

CURRICULUM POLICY

Last update February 2016

Introduction

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

The curriculum will:

- be broad and balanced
- meet the requirements of the regulatory instruments which apply to academies;
- 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 students 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 students' place in their local, national and global communities;
- support the following aims. For students to:
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well-being

Equal Opportunities

The opportunity to benefit from the curriculum will be made available to every student in the school, irrespective of physical or academic ability, gender, class, race, sexual orientation or religion.

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 students. Positive attitudes towards cultural diversity will be encouraged.

Curriculum Content - General

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).

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/controlled assessment 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. Formative assessments of students' learning are also made more frequently throughout the year.

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 students as possible and will include Foreign Exchanges, overseas visits, fieldwork and residential camps. 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 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 students. 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 and is available from the policies link on the school's website.

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 pupil performance and progress across the subject range and all year groups
- review of curriculum provision for students across the full ability range, including SEN, Pupil Premium and Gifted and Talented in the light of students' attainment
- evaluation of benefits of curriculum development activities and investments.

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

Associated policies

Assessment Policy	Single Equality Scheme	Gifted and Talented Students
Complaints Procedure	Careers Education	Special Educational Needs
Sex and Relationships Education	Pupil Premium	Teaching and Learning Policy
Religious Education Policy	Homework Policy	

Discussed by Teaching and Learning Committee: February 2016

Approved by full Governing Body: 16 March 2016