

# Curriculum Policy

(Including EYFS and Wrap-around care)  
ISI Regulatory Policy

## Version 4.3

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## Curriculum Policy

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# Curriculum Policy

## 1. Introduction

The Curriculum Policy supports the school Ethos Statement of: Following the teaching and examples of Jesus we celebrate everybody, everyday creating a safe school where we love, learn and grow.

## 2. Aims and Objectives of the Policy

- to provide the totality of pupils' learning experience through opening and extending their minds to linguistic, mathematical, scientific, technological, physical, aesthetic, creative, human and social education;
- to ensure the pupils' spiritual, moral, social and cultural development is fully considered;
- to provide a wide range of learning experiences that challenge, stimulate and promote thinking and learning;
- to ensure the Policy is fully supported by long, medium and short-term planning;
- to provide equality of access wherever possible and the opportunity for all pupils to make progress;
- to prepare pupils for the opportunities, responsibilities and experiences of the next stage of their education and beyond;
- to ensure that the Personal, Social and Health education reflects the School Aims and Ethos.

## 3. Teaching and Learning

The principles that underpin our Curriculum Policy are:

- individualised teaching and learning;
- flexible and responsive teaching styles;
- maintaining a stimulating learning environment;
- promotion of independent, lifelong learning;
- preparing pupils for their place in society while being aware of the demands made of them, through examinations and expectations.

## 4. Planning

The curriculum is planned effectively to:

- provide continuity, consistency and progression for all;
- promote an enjoyment of learning and commitment to learning and achieving;
- provide rich and varied activities;
- encourage best possible progress and highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenges and responsibilities;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

## 5. Assessment and Recording

The effectiveness of the Policy is assessed overall by the Head and the Senior Leadership Team, but all staff have a duty to ensure the curriculum is taught and that the aims are achieved for each class.

The Assistant Head: Academic, in conjunction with the Head and the SLT, ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention. Further support is provided by the Learning Support Department.

Staff are expected to assess all pupils' learning following the Assessment Policy and assessment programme.

## **6. Reporting**

Parents are kept informed through Parents' Evenings and formal written reports are written and sent home at least twice a year, currently at Lent Half Term and at the end of the Trinity Term.

Parents' Evenings are held in the first half of the Michaelmas and Lent Terms.

In the early part of the school year, each form teacher holds a Parent Information Evening, which informs parents of the expectations for the year group and the year ahead. Parents or the School may call for individual progress meetings or updates at any stage, should it be deemed necessary.

## **7. Monitoring**

Subject co-ordinators have responsibility for monitoring the whole of their subject taught across all year groups.

The Assistant Head (Academic) has responsibility for monitoring the whole curriculum and how it needs developing to cater for all needs.

The Learning Support Co-ordinator has responsibility for monitoring the curriculum as it relates to children with Learning Differences and Special Educational Needs.

The Head has overall responsibility for monitoring the curriculum taught and its effectiveness.

The Trustees monitor the success of the curriculum at committee level and at whole governing body meetings through committee reports and curriculum presentations.

## **8. Organisation & Management**

The Head has overall responsibility for the curriculum and delegates delivery as follows:  
Under 3s: The children are taught according to the EYFS Curriculum that shapes educational programmes in early years' settings. All areas of learning and development are important and inter-connected and so play an integral part of their curriculum. During term time, the activities are planned by the Nursery Teachers; during the school holidays, all activities are planned by the Early Years practitioners and overseen by the Nursery Manager. The Nursery Manager, Nursery Teachers and Room Leader plan activities, including French, Forest School, Games and Music to ensure each area is fully covered for all children in our care.

Over 2s (Dormice): Specialist PE and Forest School is introduced.

Over 3s: Following the EYFS Curriculum, Music, French, PE, Games and Forest School are taught as specialist subjects.

Reception: Pupils are taught in a mixed ability class and, again, follow the EYFS curriculum. French, Mandarin, PE and Games, Drama, Music and Forest School are all taught as specialist subjects.

