

CURRICULUM POLICY

KLB Curriculum Intent

At KLB we have a curriculum that is broad and balanced. Our subject curricula are designed to make clear the most important knowledge for each subject, including subject specific skills.

From Year 7 to Year 9 our curriculum follows the National Curriculum, enhanced by most students studying two languages through Key Stage 3. Our options process for Key Stage 4 is designed to allow a wide combination of choices, whilst encouraging students to maintain their broad and balanced curriculum through continuing their study of both a language and a humanity at GCSE.

As we believe that curriculum goes beyond the timetable, we offer an exciting range of sports, arts, trips and enrichment activities to all of our students.

Curriculum Aims

The curriculum will:

- be broad and balanced
- meet the requirements of the regulatory instruments which apply to academies;
- enable each student to achieve to the maximum of his/her own individual potential;
- ensure that disciplinary knowledge is embedded in the curriculum;
- ensure that all students have equal access to the curriculum;
- promote partnership between child, parent, teacher and the community;
- emphasise the personal development dimension of the curriculum and its influence on the development of the character and attitudes of young people as described in the KLB 'Proud to Be' Vision and Values;
- ensure continuity and progression from the primary school, throughout Years 7 to 13 and on to further/higher education and training;
- ensure strong sequencing through each subject;
- reflect the students' place in their local, national and global communities;
- support students to:
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well-being

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow. 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.

Equal Opportunities

The opportunity to benefit from the curriculum will be made available to all students in the school.

To achieve this, the curriculum will be non-discriminatory: in 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 students. Positive attitudes towards diversity will be encouraged.

Curriculum Content

In order to provide a broad and balanced curriculum, the National Curriculum compulsory subjects and Religious Education will be studied by all students in Years 7, 8 and 9. In addition, these students will take Drama, and PSHEE (Personal, Social, Health and Economic Education). Each subject sets out its curriculum plans on the school website.

In Years 10 and 11, the curriculum will include a core and a system of constrained options to provide a broad and balanced curriculum. As students enter Year 10, we aim to provide a personalised curriculum for them and ensure appropriate course provision and suitable opportunities for work related learning. We engage students and parents in decisions regarding their guided choices. All students are entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework completion.

The curriculum offered in Years 10 and 11 and post-16 ensures that there are clear progression routes to enable students to continue their post-16 education and to prepare them for higher education and the world of work.

Formal assessments of learning are conducted according to our assessment and reporting policy, and targets are shared with students and their parents regularly.

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 student grouping arrangements. These will be made available to as many students as possible and will include: trips including fieldwork and residential; Extended Project Qualification; STEM related activities; University events and activities. Students 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.

Exceptional circumstances

In exceptional circumstances, alternative curricula may be offered to students which could involve, for example, a reduced timetable, attendance at a local college or additional/extended work experience.

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 students are shown respect as individuals and encouraged to act as responsible members of society. The role of the teacher as a tutor is of paramount importance in the oversight of the personal, social and academic development of the students.

The Pastoral Team will:

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

Monitoring & Review

To ensure we meet the needs of all students, the Teaching and Learning 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 student performance and progress across the subject range and all year groups
- review of curriculum provision for students across the full attainment range, including SEND, Pupil Premium and the highest attaining students
- evaluation of the benefits of curriculum development.

In addition the Community and Wellbeing Committee receives reports of school performance in terms of equal opportunities and student wellbeing.

Associated policies

Assessment and Reporting Policy
Single Equality Scheme
Complaints Procedure
Careers Education & Guidance
Special Educational Needs & Disability
Sex and Relationships Education
Pupil Premium
Teaching and Learning Policy
Religious Education Policy
Homework Policy

Discussed by Trustees' Teaching and Learning Committee: June 2023
Review: June 2025