

Michael Hall

a Steiner Waldorf School

Curriculum Policy

Policy Owner	Director of Studies
Formally endorsed by	Council of Trustees
Endorsement Date	July 2023
Next Review Date	July 2025

AIMS

The primary aim of Steiner Waldorf Education is, through the curriculum and pedagogy, to support children in becoming free, creative, independent and moral individuals who are able of themselves to impart purpose and meaning to their own lives, and be able to contribute in unique ways to the society in which they live.

Educating the Whole Child

The school understands the importance of a balanced and wide-ranging curriculum for all pupils that provides rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding, skills and experiences that encourage each child's intellectual, social, cultural, emotional, spiritual, moral and physical growth and thus holistic wellbeing.

Continuity

The Curriculum Framework promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

Child Development

Our curriculum is focused around the developmental stages of each year group and within the curriculum, teachers ensure that the ages, abilities and needs of *all* pupils are met, and where necessary we are committed to working with other agencies, where appropriate, to achieve this (e.g. through an EHCP).

Individuality

At Michael Hall we celebrate and recognise the unique nature of each individual child. We work with each child's individual strength and interest to develop their self-confidence, courage for exploration and questioning and ability to work collaboratively.

The aim of the curriculum at Michael Hall is to enable students to:

- Progress with confidence to the next stage of their life and education, through a process which encourages engagement in lifelong learning, acquiring the study skills necessary to realise individual learning potential.
- Appreciate the complex human interaction with, and dependence upon, local and global ecology, and develop a caring and responsible attitude towards the environment
- Make a constructive contribution to society, developing a sense of personal and cultural identity that is confident, open to change and receptive and respectful to others
- Develop individual ideas, become receptive to new ideas and make independent and informed decisions.
- Move into adult life with a knowledge of personal strengths and weaknesses, with a wish to develop the former and work on the latter
- Develop and sustain an active and healthy lifestyle

- Develop the key skills of literacy, numeracy and ICT in addition to cultural, musical and artistic skills.
- Acquire an understanding of the global social, economic and political issues of their world and an appreciation and growing understanding of the interdependence of individuals, groups and nations
- Appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits, and experience a sense of personal achievement in these fields.

2. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the [Independent School Standards](#), which all independent schools in England must meet.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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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](#). As a Steiner Waldorf School we have exemptions from aspects of the EYFS.

3. ROLES AND RESPONSIBILITIES

3.1 The trustees of the school

The trustees will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school teaches a 'broad and balanced curriculum' which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; and also includes personal, social, health and economic education
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school is exempt from statutory assessments such as the Reception Baseline Assessment, the EYFSP, Phonics Screening and KS1 and 2 SATS.

- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 The Principal and Director of Studies

The Principal and Director of Studies are 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 governing trustees
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The trustees are 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 SEN.

4. ORGANISATION AND PLANNING

This is detailed in the separate Curriculum Framework document.

5. 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 SEN
- Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every 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 statement of equality information and objectives, and in our SEN policy and information report.

6. MONITORING ARRANGEMENTS

Trustees monitor compliance with the Independent School Standards 1, 2 and 5, and compliance with other statutory requirements through:

- Meetings of the Education sub-committee
- Learning walks accompanying senior leaders to observe learning
- Moderation meetings working from other trustees within the Fellowship.
- Lower and Upper School Assistant Principals monitor teaching throughout the school through faculty meetings, meetings with teachers, learning walks and one to one student/class progress meetings.
- The school will routinely conduct observations of learning and progress (Quality Assurance) in learning walks (drop in) book/work scrutinies and lesson observations etc.
- This policy will be reviewed every year by the Education sub-committee, the review of the policy will be shared with the full trustee board.

7. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Curriculum Framework
- Literacy Policy
- Literacy Framework
- Numeracy Framework
- Special Educational Needs and Disability
- Inclusion
- Gifted and Talented
- Equality