Junior 1-6: Pupils are taught in mixed ability classes, apart from English and mathematics in J4 to J6, when they are taught in directed groups. The curriculum has its base in the National Curriculum. Pupils are taught 14 subjects through each week including English, maths, science, RE, computing, history, geography, art, music, PE and Games, DT, French, and PSHE. Mandarin is taught in J1, J2, J5 and J6, with a lunch time Mandarin Club operating for J3 and J4 pupils. Forest School lessons are taught to KS1; in Key Stage 2, Forest School is taught as an extra-curricular club or when a teacher books a session with the Forest School teacher.

Pupils in Junior 1 and 2 are taught by their form teacher for most subjects. As the children move into Junior 3 and 4, and especially in Junior 5 and 6, they are increasingly taught by subject specialists.

Subject specialists are experienced in their subject and, through this experience and knowledge and their passion for the subject, will lead by example. They are expected to keep abreast of subject-specific developments and model passion and good practice.

As a Catholic School, it is a requirement we teach at least 10% RE. The pupils will also join together in various acts of collective worship each week. The pupils also spend additional hours preparing for Masses, Reconciliation and the various liturgical feasts. The spiritual and religious life of our school is central to our ethos and is supported in, and through, the curriculum.

Verbal Reasoning is introduced from Junior 3.

## **9. Resources**

The resources to support the wide and varied curriculum are set out by subject co-ordinators in their annual budget bids.

Budget bids are overseen by the Head and ordered by the Head's PA or by the subject co-ordinator in consultation with the Head).

Educational visits away from the school, an important part of the educational experience, are generally funded by parents.

## **10. Parental Links**

Where we have a parent with a skill or hobby appropriate to an area of learning we will always aim to actively encourage parental involvement.

Parents may volunteer to help with hearing pupils read and/or accompany school outings.

## **11. Links with Outside Agencies**

Whenever the learning experience can be enhanced by a visitor into school or a trip out, then this is actively encouraged.

The school has strong links with the local parish and with the Diocese and are part of the service level agreement for RE.

Cross-curricular links are developed through specific trips and visits and ensure that the educational experiences of the children are stimulating and vibrant.

## **12. Behaviour**

Expectations of pupil behaviour at Crackley Hall are high and there is clear guidance for all pupils for both Rewards and Sanctions. We use a system of stars, through the Crackley Compass, leading to bronze, silver, gold badges. House points which contribute to the overall house competition, are awarded for effort, improvement and excellence in the classroom and curricular matters and Head Teacher's Awards are another way of recognising and rewarding our pupils. These awards are highly sought after and success in both academic and pastoral areas of school life is encouraged. The Da Vinci Merits are awarded for work of exceptional quality or effort in each subject. Each class teacher decides on a 'Star of the Week' for their class. For further details, see the Behaviour Policy.

## **13. Equal Opportunities**

The School curriculum is planned and delivered to fully support the age, ability and aptitude of every child. We celebrate every child for themselves and enhance their individualised learning through equality of opportunity. For further details, please see the Equal Opportunities Policy.

## **14. Learning Differences**

Special Educational Needs (SEN), Gifted and Talented and those with English as an Additional Language (EAL).

Crackley Hall aims to be a fully inclusive school as far as possible given the constraints of the building stock and our ability to cater for the needs of each child. We aim to support, challenge, stretch and stimulate all our children, including those with exceptional gifts or talents. For children with SEND, we follow the Special Needs Code of Practice, 2014. Further details may be found in the relevant policy documents.

## **15. Non-partisan Teaching**

Teachers and staff members at Crackley Hall, in carrying out their duties as employees of the Foundation, will in no way undermine the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are actively and intrinsically promoted, modelled and enforced at all times.

Please see the Promoting Fundamental British Values Policy.

## **16. Link to School Aims**

The School Aims are considered by staff as they plan and deliver the curriculum as a whole.