



Great Linford Primary School

Curriculum Leadership Policy

January 2014

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CURRICULUM LEADERSHIP POLICY

OVERVIEW

In this school, every learner has an entitlement to benefit from curriculum provision and teaching of the highest quality. This policy sets out the criteria that will define the expected standard for teachers working together in teams to lead the curriculum. Where possible Curriculum Leaders will lead teams of teachers who will collaborate and work together to ensure that the curriculum, teaching and learning is planned, managed and delivered to the highest standard. The Head Teacher, senior leadership team and other key members of staff, will monitor the work of the curriculum teams to ensure that this high standard is met.

OBJECTIVES

1. To set out the schools' expectation for leading, managing, delivering and monitoring the curriculum.
2. To ensure that curriculum teams are led efficiently and carry out their work effectively.
3. To ensure that all learners benefit from a curriculum that is well-led and to involve all members of staff in the delivery of the curriculum through their participation in well-organised teams.
4. To provide a basis for monitoring evaluation and review of the delivery of the curriculum.
5. To ensure that all teachers are given feedback on their strengths and areas for development within their assigned teams.
6. To improve the quality of teaching, learning and the curriculum.

STRATEGIES

1. The Head Teacher will appoint all members of staff to teams and roles according to each teacher's experience and ability.
2. Team leaders will be responsible to the Head Teacher for carrying out their leadership of the curriculum team efficiently and effectively.
3. Teachers and other members of staff are expected to work efficiently with the team leader to carry out their assigned responsibilities to the highest quality.
4. Teachers are expected to make useful contributions to developing the quality of teaching and learning in the areas of the curriculum that have been assigned to their team.
5. Each team will be responsible for developing curriculum guidelines that have clear objectives and which set out the knowledge, skills and understanding that

the pupils need to acquire.

6. The teams will monitor teachers' planning to ensure that its objectives for teaching and learning are firmly rooted in the curriculum guidelines.
7. Where appropriate, teams will come together to plan cross-curricular dimensions of the school curriculum and plan opportunities for promoting community cohesion and creative learning.
8. Teams will ensure that teachers use the curriculum learning objectives as the basis for assessing, recording and reporting pupils' achievement and progress.
9. Teams will ensure that teachers differentiate their planning and provision for at least three levels of ability – high attainers, average attainers and lower attainers.
10. Teams will advise teachers on an appropriate range of teaching methods to enable all learners to learn effectively
11. Teams will ensure that time, support staff and other resources, especially ICT, are used effectively.

OUTCOMES

The work of curriculum teams will ensure that all learners benefit from an exciting, rich, broad, balanced and differentiated curriculum that is matched appropriately to their ages, abilities and aptitudes. They will ensure that all learners are treated equally and given equal opportunities and access to the curriculum.

This policy should be read in conjunction with the school's policy for the Curriculum, the policy for Performance Management, the policy for Teaching and Learning, the Marking Policy, the Assessment Policy and the school's Policy for Monitoring.

Revised and adopted by the Governing Body