

# Love Lane, Stourbridge, West Midlands, DY8 2EA

ELMFIELD RUDOLF STEINER SCHOOL

CURRICULUM POLICY

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| Approved by: Council of Management |  | Date: June 2022 |
| Last reviewed on: June 2022 |  |  |
| Next review due June 2023 |  |  |

# Aims

Our curriculum aims to:

* Allow children’s potential to unfold as they grow towards becoming self-motivated adults, in a rigorous yet unpressurised and joyous way. The Steiner-Waldorf curriculum seeks to provide a warm and encouraging school environment in which children can grow and learn;
* Offer a broad and balanced curriculum enabling children to develop a love of learning and commitment to life-long learning. Rooted in experience, the curriculum develops from the play-based learning in Kindergarten, through the classes 1 – 8, towards the formal learning in class 9 - 11, for GCSEs and beyond. This prepares them to choose an academic, technical or vocational route, or any blend of these. They will then have the adaptability, knowledge and life skills for future education, training and employment;
* Enable all children to develop resilience and the ability to greet new situations with confidence and enthusiasm, to become increasingly capable of independent thought, have a willingness to question, and show a sense of joy and wonder when confronted with something new. They have the deep and rich cultural capital to succeed in life.

# 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 2015 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 2021.

# 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 has a curriculum which covers a broad range of subject disciplines, delivered through teaching that will enable all pupils to make good progress according to their abilities, and that such progress is properly assessed as part of a continuous process which feeds back into lessons;
* Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND);
* 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 School Lead 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 trustee 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 Manager will take specific responsibility for the younger children accessing a broad and balanced curriculum experience.

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

# Organisation and planning

Explanation of how the curriculum is organised and delivered at Elmfield School is structured in the Curricular Activities, Embedded Activities documents and Curriculum for the older children in Kindergarten documents within our Policies.

This shows:

* The organic nature of the Steiner curriculum approach;
* How our curriculum suits local needs, including how we adapt the curriculum/subjects 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 and Careers guidance;
* Short, medium and long-term planning expectations;
* What resources are available to support curriculum delivery

See our EYFS documents for how our early years curriculum is delivered.

# 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 Accessibility Plan and SEND policy.

# 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, School Lead reports, school reports, parent and pupil voice.

Subject Guardians 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 annually by the SLT. At every review, the policy will be shared with the Trustees.

# Links with other policies

Related Policies and Documents:

The Art of Teaching APP (SWSF – Curriculum Map);

Accessibility Plan;

Assessment Policy;

British Values Statement;

Curriculum Framework;

Curriculum Framework Core Subjects;

EAL Policy;

E-Safety Policy;

Inclusion, Equality & Diversity Policy;

PSHE Policy;

Relationship and Sex Education Policy;

SEND Policy.