

Michael Hall

a Steiner Waldorf School

Curriculum Policy

Policy Owner	Director of Learning
Formally endorsed by	Trustees
Endorsement Date	September 2019
Next Review Date	September 2020

1. Aims

Our curriculum aims to be:

A curriculum that meets the developmental stages of our pupils in order to foster their healthy learning and remove obstacles that prevent them fulfilling their true potential. In doing this we will provide a safe and secure environment conducive to learning and creativity. This will allow all pupils the opportunity to experience a broad and balanced education that encourages them to fulfil their potential in relation to their abilities, skills and interests in accordance with their spiritual, intellectual, emotional and physical development. Our curriculum is focused around the developmental stages of each year group and within the curriculum teachers ensure that the ages, abilities and needs of pupils are met, including those on an EHC Plan.

So that students can:

- progress with confidence to the next stage of their life and education, through a process which encourages engagement in lifelong learning
- move into adult life with a knowledge of personal strengths and weaknesses, with a wish to develop the former and work on the latter
- make a constructive contribution to society
- participate as effective citizens in a multi-cultural society with mutual respect and tolerance for those with different faiths and beliefs
- Show an appreciation of openness and democratic values with an understanding and awareness of the political structures and organization within which these operate.
- develop and sustain an active and healthy lifestyle
- enable them to develop a sense of personal and cultural identity that is confident, open to change and receptive and respectful to others
- develop the key skills of literacy, numeracy and ICT in addition to cultural, musical and artistic skills
- develop co-operative and interpersonal skills
- acquire the study skills necessary to realise individual learning potential
- develop individual ideas, become receptive to new ideas and make independent and informed decisions
- acquire an understanding of the global social, economic and political issues of their world and an appreciation and growing understanding of the interdependence of individuals, groups and nations
- appreciate the complex human interaction with, and dependence upon, local and global ecology, and develop a caring and responsible attitude towards the environment
- appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits, and experience a sense of personal achievement in these fields.

2. Legislation and guidance

This policy reflects the requirements of the Independent School Standards, which all independent schools in England must meet.

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](#).

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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](#). As a Steiner Waldorf School we have exemptions from aspects of the EYFS.

3. Roles and responsibilities

3.1 The trustees of the school

The trustees will monitor the effectiveness of this policy and hold the Director of Learning to account for its implementation.

The governing trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school teaches a 'broad and balanced curriculum' which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; and also includes personal, social, health and economic education
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school is exempt from statutory assessments such as the Reception Baseline Assessment, the EYFSP, Phonics Screening and KS 1 and 2 SATS.
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Class 7 (Year 8) onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Director of Learning/Faculty Chairs

The Director of Learning/Faculty Chairs 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 trustees
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The trustees are 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 SEN.

4. Organisation and planning

This is detailed in the separate Curriculum framework document and SOW.

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 SEN
- Pupils with English as an additional language (EAL)

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

6. Monitoring arrangements

Trustees monitor compliance with the Independent School Standards 1, 2 and 5, and compliance with other statutory requirements through:

- *Meetings of the Performance and Standards sub-committee*
- *Learning walks accompanying senior leaders to observe learning*
- *Moderation meetings working from other trustees within the Fellowship.*

Lower and Upper School Faculty chairs monitor teaching throughout the school by:

- *The school will routinely conduct observations of learning and progress (Quality Assurance) in learning walks (drop in) book/work scrutinies and lesson observations etc.*
- *One to one student/class progress meetings led by Faculty Chairs.*

This policy will be reviewed every year by the Progress and Standards Committee, the review of the policy will be shared with the full trustee board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Assessment policy
- SEN policy and information report
- Equality information

Council Chair

Sean Rafferty

