



This Statement has been adopted and approved by Oxlip Learning Partnership and is to be used by all members of the Trust.

Curriculum and Learning – TRUST STATEMENT

Reviewed	July 2024
Approved	13 th September 2024
Date of next Review	Summer 2026
Responsible Officer	Head of Trust Standards
Policy Number	

Definition of a Parent

For the purposes of education law, section 576 of the Education Act 1996 defines ‘parent’ as:

- all natural (biological) parents, whether married or not;
- any person who, although not a natural parent, has parental responsibility for the child or young person (this could be a step-parent, guardian or other relative);
- any person who, although not a natural parent, has care of a child or young person.

A person has care of a child or young person if they are the person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child.

Introduction

All Curriculum and Learning policies in the schools affiliated to Oxlip Learning Partnership should reflect the duty of care to students and employees: to promote learning, teaching, and high standards of attainment and progress.

Policies and Principles

The curriculum policies should inform a teaching and learning climate where core pedagogical principles, British values and the importance of ideas and evidence are placed at the heart of exemplary classroom practice thereby ensuring a high-quality learning experience for all pupils. The policies should allow for regular and rigorous monitoring and evaluation, alongside regular and developmental Performance Management for staff through professional dialogue. They should endorse and uphold professional autonomy, creativity and diversity of practice in the classroom.

The Trustees expect the respective schools’ Curriculum and Learning Policies to be in accordance with their school’s Behaviour for Learning policies, recognising their responsibilities under equality legislation, and making reasonable adjustments in its application to vulnerable students. The curriculum policies should also support each academy’s commitment to providing a balanced and broadly based curriculum. The aims being to improve outcomes for all students by eliminating all forms of discrimination, harassment, and bullying, as well as promoting equality of opportunity, student welfare and the encouragement of good relations across the whole community by mutual understanding. The policies should consistently reference contemporary Ofsted expectations of teaching and learning and be updated accordingly.

Finally, the policies should enshrine the desire for all stakeholders to create the highest possible standards in teaching and learning. They should make clear the rights and responsibilities of all of the school community - students, staff, parents and Local Board members - to maximise learner outcomes through developing the whole person.