



Cambridge Steiner School

Curriculum Policy April 2020

Reviewed by: Sarah Fox

Review date: April 2020

Next review: April 2021

Related Policies and Documents: Curriculum Procedure, Assessment Policy and Procedure; SEND Policy; SEND Support Ideas; EAL Policy; British Values and SMSC Statement; PSHE Curriculum Policy; Lower School Curriculum Outline and Framework for Literacy, Numeracy and Science; CSS Curriculum 'at a glance'; SWSF – The embedded Curriculum; E-Safety Curriculum Outline; Outdoor Classroom Handbook.

Endorsement:

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

Signed:

Date: April 2020

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1. Curriculum aims

Our curriculum aims/intends to:

- Promote the learning and development of our youngest children and ensure they are ready for transition.
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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 for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide a broad curriculum prioritising a strong academic core of subjects
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum as per the [Independent School Standards](#).

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

This policy complies with the School's Articles of Association.

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 Trustees

The Trustees will monitor the effectiveness of this policy and hold the Education Manager to account for its implementation.

The Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- They participate actively in decision-making about the breadth and balance of the curriculum

3.2 Education Manager

The Education Manager 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 Trustees
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Trustee 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 SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Early Years Lead will take specific responsibility for the younger children accessing a broad and balanced curriculum experience.

Subject Leads will oversee specific curriculum areas and ensure progress for pupils through the curriculum on their individual school journeys.

4. Organisation and planning

Explanation of how the curriculum is organised and delivered at Cambridge Steiner School is structured in the complimentary **Lower School Curriculum Procedure**.

This shows:

- The organic nature of the Steiner curriculum approach
- How our curriculum suits local needs, including how we adapt the curriculum/subjects required by our funding agreement, and other statutory requirements, to suit local context and pupil transition.
- How subjects are designed, delivered and sequenced.
- How our curriculum covers the following:
 - Spiritual, moral, social and cultural development
 - British values
 - Careers guidance
- Short, medium and long-term planning expectations
- What resources are available to support curriculum delivery

See our EYFS policy for 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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every 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 SEND policy.

6. Monitoring arrangements

Trustees monitor whether the school is complying with the Independent School Standards and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits, regular meetings, policy reviews, Education Manager reports, school reports, parent and pupil voice

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutiny, learning walks, book looks, etc.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every Academic year by the Education Manager and SLT. At every review, the policy will be shared with the Trustees.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy and Curriculum Statement; SWSF – The embedded Curriculum; Early Years Curricular Activities; Assessment and Observation Policy in Early Years
- Lower School Curriculum Procedure and supporting curriculum documents; Assessment Policy and Procedure in Lower School
- SEND policy
- Equality and Inclusion Policy, Accessibility Plan
- Stretch and Challenge Policy