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1.0 INTRODUCTION

New Barn provides a full and meaningful Curriculum. Most subject areas are linked to the National Curriculum.

The curriculum aims to enable students to achieve to their highest academic and personal standards. The school provides personalized timetables that are accessible, challenging and achievable. It is the aim that the school offers life skills that they will need in their futures and in society.

Core subjects such as English, Mathematics, Science and Computing are central to the curriculum; other study areas include Humanities, PSHE, Art, Food Technology and Simple Design Technology. The educational experiences of the young people are enriched by a range of planned extra-curricular activities such as specialized speakers and visits.

We aim to provide all pupils with a progression pathway to the next level of study or employment, with appropriate qualification pathways identified, the school is a registered centre with AQA and NCFE



We strive to provide a curriculum that all pupils will find enjoyable. Lessons aim to be understandable and relevant. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, purposeful and differentiated lessons based on student led engagement. Teachers work hard to maintain a structured well-ordered classroom environment.

New Barn fosters the importance of student voice. Teachers work closely with the School Council and listen to their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Wherever possible positive links are made to the 5 areas of 'British Values' which is threaded through all the curriculum

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS

- To provide a broad, exciting and challenging curriculum that embraces the needs of each young person.
- To provide an environment that is engaging, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To work together and with other schools to share good practice in order to improve this policy.

3.0 RESPONSIBILITY FOR THE POLICY AND THE PROCEDURE

The Head Teacher and Senior Teacher have the responsibility for the monitoring and evaluation of this policy.

4.0 ROLE OF THE HEAD TEACHER

The Head Teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

5.0 ROLE OF THE SUBJECT LEADER

- There will be a subject leader for each curriculum subject.



- Each subject leader reviews progress of their curriculum subject and reports this to the Head Teacher, Senior Teacher and other members of staff.

6.0 ROLE OF SCHOOL PERSONNEL

School personnel will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing carer/authority involvement;
- use a range of teaching and learning styles to address the needs of all children;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions to keep updated in their subject areas;
- report any concerns they have on any aspect of the school community

7.0 ROLE OF PUPILS

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- be encouraged to bring in their own items and information in order to enhance and to take ownership of their learning;
- listen carefully to others;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- complete homework properly and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

8.0 ROLE OF THE STUDENT VOICE

The Student Voice will be involved in:

- discussing improvements to this policy during the school year;
- discuss improvements to the working school day
- discuss personal involvement in developing subject areas across the curriculum.



- organising surveys to gauge the thoughts of all pupils;

9.0 ROLE OF PARENTS/CARERS/SOCIAL WORKERS

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents/carer/social workers report meetings
 - parent/carer-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be encouraged to organise after school clubs or groups;
- be asked to take part in periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

10.0 TIMETABLE

Class timetables show details of lessons provided.

11.0 PLANNING

Long, medium and short term planning is in place for all subjects.

12.0 SUBJECT POLICIES

Policies are in place for all subject areas and are updated every three years.

13.0 MONITORING

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning



- general curriculum discussions
- progress analysis

Monitoring will be undertaken by subject coordinators and members of the Senior Leadership Team.

14.0 EDUCATIONAL VISIT AND VISITORS

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

15.0 PARENTAL INVOLVEMENT

Parents, social workers and carers are informed via Annual Reviews, LAC reviews, PEP meetings, termly Academic key worker meetings and End of Term reports of the student's education and are actively encouraged to help in any way they can.

16.0 EQUAL OPPORTUNITIES

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

17.0 SPECIAL NEEDS

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress.

18.0 RAISING AWARENESS IF THIS POLICY

We will raise awareness of this policy via:

- the School Handbook/Prospectus;
- the school website;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;
- meetings with school personnel;
- communications with the home such as weekly updates;
- reports such as annual report to parents/authority and carers;
- information displays in the main school.

19.0 TRAINING

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.



20.0 EQUALITY IMPACT ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

21.0 MONITORING THE EFFECTIVENESS OF THE POLICY

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Principal and the nominated governor and the necessary recommendations for improvement will be made.