the teaching they receive in all subjects. If a child's progress is giving cause for concern, Class Teachers, Form Tutors or Subject Teachers discuss the issues with the child, the child's parents and, when appropriate, the School SENCOs.

6.3

Children need the support of parents and staff to make good progress in School, and staff strive to build positive links with the parents of each child, by keeping them informed about their child's development. Parents' Evenings and regular formal reports provide parents with a detailed and clear assessment of the performance of their child. Further details of assessment and reporting arrangements can be found in the relevant Parents' Handbooks which are issued annually, and which are available on the Parent Portal.

6.4

In Nursery and Reception assessment is linked to the Early Learning Goals, as set out in the Statutory Framework for the Early Years Foundation Stage (2021) and the non-statutory curriculum guidance Development Matters (2021). In Nursery and Reception, progress towards the Early Learning Goals is recorded in the Early Years Foundation Stage Profile.

6.5

Further details of assessment and recording arrangements can be found in the Teaching and Learning Handbook.

7. STRUCTURE

7.1 Year Groups and School Day

7.1.1

The children in Nursery are aged 3 and 4. For the Michaelmas and Lent Terms they may attend five full mornings or five full days. All children in Nursery then attend for five full days in the Trinity Term. All of the children from Reception (children aged 4 or 5) to Year 6 attend school for five full days. Before and after school care is available for all children.

7.2 Staffing

7.2.1

In Nursery and Reception, the Key Person is the Class Teacher, who has responsibility for the welfare, learning and development of the children. Each Class Teacher is supported in this role by a full-time Teaching Assistant. The staffing qualification requirements of the Statutory Framework for the Early Years Foundation Stage (2021) are met. The children are usually in classes of no more than 20.

7.2.3

In Years 1 and 2 the children are taught by a Class Teacher and supported by a full-time Teaching Assistant. The children are usually in classes of no more than 20.

7.2.4

In Prep the children are taught by qualified teachers in class sizes of no more than 22. There are part-time Teaching Assistants who provide support as deemed appropriate by the Deputy Head Prep. Sets in English and mathematics are usually smaller, and groups in Games and PE vary in size.

7.2.5

At The Blue Coat School teachers demonstrate good knowledge and understanding of the subject matter being taught. Many of the teachers are specialists in their subjects. Staff are timetabled so that their subject knowledge and skills are used to best effect across the School wherever possible.

7.2.6

The management of the behaviour of children at The Blue Coat School is the responsibility of all of the staff at the School. All teachers deliver lessons in a way that ensures good behaviour of the children in order to foster children's self-motivation and interest in their work. Children are encouraged to think and learn for themselves.

7.2.7

All teachers are aware of the professional standards that apply to them and are issued with the most up to date of these documents on an annual basis.

7.3 Roles and responsibilities

7.3.1

Heads of Departments and Pre-Prep Subject Leaders monitor the way in which their subject is taught in the School. They liaise regularly to ensure effective coverage and progression within the subject.

7.3.2

The role of the Head of Department and Pre-Prep Subject Leader is to:

- Provide a strategic lead and direction for the subject
- Produce and review subject policies, handbooks and guidance
- Produce and evaluate Schemes of Work and monitor planning
- Provide efficient resource management for the subject
- Monitor pupils' progress in that subject area
- Support and advise colleagues on issues related to the subject

7.3.3

The Head of Department takes the lead in these areas. He or she is primarily responsible for overseeing the direction of the subject and for producing the documentation for the subject within the whole school.

7.3.4

The Deputy Head Prep and Deputy Head Pre-Prep are responsible for directing the Curriculum Review Cycle, for monitoring long-term planning, and for overseeing the day-to-day organisation of the curriculum

7.3.5

The Governors' Teaching, Learning and Curriculum Committee is responsible for monitoring the way in which the School curriculum is implemented. This Committee aims to review each subject area within the School on a cyclical basis, following a report from the subject's Head of Department and Pre-Prep Subject Leader. There is also a named governor assigned to special needs and learning difficulties and/or disabilities, who liaises with the Assistant Head Academic Development and SEN co-ordinators and monitors the ways in which special educational needs and learning difficulties and/or disabilities are addressed.

