



Cheadle Hulme School

CURRICULUM POLICY

This Policy is applicable to all pupils in the School including those in an EYFS setting

Please also refer to Equality & Diversity Policy

Please follow this link for the relevant procedure on the School's intranet: Literacy Across the Senior School Curriculum; Curriculum Procedure; Careers and Examinations Policy; Learning Support Policy

The School will make available a broad curriculum, which provides pupils with opportunities to engage in an extensive range of academic and co-curricular experiences. The curriculum will be designed to enable all pupils to have the opportunity to learn and make progress whilst also developing a wide-ranging set of skills, knowledge and values that will help pupils prepare effectively for and understand the opportunities, responsibilities and experiences of life in British society, the world in which they live and for their future adult life.

Schemes of work will be used to ensure that the curriculum complies with current legislative requirements and will include linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

The curriculum will be devised to foster speaking, listening, literacy and numeracy skills. It will also provide personal, health and social education which reflects the Schools' Aims and Ethos and which encourages respect for other people.

The curriculum will be planned to ensure that all pupils are encouraged to participate actively in all lessons and to generate an enthusiasm for learning. Teaching strategies will harness a wide range of teaching methods, resources, activities and make effective use of available time.

It will take account of the School's Policy and procedures for Equality and Diversity Policy, Safeguarding and those designed to meet the needs of pupils who require additional support. For any pupils with a statement, including those with an EHC plan, appropriate steps will be taken to fulfil the requirements of that statement. The curriculum will be inclusive and will recognise that pupils are individuals who have different aptitudes and needs.

For those pupils below compulsory school age the School will provide a programme that reflects their needs in relation to their personal, emotional, social and physical development and communication and language skills. For all pupils, the amount of time given to each element of the curriculum will be age appropriate and designed to enable pupils to progress to their next stage, both within the School or externally, including higher education or work, without restricting their options.

For pupils receiving secondary education, appropriate, accurate and up-to-date careers information and guidance will be provided in an impartial manner and supported by other activities to enable pupils to make informed decisions about their future and to fulfil their potential.

While the School will have regard to the requirements of the National Curriculum it will make provision according to the best interests of the School's pupils. The School will endeavour to offer choice, especially as pupils progress through the Senior School, however the precise courses made available will need to be affordable within the School's overall budget and timetable constraints.

The School will take steps to monitor the effectiveness of the curriculum through a range of methods including tracking data, scrutiny of work and direct observation of lessons.

SLT Member responsible:

Deputy Head Teaching & Curriculum

Approved by Governors' Board
Or delegated body:

June 2017

Proposed review date:

June 2020

Relevant Procedure:

Literacy across Senior School Curriculum; Literacy across the Senior School Curriculum; Curriculum Procedures - Junior/Senior
