



Curriculum Statement Policy

Health and Safety

Children are taught:

- Safe practices in their learning.
- How to use equipment safely.
- To behave considerably and responsibly, showing respect for other people, equipment and their environment.

Teachers:

- Ensure risk assessments are completed for activities where applicable.
- Discuss all planned educational visits with the Educational Visits Co-ordinator.
- Ensure adequate supervision is organised for all activities.
- Ensure equipment is in good condition, stored and used appropriately and report faults immediately to School office

At Cayton School the role of the Subject Leader is to:

- Support colleagues in teaching the subject content.
- To monitor Teaching and Learning and the standards of children's work.
- Renew, update and complement resources needed to deliver the curriculum.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in education and media usage.
- Work co-operatively with the SENDCo

Cross Curricular Links

Cross-curricular links will be made with subjects where applicable.

Differentiation

At Cayton School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

More Able Learners

More able learners will be identified as part of our assessment procedures. We will provide for their needs through quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning.



Equal Opportunities

At Cayton School all children will be given equal access to all aspects of the curriculum irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through our curriculum. Teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Assessment

9 Point Scale Trackers used from Y1-Y6

Date: June 2021

Revision: June 2023