



Curriculum Policy

Policy Review

This policy was reviewed and approved at the Management Committee meeting held on **25.09.2025**.

The next scheduled review and renewal date is **25.09.2026**

Statement of Intent

At STEPS, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- PSHE Policy
- Relationships and Health Education Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and Responsibilities

The management committee is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the management committee on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the centre's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher, SLT and parents.
- Working to close the attainment gap between academically more and less able pupils.

The curriculum leader is responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and reporting on this to the headteacher.
- Providing efficient resource management for the centre.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.

- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum Intent

Pupils' learning and development is at the heart of our centre's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life in UK schools and their new community.

This curriculum intent statement outlines how the centre has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum Intent

At STEPS we believe that every child, regardless of their background or starting point, deserves a high-quality, ambitious education that prepares them for success in school and life. Our curriculum is designed to ensure that all pupils, especially new-to-UK learners, acquire the language, knowledge, skills, and cultural understanding needed to thrive academically, socially, and emotionally.

Our curriculum:

- Is grounded in the English National Curriculum and carefully adapted to meet the diverse needs of our learners.
- Recognises the unique challenges faced by pupils new to English and/or new to the UK educational system.
- Builds strong foundations in English language acquisition, numeracy, and core knowledge across subjects.
- Supports pupils' personal development, wellbeing, and sense of identity within a multicultural school community.

We recognise that a curriculum must be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school centre values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for school life in the UK. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010.

4. Curriculum Implementation

Our curriculum is structured around a three-phase model, with a clear progression from newcomer support to full access to age-appropriate curriculum content.

Phase 1: Foundation Stage (Arrival and Induction)

Pupils follow a thematic curriculum focused on English, Phonics, Maths, PSHE, Science, and elements of foundation subjects. Emphasis is placed on language acquisition, school routines, personal development, and cross-curricular themes.

Phase 2: Bridging to National Curriculum

Pupils engage in subject-specific content mapped to National Curriculum objectives. Vocabulary-rich planning supports pupils' acquisition of subject-specific terminology.

Phase 3: Age-Appropriate Curriculum Access

Pupils have the skills to access the National Curriculum with targeted support and adaptation. Planning continues to embed academic language and cultural understanding.

Phase 4: Mastery, Consolidation and Fluency

When pupils enter a second cycle of the curriculum, they do not repeat previous work. Instead, learning is deepened through a focus on mastery, consolidation, and fluency. Teaching builds on prior knowledge, enabling pupils to apply skills across subjects with increasing independence and confidence. This phase supports long-term retention, strengthens academic language use, and prepares pupils for transition into mainstream or further education settings. Planning ensures that content remains challenging, relevant, and responsive to individual progress, supporting each learner to achieve secure and transferable understanding.

Curriculum Structure and Coverage

Our curriculum maps outline content coverage across Key Stages 1–4 in core and foundation subjects. Thematic units connect learning across disciplines, reinforce vocabulary and skills, and offer meaningful, contextualised learning.

Cultural relevance and personal identity are prioritised throughout. PSHE, Religious Education, and enrichment experiences support pupils' moral and spiritual development and their integration into British society.

Inclusion and SEND

We are committed to inclusion and equality of access for all pupils, including those with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL).

- Curriculum materials are adapted and differentiated (i.e. use of widgets and task boards).
- Learning is personalised through interventions and support plans.
- Staff receive training in trauma-informed practice, EAL strategies, and inclusive pedagogy.

Enrichment and Personal Development

Our wider curriculum includes opportunities for:

- Educational visits and workshops
- Arts, music, and physical education
- Community engagement and pupil leadership
- Celebrations of diversity, culture, and multilingualism
- We foster resilience, self-belief, and aspiration in all learners.

5.School Ethos and Aims for New Arrivals

STEPS welcomes children who are new to the UK, new to English, or new to formal schooling. We believe every child has the right to feel safe, included, and supported. Our curriculum is designed to help pupils gain confidence, settle into school life, and begin their educational journey in a nurturing and language-rich environment.