8. CURRICULUM REVIEW

8.1

At The Blue Coat School, a planned and structured Curriculum Review Cycle is followed to provide all academic departments within the School with the opportunity to monitor and develop their subject.

8.2

Each academic department produces a Department Improvement Plan annually. Department Improvement Plans include plans for the improvement of the subject including timescales, personnel requirements, priorities for improvement and processes for monitoring and evaluating the effectiveness of initiatives.

8.3 Curriculum Review Cycle Phases

8.3.1

There are three phases of the cycle: Monitoring and Evaluation; Documentation and Resources; and Research. The phases within the cycle are led by the Heads of Department in Prep and by the Subject Leaders in Pre-Prep. Other members of staff are also involved in the discussions and review. These phases help to ensure that the Schemes of Work and handbooks are updated for each subject every three years.

8.3.2 Monitoring and Evaluation

8.3.2.1

The purpose of this phase is to monitor and evaluate the teaching and learning for the subject in order to:

- Review and evaluate the quality of the teaching, including the subject knowledge, breadth of skills and depth of understanding
- Review and evaluate the quality of the learning and the pupils' achievements in relation to the learning objectives
- Analyse the standards and progress in the subject
- Emphasise the positives and examine areas of weakness to find ways of improving
- Encourage the development of skills in teaching and observing and develop confidence in the best practice.

8.3.2.2

These aims are met through:

- A programme of direct lesson observations across different year groups and, where appropriate, across different subjects or members of staff
- Structured and focused scrutinies of pupils' work, records and documentation
- Analysis of standardised test results and other test results as appropriate.

8.3.2.3

Work scrutinies focus on aspects such as content, presentation, marking, assessment and the standards and progress made by the year group, the class and individual children.

8.3.2.4

Members of the SLT also conduct broad work scrutinies to analyse standards across year groups, forms and sets. The purpose of the scrutiny is to ensure that whole school policies are being adhered to with reference to written and marked work in all subjects.

8.3.3 Documentation

8.3.3.1

The purpose of this phase is to review the Departmental Policy and Handbook and update the Scheme of Work.

8.3.3.2

A detailed presentation to the Governors' Teaching, Learning and Curriculum Committee, for informed discussion and debate, is to be presented at the end of this phase by the Head of Department and the Subject Leader.

8.3.3.3

The purpose of this phase is to ensure that the Schemes of Work are being implemented. This will be achieved by:

- Evaluating the teachers' half termly planning in relation the Scheme of Work for the subject
- Evaluating the Scheme of Work in the light of its effectiveness in meeting goals such as subject development and progression, and curriculum requirements for Senior School entry

8.3.4 Resources and Research

8.3.4.1

The purpose of this phase is to audit the current resources for the subject and to conduct research into developments in the subject by engaging in such activities as:

- Auditing current resources and practice within the department to ensure all classroom teachers have a sufficient quantity and range of good quality resources
- Visiting other schools (independent and maintained)
- Arranging for a visit from an acknowledged subject specialist such as an IAPS or SATIPS subject adviser or co-ordinator
- Reading subject-related materials in publications such as SATIPS Broadsheets, subject association publications and websites, subject specific magazines and websites
- Arranging for INSET or attending appropriate training courses

9. MONITORING AND REVIEW

9.1

The Curriculum Policy correlates with many other policies and procedures, including the following: Teaching and Learning Handbook (including policies and procedures for Assessment, Recording, Reporting, and Homework); Feedback and Marking Policy; Homework Policy; individual subject handbooks, policies and procedures; Behaviour Management and Exclusions Policy; Disability Discrimination Policy; Policy for Equal Opportunities; Policy for Able, Gifted and Talented Pupils; Policy for Special Educational Needs and Disabilities; Policy for English as an Additional Language; Policy for the Early Years Foundation Stage and Visiting Speakers Policy.

9.2

The Curriculum Policy is reviewed every three years. It is presented to the Governors' Teaching, Learning and Curriculum Committee for approval in the Michaelmas Term. The minutes of this meeting are presented to the Governors.