



Ashby Hastings Primary School

"Inspiring minds to foster confidence"

Curriculum Policy

Adopted by Ashby Hastings Primary School on:	Date - August 2021
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	3.0

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

Curriculum Overview Policy

The role of education is one of the most important elements in British society in the 21st century.

Values underpinning Ashby Hastings' curriculum

Education influences and reflects the values of society and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school and the work of schools. At Ashby Hastings School we insist on the important link between pupil, school and home. Working together we endeavour to create common values to prepare every child for their place in society.

These values include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Education should also reaffirm our commitment to the virtues of truth, honesty, trust and a sense of duty. At the same time education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work.

Aims for our school curriculum

Aim 1: Ashby Hastings' curriculum should provide inclusive opportunities for all pupils to learn and achieve. At Ashby Hastings School this aim is covered in more detail in the school policies for Special Educational Needs and Equality and in our Education Brief.

Aim 2: Ashby Hastings' curriculum should aim to promote pupils' mental, physical, spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. In particular, the school should develop principles for distinguishing between right and wrong and to foster a sense of 'fairness'. It should promote pupils' knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. At Ashby Hastings School, these are covered in more detail in the school policies for Spiritual, Moral, Social and Cultural Education, Personal, Health, Social and Economic Education, Relationships and Sexual Education and Equality.

The interdependence of the two aims

These two aims reinforce each other. The personal development of pupils' mentally, physically, spiritually, morally, socially and culturally, plays a significant part in the ability to learn, to achieve and to fulfil their potential. Development in both areas is essential to raising standards of attainment for all pupils.

The purposes of the National Curriculum

The Education Act 1996 (section 351) requires that all schools provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

As an academy, Ashby Hastings has more freedom in designing its curriculum. However, it intends to continue to follow the National Curriculum in general terms, as this will keep pupils' learning in line with that elsewhere. Some topics may be adapted where the school believes that this will extend or enhance learning opportunities for its pupils.

A more detailed curriculum overview, including specific subjects, can be found [here](#).

The four main purposes of the National Curriculum

To establish an entitlement

The National Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

To establish standards

The National Curriculum makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes national standards for the performance of all pupils in the subjects it includes. These standards can be used to set targets for improvement, measure progress towards those targets, and monitor and compare performance between individuals, groups and schools.

To promote continuity and coherence

The National Curriculum contributes to a coherent national framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

To promote public understanding

The National Curriculum aims to increase public understanding of, and confidence in, the work of schools and in the learning and achievements resulting from compulsory education. It also aims to provide a common basis for discussion of educational issues among lay and professional groups, including pupils, parents, teachers, governors and employers.

At Ashby Hastings school we recognise that our curriculum must be responsive to changes in society and the economy, and changes in the nature of schooling itself. Teachers, individually and collectively, have to reappraise their teaching in response to the changing needs of their pupils and the impact of economic, social and cultural change. Education only flourishes if it successfully adapts to the demands and needs of the time.

The curriculum followed at Ashby Hastings School, is based on the National Curriculum whilst at the same time our curriculum recognises the locality of Ashby and the values inherent in the 'wider' primary curriculum to prepare pupils to take their optimum place in society.

Differing abilities of Pupils

Ashby Hastings recognises that pupils work at different rates and attain at different levels. The needs of learners will be met through clear differentiation, where appropriate, making provision for the less able whilst stretching the needs of the more able learners. Further alterations to the curriculum will be made for SEND pupils to allow them to fully access all of the National Curriculum.

English as an Additional Language (EAL)

English as an Additional Language (EAL) – to allow children and their families who struggle to access the curriculum through a language, and possibly cultural barrier, we will identify individual needs and implement changes to help all pupils feel safe and happy so that they develop their knowledge and understanding rapidly and achieve as well as their peers;

British Values and SMSC

British Values and Spiritual, Moral, Social and Cultural elements are interwoven throughout the curriculum. Details of the progression can be found in individual documents.

Quality Assurance

Symphony learning trust use the Peer Review system of inspection which monitors and evaluates the quality of education and the curriculum. This process involves school inspection, pupil progress meetings, deep dives, book scrutinises and co-ordinator interviews.