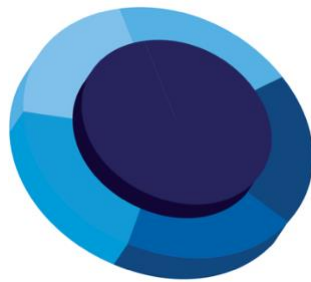


Harpurhey Alternative Provision School



Curriculum Policy

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1. Aims

Our curriculum aims to:

Provide a 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

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, with high expectations for every pupil and appropriate levels of challenge and support

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum.

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](#),

3. Roles and responsibilities

3.1 The Governing Body

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

The Governing Body will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)

All courses provided for pupils that lead to qualifications, such as GCSEs, are approved by the secretary of state

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

3.2 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 Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The Governing Body 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 SEN

3.3 Other staff

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

4. Organisation and planning

At HAPS core subjects will generally be taught in the mornings before break. Afternoon will consist of PE, PSHE, RSE, topics based around themes and student interests & SMSC AP

Students will usually have the opportunity to enter for 7 GCSEs – Mathematics, English Language, English Literature, Science (double award), Art and Statistics. Upon request from referral schools it might be possible for students to enter additional subjects.

Through out all learning activities student will have opportunities to access:

- Sex and relationship education (if applicable)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

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 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.

6. Monitoring arrangements

The Headteacher will monitor the way their subject is taught throughout the school using a range of sources of evidence including:

- Book scrutinies
- Learning Walks
- Lesson Observations
- Pupil voice activities

This policy will be reviewed every 1 year by the Headteacher. At every review, the policy will be shared with the Governing Body.