



Rednock School

Quality, Partnership, Success

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Proposed Policy:	Curriculum Policy	Responsibility Of:	Steve White
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CURRICULUM POLICY 2019 | 2020

1. The aims of our curriculum:

Our curriculum aims to:

- Provide a broad and balanced curriculum that promotes and nurtures skills for learning and for life.
- Work together with all interested parties to embrace diversity and change
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Support students' awareness of and responsibility for their own wellbeing and mental health and enable them to be discuss this openly
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Promote British values across all key stages

2. Legislation and guidance

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.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Head Teacher 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 students to cover the National Curriculum and other statutory requirements
- All courses provided for students 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
- It participates in decision-making about the breadth and balance of the curriculum

3.2 Head Teacher

The Head Teacher 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 students 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 students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage 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 students 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.

4. Organisation and planning

The school has fully implemented the National Curriculum at both Key Stage 3 and Key Stage 4 and meets its statutory requirements.

Key stage 3:

In Years 7, 8 and 9 students follow a broad curriculum comprising of English, Mathematics, Science, Technology, Modern Foreign Languages, Physical Education, Music, Computing, Geography, History, Philosophy and Ethics, Art and Life Skills. In Year 7, students study the Skills Based curriculum which takes a thematic approach to learning and gives the students an opportunity to see the links between the subject knowledge they are learning and the different ways in which they do this. It enables students to develop a toolkit of skills and learning habits that they need to progress in all aspects of their learning, to have successful learning careers at Rednock and beyond.

Key Stage 4:

In Years 10 and 11, the curriculum will include a 'core' suite of subjects and a system of options which satisfies the statutory requirements and provides breadth of choice. The core subjects are English (Language and Literature), Mathematics, Science (combined or three separate sciences), Physical Education and Life Skills and Ethics. All students will be recommended a curriculum pathway for their Key Stage 4 studies which offers a broad range of options. This offer may be in conjunction with other local providers as appropriate.

Post-16:

The curriculum for Year 12 and 13 students comprises of a broad range of choices including academic and vocational qualifications which can be combined. An Employability Pathway is available to offer students the opportunity to develop key skills in literacy, numeracy, digital literacy and employability and provide a platform for progression onto further education and/or apprenticeships. Students not achieving a grade '4' in English and Mathematics at the end of Key Stage 4 will continue to study these qualifications until this threshold has been achieved. All students also have the opportunity to follow an enrichment programme which includes, the Extended Project Qualification and General Studies.

Where appropriate a student's stage of learning will be considered over their chronological age. We pride ourselves on helping students of all abilities to progress in preparation for employment or higher education.

There are also a number of cross-curriculum aspects within our curriculum. These aspects are delivered not only in the classroom but also through our assembly programme, tutor programme, Enrichment Days and specific presentations linked to personal safety. These programmes also aim to develop our students' moral, social and cultural development.

Religious Education

The religious education provision will be in line with the agreed Gloucestershire syllabus and take into account the guidelines of the Standing Advisory Council for Religious Education (SACRE).

Life Skills and Citizenship

Life Skills is an important area of the curriculum which prepares students for the opportunities, responsibilities and experiences of adult life. The content should reflect social issues, people and the community. The process should enable students to develop the personal skills needed to cope as an adult in a changing society. In Years 7 to 11, the Life Skills and Ethics programme will include careers guidance, gradually building on the experience of the student and seen as a progression.

Throughout Years 7 to 11, the Life Skills and Ethics programme will promote quality of life and the physical, social, emotional and mental well-being of each student. Spiritual, moral, social and cultural education will also be delivered across the taught curriculum in the wider aspects of school life. This will be achieved by providing positive experiences through planned and coherent opportunities in the curriculum and through interaction with teachers, other adults and the local community.

Off-Site Learning Opportunities

The school is outward looking and off-site visits will be made available to all students. Students will be encouraged to take part in local, national and international activities. Visits will also take place to local organisations, businesses and other facilities.

Careers Education, Information, Advice and Guidance (CEIAG)

The school has a formal CEIAG programme which is predominantly delivered through the Life skills and tutor programmes. This is enhanced by speakers from the local community and businesses as well as Further and Higher Education providers. There are specific parent evenings and a Bi-ennial Careers convention.

5. Inclusion

The school recognises that some students have special educational needs and some may also have disabilities. With the right teaching, the school recognises many students with special educational needs and / or disabilities may have little need for additional resources beyond the aids which they use as part of their daily life. However, where students may require access to additional support, such as specialist equipment and different approaches, the school will consider this in accordance with the school's SEND Policy, which can be found on the school website and can be made available on request.

Teachers will also take account of the needs of students whose first language is not English when planning teaching. This will include monitoring their progress with the aim of providing them with support, if required, to enable them to take part in all subjects.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Curriculum committee
- Full governing board
- School visits

Heads of department monitor the way their subject is taught throughout the school by:

- Review of schemes of learning
- The quality assurance programme

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the senior leadership team member responsible for curriculum. At every review, the policy will be shared with the full governing board.

7. Complaints Procedure

A 'concern' may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A complaint may be generally defined as 'an expression of dissatisfaction, however made, about actions taken or lack of action'.

The School takes informal concerns seriously and confidentially and will aim to resolve all informal concerns at the earliest stage in order to reduce the numbers that develop into formal complaints. The fundamental principle is that concerns will be handled, if at all possible, without the need for formal procedures. If you have a complaint relating to the curriculum it can be raised through the General complaints procedure.

8. Associated Policies and Other Relevant Documents

ASSESSMENT & MARKING POLICY; SPECIAL EDUCATION NEEDS POLICY; RELATIONSHIPS & SEX EDUCATION POLICY; EQUALITY AND DIVERSITY POLICY; GENERAL COMPLAINTS PROCEDURE