



CUNDALL MANOR SCHOOL

Curriculum Policy 2026

Created
Reviewed
Next Review

Headmaster
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August 2023
August 2026
August 2027

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Contents

Aims of the Policy:.....	3
Principles.....	3
Teaching and Learning.....	3
Schemes of Work.....	4
Curriculum Content.....	5

Aims of the Policy:

- To satisfy the whole school aims relating to curriculum, teaching and learning.
- To promote the intellectual, social, physical, moral and spiritual needs of all our pupils.
- To deliver effective teaching and learning strategies in order to stimulate high achievement and the realisation of each child's potential.
- To promote the personal, learning and thinking skills pupils will need to succeed in education, life and work.
- To develop a dynamic curriculum with the capacity for flexible responses to national and local educational initiatives and social change.
- To recognise that at Cundall Manor "Every Child Matters" and that this should be incorporated into all aspects of curriculum planning. We will aim to help enable all our pupils to be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being regardless of background or circumstance.
- To encourage mutual trust and respect for other people, particularly those with protected characteristics
- To deliver the curriculum in a variety of teaching approaches that suits the needs of different students including those with particular needs and any who may have a statement of special educational need. To match tasks to students and balance the challenge with likelihood of success for each student.

Principles

The curriculum model at Cundall Manor School ensures pupils experience a curriculum which delivers:

- Breadth – A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological). It also acknowledges the value of learning outside the confines of the classroom across subjects and within the community at large.
- Balance – A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.
- Coherence - A coherent curriculum will be planned as a whole and embrace the different areas of learning and experience so that they do not appear as discreet and unconnected but as contributing to overall progress and achievement.
- Relevance - A relevant curriculum will take account of the previous learning of the pupils and their readiness for new experiences. Subject matter will be appropriate for the ages and aptitudes of the pupils, including those with a statement.
- Personalised Learning - The curriculum has to allow for differences between children, even of the same age and within the same class.

The curriculum does not, in any way, undermine the fundamental British values of democracy, the rule of law or individual liberty. It endeavours to promote mutual respect and tolerance of those with different faiths and beliefs and respect for each other.

The curriculum will emphasise the culture and achievements of England and its people, but it will also allow for pupils to learn about the achievements of other cultures, including those outside Europe. All

subject areas should enrich their syllabuses with an appropriate balance of work by authors, speakers, artists, scientists etc. from other cultures.

Teaching and Learning

Cundall Manor School places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining student progress and achievement.

Cundall Manor School will endeavour to:

- Promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building, fostering in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.
- Ensure that teaching enables learners to make progress and achieve whilst acquiring speaking, listening, literacy and numeracy skills.
- Ensure that all pupils' work is assessed regularly and thoroughly and the information is then used to plan teaching so that pupils progress.
- Ensure that all pupils are given adequate preparation for the opportunities, responsibilities and experiences of adult life.
- To this end, lessons should be well planned and delivered to ensure that:
- There is use of effective teaching methods, activities and management of class time.
- The lesson aims and the learning achieved are reviewed at the end of the lesson or a block of lessons planned to achieve a specific goal.
- A variety of teaching styles is used, where appropriate.
- Personalised Learning and Thinking Skills (PLTS) are addressed where appropriate.
- Social, Moral, Cultural and Spiritual (SMCS) issues are addressed which preclude the promotion of partisan political views in the teaching of any subject in the school with pupils being offered a balanced presentation of opposing views.
- Pupils are healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being regardless of background or circumstance.
- Each child has the opportunity to learn and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. Where a pupil has a statement, the school provides an education which fulfils its requirements.
- Any gaps in pupils' progress has been identified and remedied and any adjustments made (such as choices about what to prioritise). There is a plan as to how a class/year group can get back on track.

All teaching, whether in class or remote must adhere to these guidelines of teaching standards.

Schemes of Work

Will contain information on and should be written to:

- Deliver a curriculum which effectively works towards the pupils next external examinations.
- Broaden and deepen pupil experience where appropriate
- Deliver work pitched at the correct level. That is, to extend the thinking of the individual, while also offering opportunities for success and progress.
- Identify opportunities to address PLTS, SMCS issues and outcomes of ECM where possible.
- Identify content and methodologies to cater for the less able pupils.

- Include standardised assessment in line with the whole school Assessment, Marking and Reporting policy

While we take care to ensure that the achievement and contribution of every pupil underpins the delivery of all academic subjects it is expressly addressed in our PSHE programme where the aims are to encourage pupils to:

- Take an interest in topical and controversial issues.
- Engage in discussion and debate within a supportive and safe environment.
- Learn about their rights and responsibilities.
- Enjoy healthy, safe, responsible, fulfilled lives.
- Understand the nature of work. ● Become informed consumers.

The Scheme of Work for PSHE will give more detail as to the exact content across the year groups. The Reception to Form 6 PSHE programme is based around EC publishing programme. In Aram to Thornton the PSHE programme is based around 3D PSHE programmes for key stages 3 and 4. All of these fully reflect the schools aims and ethos. Appropriate careers guidance for all key stage 3 and 4 pupils is given as part of the PSHE and Form Time programmes using Unifrog. Yearly we hold our own careers fair and sixth form providers evening separately to allow pupils from Aram and up to see what options they have once they leave us at sixteen. Parents are informed about both events and are encouraged to attend.

Curriculum Content

Children attending the nursery follow a programme of activities which is appropriate to their individual developmental needs in relation to the Early Years Foundation Stage curriculum.

The attached Curriculum Diagrams give detail of the subject content and their respective time allowances from reception to Year 11 at Cundall Manor School.

In Pre-Prep, English and Maths periods are 55 minutes whilst most others are 30, 40 or 60 minutes in length.

For the rest of the school periods are 50, 55 or 60 minutes in length. Some games sessions are 2 hours in length.

Option subjects at GCSE level include:

Art
Biology
Business Studies
Chemistry
Computer Science
DT
Food and Nutrition
French
Further Maths

History
Music
Physics
Physical Education
Religious Studies
Spanish
Textiles