

CURRICULUM POLICY

This revision: November 2011

Introduction

The central purpose of education is the intellectual, personal, social and physical development of pupils. This responsibility should be shared between the school, the home and the society in which young people live.

The curriculum will:

- meet requirements of the National Curriculum and other regulatory instruments;
- be broad and balanced;
- enable each pupil to achieve to the maximum of his/her own individual potential;
- important skills are embedded in the curriculum, using a wide range of practical, theoretical and creative learning opportunities;
- ensure that all pupils have equal access to the most appropriate learning opportunities available;
- promote partnership between child, parent, teacher and the community;
- emphasise the pastoral dimension of the curriculum and its influence on the development of the character and attitudes of young people;
- ensure continuity and progression from the primary school, throughout Years 7 to 13 and on to further/higher education and training;
- foster teaching styles which will offer and encourage a variety of learning opportunities;
- be recognised as including all those features of school life which produce its ethos such as the quality of interpersonal relationships; the concern for equality of opportunity; the values inherent in the way in which the school is managed and organised;
- reflect the pupils'/students' place in their local, national and global communities;
- support achievement of the five outcomes of the Every Child Matters agenda.

Equal Opportunities

The opportunity to benefit from the curriculum will be made available to every pupil in the school, irrespective of ability - physical or intellectual, gender or cultural background.

To achieve this, the curriculum will be non-discriminatory. It will cater equally for boys and girls, in lesson content, in classroom organisation, in the promotion of positive images in the fields of race, gender and disability and in the avoidance of stereotyped attitudes. It will promote a greater understanding of the different cultural backgrounds of pupils. Positive attitudes towards cultural diversity will be encouraged.

Curriculum Content - General

The National Curriculum core and other foundation subjects and Religious Education will be studied by all pupils at Key Stage 3 (Years 7, 8 and 9). In addition, these pupils will take Drama, Citizenship (across the curriculum) and PSHEE (Personal, Social, Health and Economic Education).

At Key Stage 4 (Years 10 and 11), the curriculum will include a core and a system of constrained options which satisfies the requirements of the national curriculum. As pupils enter Key Stage 4, we aim to provide a personalised curriculum for them and ensure appropriate course provision and suitable opportunities for work related learning. We engage pupils and parents in decisions regarding their guided choices. All pupils are entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework/controlled assessment completion.

The curriculum offered at Key Stage 4 and post-16 ensures that there are clear progression routes to enable pupils/students to continue their post-16 education and to prepare them for higher education and/or the world of work

Support for pupils with Special Educational Needs is provided in class. Some pupils are withdrawn from some lessons in order to be provided with additional support in developing key skills.

Pupils/students will be encouraged to become independent learners. Teachers will use a range of teaching styles to promote achievement, enjoyment and success.

Formal assessments of learning are conducted according to our assessment, recording and reporting calendar, and targets are shared with pupils and their parents regularly. Assessments of pupils' learning are also made more informally and frequently.

Curriculum Enrichment

There will be opportunities for the curriculum to be extended to activities which are not constrained by the structure of the normal school day, by subject boundaries or by normal pupil grouping arrangements. These will be made available to as many pupils as possible and will include Foreign Exchanges, overseas visits, fieldwork and residential camps. Pupils will be encouraged to take part in local and national activities such as music, drama and sporting events. Visits will also take place to local organisations, business and other facilities.

The Pastoral Dimension of the Curriculum

The school will seek to be a caring community and set out, through its tutorial organisation, to provide a framework within which all pupils are shown respect as individuals and encouraged to act as civilised members of society.

The role of the teacher as a tutor and counsellor is of paramount importance in the oversight of the personal, social and academic development of the pupils. Tutors will:

- endeavour to co-ordinate all school related aspects of a child's development;
- maintain an overview of each pupil's academic progress;
- act as a point of first contact for parents with the school;
- deal sympathetically and effectively with issues concerning each pupil;
- develop a fruitful liaison with outside agencies.

Complaints procedure

A formal procedure for complaints to be made about the school's curriculum is published separately. This is available from the policies link on the school's website. In most cases, complaints will be dealt with informally through discussion between the complaining parent/guardian and the relevant teaching staff or the Headteacher.

Monitoring & Review

To ensure we meet the needs of all pupils/students, the Curriculum Committee of the Governing Body follows an annual programme of work which includes:

- updates on any policy changes from central government and the implications for the school curriculum
- discussion of proposed amendments to the curriculum provided
- review of pupil performance and progress across the subject range and all year groups
- review of curriculum provision for pupils across the full ability range, including SEN and gifted and talented in the light of pupils' attainment
- evaluation of benefits of curriculum development activities and investments.

In addition the healthy School Committee receives reports of school performance in terms of equal opportunities and pupil wellbeing.

Associated policies

Assessment Policy
Curriculum Complaints Procedure
Homework Policy
Teaching and Learning Policy
Single Equality Scheme
Careers Education
Work Experience
Religious Education Policy
Special Educational Needs
Sex and Relationships Education

Approved by full Governors': 7 December 2011

Date of next review: Autumn 2012