The curriculum aims to:

- Help all pupils feel proud of their identity and believe they can be successful learners.
- Support pupils in understanding and developing the skills needed for learning.
- Build curiosity and positive attitudes toward learning so children enjoy coming to school.
- Teach basic English, Maths, Science, and ICT in a supportive way.
- Encourage creativity through visual arts, music, movement, and design.
- Support healthy living and wellbeing through lessons and daily routines.
- Introduce pupils to the local community and the wider world, exploring change and diversity.
- Teach key British values such as respect, democracy, and tolerance.
- Provide a flexible curriculum that aligns with national expectations while meeting the needs of new arrivals.
- Develop self-awareness, kindness, and understanding of right and wrong.
- Promote respect for self and others, encouraging teamwork and collaboration.
- Allow pupils to express themselves and explore personal interests and beliefs.
- Support emotional development, curiosity, and confidence to ask questions and try new things.
- Give pupils the opportunity to experience new skills, such as music or sport.
- Teach pupils how to build healthy friendships and relationships.

Through this curriculum, children will:

- Feel safe and develop a sense of belonging.
- Learn to take part in school routines and classroom life.
- Grow in confidence as they develop their use of English both spoken and written as well as subject knowledge.
- Understand that mistakes are part of learning.
- Celebrate successes and personal progress.
- Begin to prepare for life in UK schools and the wider world.
- Gain knowledge and experiences that connect with their lives.
- Learn how to work with others and respect differences.

Organisation and Planning

Our curriculum is carefully structured to support new arrivals:

- Learning is planned across the school week with balanced sessions each day.
- Every day includes opportunities for English language development.
- Lessons are short, visual, and interactive, with regular movement and breaks.

Teaching Strategies Include:

- Visual and practical tasks (e.g., sorting, matching, drawing).
- Repetition and modelling of new language.

- Paired and small group speaking activities.
- Use of real objects, pictures, and bilingual support.
- Games, role-play, and movement-based learning.

Lessons are planned with a clear awareness of language levels and cultural backgrounds. Teachers make adaptations for learners at different stages and provide challenges for more confident pupils.

Support and Inclusion:

- EAL (English as an Additional Language) support is integrated into all lessons.
- Pupils with SEND or who are disadvantaged receive additional tailored support.
- Resources and instructions are made accessible through visual aids and simplified language.

Subjects Covered

We ensure new arrivals have exposure to core and foundation subjects in an adapted, language-rich way:

- Core Subjects: English, Maths, Science, RE, PSHE, Relationships and Health Education.
- Foundation Subjects: Art and Design, ICT, Design and Technology, Geography, History, Music, PE.

Language is at the heart of each subject, with vocabulary and oral language development a priority.

PSHE (Personal, Social, Health, and Emotional Education)

We deliver regular PSHE sessions focused on:

- Settling in and making friends.
- Emotions and managing change.
- Belonging, identity, and kindness.

6. Curriculum Impact

Assessment and Reporting

Assessment is ongoing and responsive:

- Teachers baseline, assess and review children's English proficiency and skills
- Teachers observe pupils and adapt teaching accordingly.
- Pupil progress is shared with families through simple reports and conversations.
- Pupils are assessed in a way that considers time in the UK, prior education, and first language.

7.Equal Opportunities

We value every child's background, language, and identity. We actively promote inclusion, celebrate diversity, and do not tolerate discrimination. The curriculum reflects our commitment to equality, diversity, and respect for all.

8. Support for Pupils with SEND

We ensure pupils with SEND receive the support they need:

- Personalised planning and additional help in lessons.
- Regular communication between teachers and the SENCO.
- Equal access to all activities and resources.

9. Monitoring and Review

This policy is reviewed annually by the headteacher and the management committee.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

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