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|  | Curriculum Policy | |
| | Last reviewed: September 2022 | Next review: September 2023 |
| | Linked Governor: Rebecca St John | SLT Member: Rebecca Kingston |

1. CURRICULUM AIMS:

Our broad and balanced curriculum is planned with the following aims:

- **to encourage each and every student to aspire and achieve beyond their expectations, and aim for excellence in all they do**
- **to equip students with the organisational, social, communication and leadership skills which are the building blocks to becoming confident, happy, responsible and successful adults and citizens of the future.**

To achieve this, the curriculum is designed and structured to:

- Be as rich, inspiring and broad as possible to allow students to widen their horizons in each subject
- Promote a balanced, whole-world view which fosters tolerance, understanding and celebration of the contributions of other cultures, beliefs and faiths
- Challenge stereotypes and promote equality
- Be enjoyable and stimulating, fostering curiosity, independence, creativity and a joy for learning to continue throughout their lives
- Be inclusive and accessible to all students and deliver subject matter appropriate to ages and prior knowledge and attainment of our students
- Provide the depth that enables students to master the key knowledge and skills essential for each subject
- Be carefully, coherently sequenced to provide all students with a rigorous foundation for future progression
- Engender high expectations and challenge in order to build students' perseverance and self-belief
- Provide students with opportunities to take their curriculum beyond the classroom to develop their love of learning
- Provide a range of enrichment and extra-curricular opportunities to broaden students' learning experiences
- Offer students a wide range of opportunities to own and personalise their curriculum in order to develop existing talents and interests and discover new ones
- Enable students to maximise their potential, achieving the highest levels of academic success leading to the widest range of pathways
- Raise students' aspirations and equip them with the knowledge and skills to flourish in their future careers
- Provide students with access to high-quality impartial careers advice and guidance
- Support all students to become confident, objective and critical consumers of information, and able to lead, persuade and challenge others
- Foster the development of students' character, resilience, personal development, health and wellbeing, preparing them to make a positive contribution to the school and wider community,

with a clear understanding of British values

2. ORGANISATION OF THE CURRICULUM

KS3

The curriculum complies with the requirements of the National Curriculum and is organised as follows:

| | Year 7 | Year 8 | Year 9 |
|----------------------------|-----------|-----------|-----------|
| English | 7 | 7 | 6 |
| Mathematics | 7 | 7 | 6 |
| Science | 6 | 6 | 6 |
| MFL | 4 | 5 | 5 |
| PE | 4 | 4 | 4 |
| Technology | 4 | 3 | 3 |
| Art | 2 | 2 | 2 |
| Computing | 2 | 2 | 2 |
| Drama | 2 | 2 | 2 |
| Geography | 3 | 3 | 3 |
| History | 3 | 3 | 3 |
| Music | 2 | 2 | 2 |
| PSHE | 2 | 2 | 1 |
| RS | 2 | 2 | 3 |
| Modular 'interest' options | - | - | 2 |
| Total | 50 | 50 | 50 |

KS4

The KS4 core curriculum comprises English, Mathematics, Science, PE, PSHE / RS. In addition, students have 4 option choices. The majority of students study at least one Humanities subject (Geography or History).

The curriculum is currently organised as follows:

| | Year 10 | Year 11 |
|--------------|-----------|-----------|
| English | 7 | 8 |
| Mathematics | 7 | 7 |
| Science | 10 | 9 |
| PE | 4 | 4 |
| RS / PSHE | 2 | 2 |
| Option A | 5 | 5 |
| Option B | 5 | 5 |
| Option C | 5 | 5 |
| Option D | 5 | 5 |
| Total | 50 | 50 |

- Options courses are reviewed every year to ensure that the courses offered continue to meet the needs of each particular year group
- The options system is organised on a free choice basis with blocks constructed to enable the maximum number of students to be placed on their preferred courses
- Subject options will only run if student interest makes the course viable
- Guidance is given over the suitability of courses – e.g. Triple Science

KS5

- At KS5, the curriculum is organised to ensure there is access to a range of courses comprising A-Level and Level 3 BTEC qualifications
- Availability of courses is dependent on sufficient student interest to make the course viable
- The curriculum is reviewed annually to ensure that courses remain appropriate and meet the needs and aspirations of students
- Entry to the Sixth Form is dependent on students meeting the entry criteria as outlined in the prospectus
- The majority of students study 3 A Level subjects
- All students follow a course of enrichment studies to enhance their curriculum experience
- All students have 2 hours of directed private study per fortnight for each subject they study

Enrichment and Challenge

In all years enrichment activities are provided to enhance and broaden our students' learning, to place learning in a wider context, and to develop students' sense of achievement, well-being and enjoyment. These take place through Extended Learning Days, as part of extra-curricular activities, during trips and visits and through use of a Challenge Curriculum.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- The school participates actively in decision-making about the breadth and balance of the curriculum
- The school fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

- The school manages requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy, in particular:

- Specified members of the leadership team have responsibility for the oversight of the curriculum, including: strategic leadership of curriculum intent, implementation and impact; organisation of the timetable; placement of students; delivery of IAG (information, advice and guidance); viability of courses and making recommendations about new courses
- Subject leaders have responsibility for the strategic leadership and direction of specific subject areas. These responsibilities include ensuring that:
 - each department has schemes of learning for all of its courses/programmes related, where appropriate, to the National Curriculum and or examination board requirements
 - schemes of learning - which establish how the course content is structured, so that students' skills, knowledge and understanding are developed progressively - are followed by all departmental staff and reviewed regularly
 - appropriate home-learning is provided for students with appropriate time given for all students to complete the tasks set
 - the subject curriculum meets the needs of students, including ensuring contribution to cross-curricular learning to British Values, PHSE and Citizenship where relevant, and reinforcing students' literacy and numerical skills where possible.

3. GROUPING ARRANGEMENTS

- Mathematics is taught in ability groupings through KS3 & 4; Science and English are taught in mixed-ability groups in Years 7-8, and then broadly-banded ability groupings in Years 9 – 11. PE & Technology are taught in half year groups on a carousel basis. The majority of other subjects are taught in mixed ability groups – in form tutor groups in KS3 and in option blocks in KS4
- Teachers recognise that 'set' groups are not homogeneous and still remain mixed-ability groups. Differentiation remains crucial if students are to maximise their potential and differentiation occurs by task and support, not solely by outcome. This occurs by using:
 - A range of teaching strategies based on knowledge of the students' prior learning
 - Differentiated resources
 - Within class groupings
 - In-class support
 - Use of 'stretch and challenge' tasks to extend learning

4. MONITORING THE EFFECTIVENESS OF THE CURRICULUM

- The deputy head i/c curriculum is responsible for monitoring how the curriculum is implemented across the school
- Members of the senior leadership team are responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible
- Monitoring of the curriculum and its effectiveness on student learning takes place throughout the year using a variety of tools such as: lesson observations, internal and external progress data, work scrutinies, learning walks, learning reviews and stakeholder feedback
- The Curriculum, Teaching and Care Committee of the Governing Body monitors the effectiveness of the curriculum and reviews the Curriculum Policy every year.

5. POLICY DESIGN

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. 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](#).

The policy should be read in conjunction with the school's Relationships and Sex Education Policy, the Accessibility Plan and the Equality Objectives