

ALAMEDA MIDDLE SCHOOL



Ambitious  Motivated
Confident to Soar

CURRICULUM POLICY

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1 VISION AND AIMS

1.1 Our Vision

‘Alameda is dedicated to offering an inspiring learning environment where all individuals are valued and everyone has the opportunity to achieve their best in everything they do.’

1.2 Our Aims

- Achieving our best in everything we do
- Engaging with the school’s 22 values
- Collaboration and Community
- Preparing for the future

2 CURRICULUM AIMS

Our curriculum aims/intends to:

- Provide an exciting, broad and balanced education for **all** pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Develop pupils’ independent learning skills and resilience
- Encourage a sense of collaboration and community
- Support pupils’ wellbeing
- Inspire a life-long love of learning
- Champion the positive power of creativity
- Promote pupils’ physical development and responsibility for their own health
- Foster a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Prepare pupils for the next stage of their education

Our curriculum aims to create links between subjects, in particular supporting the learning of mathematics and English across the curriculum. The development of reading and writing across the curriculum, particularly at Key Stage Two is a key focus.



Alameda Values are important to the work we do, as is our commitment to Restorative Practice as part of our Behaviour Policy.

3 LEGISLATION AND GUIDANCE

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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 our funding agreement and articles of association.

4 ROLES AND RESPONSIBILITIES

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board 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 (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

4.2 Headteacher

The headteacher 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 governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing 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

4.3 Subject Leaders

- Ensure that the curriculum for their subject area has aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- Ensure that the curriculum for their subject is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- Plan their curriculum in a coherent way
- Ensure the curriculum intent is implemented in their subject area through clear communication with teachers and monitoring within the department
- Ensure that other subject links within the curriculum are mapped in a coherent way
- Ensure that the curriculum for their subject contributes to and links with the curriculum for English and maths.
- Ensure that work is sequenced appropriately through collaborative curriculum mapping with the feeder lower schools and Redborne Upper School

4.4 Other staff

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

5 ORGANISATION AND PLANNING

Our curriculum covers the National Curriculum as a minimum.

Each subject is taught within a discrete lesson, with children following a timetable.

- Our curriculum covers the following, please refer to separate school policies on these:
- Relationships and sex education (if applicable)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

6 CURRICULUM (ACADEMIC YEAR 2022-2023)

KEY STAGE 2

Core Subjects	Arts	Humanities	D&T	Other
English	Music	Geography	D&T	Values/Religious education
Maths	Art	History	Textiles	PE
Science	Drama (from September 2023)		Cooking and nutrition	Computing
				French

KEY STAGE 3

Core Subject	Arts	Humanities	D&T	Other
English	Music	Geography	D&T	Values/Religious Education
Maths	Art	History	Textiles	PE
Science	Dance		Cooking and nutrition	Computing
	Drama			French
				Spanish



The curriculum is mapped out by subject for each year group showing cross curricular links. The progression is evident in each subject, where knowledge and skills move forward each year. There are also opportunities to revisit ideas and topics and to consolidate learning through spaced repetition and retrieval starter tasks. Consideration for all learners, including the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, should be given the knowledge and cultural capital they need to succeed in life.

Objectives are set for each subject – these show the key things pupils should know and be able to do by the end of key stage 2 and by the time they leave. Overarching aims for the curriculum are to develop independence and to encourage collaboration as part of the learning process.

The sequence for learning is determined in each subject plan and across subjects where synergies naturally exist. Curriculum planning, sequencing and evaluation is a continuous part of school improvement.

The vision for the curriculum was developed through consultation with staff and pupils and the outcomes have been shared through staff meetings, assemblies and newsletters.

The curriculum reflects national policies, covering British values, through the Values programme and also through assemblies.

7 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)

The nature of the curriculum, with time devoted to PSHE, PE, Design Technology and Art is fully inclusive. Our SEND department provides additional support through bespoke curriculum offers for pupils for whom the full Alameda curriculum is not appropriate.



Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National 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 and information report.

8 MONITORING ARRANGEMENTS

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governor visits
- Reports from senior leaders
- Meeting with pupils
- External reports, including School Improvement Partner (SIP) and Local Authority (LA) reports

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

- Lesson observations,
- Pupil voice,
- Learning walks,
- Book looks, etc.
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.