

CURRICULUM POLICY

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# *Curriculum aims*

Our curriculum aims/intends to:

* Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
* Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
* Support pupils’ spiritual, moral, social and cultural development
* Support pupils’ physical development and responsibility for their own health, and enable them to be active
* Promote a positive attitude towards learning
* Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
* Have a high academic/vocational/technical ambition for all pupils
* Equip pupils with the knowledge and cultural capital they need to succeed in life
* Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals
* Provide a broad curriculum prioritising a strong academic core of subjects
* Develop pupils’ independent learning skills and resilience, to equip them for further/higher education and employment
* Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
* Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

# *Legislation and guidance*

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and reflects the requirements for academies to provide a broad and balanced curriculum as per the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum) which we have chosen to follow.

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# *Roles and responsibilities*

# *Headteacher*

The headteacher is 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 board
* They manage requests to withdraw children from curriculum subjects, where appropriate (RSE)
* The school’s procedures for assessment meet all legal requirements
* Proper provision is in place for pupils with different abilities and needs, including children with SEN

*Staff*

* Staff will ensure that the school curriculum is implemented in accordance with this policy.
* Responsible for providing appropriate lesson materials from school resources.
* Ensure lessons are engaging and provide progress opportunities for all students.
* Monitor outcomes for own class

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# Organisation and planning

Our curriculum has been designed by the Head Teacher and the School Business Manager. The design of curriculum allows students from both KS3 & KS4 to access National Curriculum content in a broad a creative way.

Subjects are varied across KS3 to include :

Maths

English

Art

Topic

PE

Religious studies

History

Geography

Cooking and life skills

Science

PSHE

All students will cover all subjects areas in every school week, with emphasis placed on Maths and English curriculum. This decision reflects the importance of ensuring that students leave with a solid foundation of both literacy and numeracy competence.

KS4 curriculum covers the following:

Maths

English

PSHE

Careers

Cooking & life skills

PE

Art

Topic

BtEC

This variety of subjects allows year 10 and 11 students to focus on National examinations in Maths and English alongside a bespoke selection of vocational subject areas.

Our main aim for KS4 students is that they leave our school with meaningful and reputable qualifications in order to progress into their next stage of education or employment.

Students will have specific careers sessions throughout year 10 and 11, which are aligned with the Gatsby benchmark. These session are designed to prepare students for further education, volunteering , employment and training. A period of volunteering / work experience has been built into year 10 to allow for hands-on experiences within the local community.

*Relationships, sex and health education* – Our PSHE curriculum for both KS3 & KS4 reflects the National requirements and recommendations for key learnings in this area. Appropriate distinction between the varied age groups, understanding and cultural / moral differences has been taken into consideration when planning this scheme of work.

*Spiritual, moral, social and cultural development*

Our curriculum is developed in a holistic manner which allows for development across spiritual, moral , social and cultural areas of learning. We encourage students to develop their confidence and self esteem whilst developing tolerance and respect for those of other faiths and cultures

We have incorporated British Values within our school community , including specific lessons which cover the importance of areas such freedom of liberty and rules of the law.

Our current curriculum has been designed to cover a 2 year cycle, which will be reviewed at the end of every academic year.

*Provision*

The curriculum has been designed in a way that allows for both classroom based activities , alongside external resources and experiences including:

* Guest speakers
* Volunteering
* Community projects
* School trip and visits
* Accessing local sports provision for PE sessions

# 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 on our curriculum 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 equality and diversity policy and in our SEN guide

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# Monitoring arrangements

The Head Teacher will monitor the way the subjects is taught throughout the school by:

# Learning walks

* Lesson observations
* Book scrutinise
* Assessment checks
* QA snapshots
* Quality assurance meetings

For further information please see teaching and learning quality assurance policy

#  Links with other policies

* Assessment policy
* examination assessment policy
* SEN guide
* Equality and Diversity Policy
* Teaching and learning quality assurance policy
* PSHE / RSE Policy