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## Curriculum Policy

Approved February 2017

All school policies are reviewed by Governors annually

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### Purpose of the School's Curriculum Policy

- to define the school's curricular aims
- to define structures for achieving those aims

### Curricular Aims

Students need a wide range of attitudes, values, knowledge, attributes, processes and skills. The curriculum will emphasise the importance of:

- preparing students for the challenges of adult life, through a range of curriculum pathways
- the core skills of literacy, numeracy and ICT
- the lifelong learning skills
- the ability to acquire and apply knowledge
- the promotion of self confidence and self esteem
- an appreciation of the need for adaptability and self – reliance
- the promotion of creativity
- the encouragement of tolerance

### Curriculum Structure

#### Breadth and Balance

The school will achieve breadth and balance through:

- the core and foundation subjects of the National Curriculum
- a wide range of optional subjects at Key Stages 4 and 5, including those offered via technical and vocational qualifications
- the provision of a range of experiences beyond the classroom
- a variety of styles and approaches within each curriculum area
- enhancing the provision for all student groups, including more able and talented students, disadvantaged students and students with special educational needs and disabilities.

#### Relevance

In order to meet students' present and prospective needs, the curriculum will:

- develop and support appropriate learning pathways, including the further development of appropriate vocational pathways
- use teaching methods that allow all students to make progress and achieve success
- take account of students' special physical and/or learning needs
- build on experiences encountered by young people at home, the community and workplace
- be flexible, allowing it to address contemporary issues

#### Coherence and Progression

The school will ensure that coherence and progression are met through:

- an agreed set of learning objectives
- co-ordination of the skills and knowledge acquired, so that they are reinforced rather than repeated or contradicted
- careful transition between key stages, which is supported by assessment and reporting processes within the school
- encouraging continued education and training beyond Key Stage 4/5 with access to full and fair information, advice and guidance on career choices and further education

## **Assessment**

Assessment will:

- assist students through formative and summative feedback and the setting of personalised targets
- assist teachers in planning for and evaluating student progress
- provide information to parents and employers

In support of these objectives the marking of work will:

- be frequent and regular, in accordance with the school's assessment policy (which includes marking and feedback)
- be positive and encouraging where possible, recognising personal achievement and excellence
- indicate how work can be improved
- use a consistent grading system which has been explained to students and parents

and formal reports to parents will:

- be in accordance with legal requirements
- be issued regularly according to a published timetable
- Inform parents of progress being made towards targets, in addition to other relevant student performance indicators

## **Teaching and Learning Styles**

The school believes that varied teaching styles encourage effective learning.

Schemes of learning and/or other department documentation will be consistent between departments and will include the following:

- subject content
- teaching and learning methods
- resources and materials
- assessment opportunities
- examples of differentiated questions
- homework activities and tasks
- cross-curricular links
- special educational needs and disabilities
- the provision for the most able and talented students and for those that are disadvantaged

## **Homework**

Homework will:

- be purposeful and support the curriculum taught in the classroom
- be creative and offer opportunities for extended learning outside the taught curriculum
- be devised to engage students in the lifelong learning process
- enable all students to gain recognition and reward for engaging in learning outside the classroom
- develop students' independent learning skills
- be differentiated to enable all students to achieve and develop their learning

## **Equality and Diversity**

The curriculum will promote understanding and good will between people of all cultures, race, genders and religions and actively discourage all forms of prejudice.

The school will:

- develop and maintain links with young people and organisations in other countries.

Departments will ensure that:

- syllabuses include consideration of other cultures
- resources present a balanced racial and cultural perspective

**Management and Monitoring of the Curriculum**

The Governors, Headteacher, Senior Leadership Team and Heads of Department have specific responsibilities (as defined in the Governors' Committees and Delegated Powers Policy and the 'SLT Responsibilities' document) in the design, implementation and monitoring of the curriculum.