



Curriculum policy

Aspire | Commit | Succeed

Date of Policy: Spring 2020

Committee: Curriculum & Standards

Next Review Date: Spring 2022

The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

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I. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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 wellbeing, and enable them to be active and safe
- Instil a passion for learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support, especially vulnerable and disadvantaged students and those with disabilities and special educational needs (SEND)
- Have a high academic ambition which will enable every student to achieve the best possible examination results
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices and pathways that support students' learning and progression, and enable them to work towards achieving their goals at Key Stage 4 and beyond
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Encourage high rates of attendance and punctuality
- Nurture every student to become a successful adult who will impact positively on their local community and society as a whole
- Embrace all cultures and beliefs as well as promote British Values and recognise the importance of democracy, the rule of law, individual liberty, mutual respect and tolerance.
- Provide high-quality, impartial careers guidance which prepares students for success in the next stage of education, training or employment for adult life
- Enhance the literacy of our students

- › Provide a range of in-school extended learning activities and after-school clubs

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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](#).

This policy complies with our funding agreement and articles of association.

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
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- › Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- › 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 actively in decision-making about the breadth and balance of the curriculum
- › Students 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 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
- › 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.

- Deputy Headteacher (Curriculum)
- TLLs/Heads of Subject are curriculum leaders

4. Organisation and planning

In Year 7 and 8 students are taught a common curriculum of English, Maths, Science, Computing, History, Geography, Religious Studies, Art, Design & Technology, Drama, Music and PE. There is the opportunity to study one of three Modern Foreign Languages: French, Gujarati or Spanish.

At the end of Year 8 students choose to specialise in two of the following subject areas: Art, Drama, Music, Food, Design & Technology, Textiles or Media; student also have the opportunity to study a second language.

At the end of Year 9 students choose their GCSE options. Further option choices include courses in Business, Sociology, Psychology and Health & Social Care.

A wide range of A Level academic, applied and technical subjects are available in the Sixth Form. The proposed Level 2 offer for September 2018 includes Health & Social Care and ICT. A Foundation Diploma in Vocational Studies (Level 1) is also offered to students, many of whom are recent arrivals in the UK. Students without Grade 4 in English or maths continue to study these subjects in the Sixth Form.

All subjects have a defined long term curriculum plan to provide an overview of the year which is supplemented by medium term plans and lesson plans which are maintained in schemes of learning.

Relationships and sex education is mainly covered in science, English, drama and PSHEE. It is taught with reference to the school's RSE Policy.

PSHEE (Personal, Social, Health and Economic Education) is centrally planned by the PSHEE Co-ordinator and is delivered by Form Tutors during a morning Form Time session each week. The PSHEE programme covers many statutory requirements including aspects of Careers, Relationship and Sex Education, and Citizenship. There are a number of Extended Learning Days (ELDs) with a focus on PSHEE not easily delivered by Form Tutors. The topic areas in each year are specific to individual year groups.

Spiritual, moral, social and cultural (SMSC) development takes place in many subjects across the curriculum. Similarly, Fundamental British Values (FBV) are address in many subjects and through assemblies and PSHEE.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students from disadvantaged backgrounds
- Students with SEN

› Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through: Governor Meetings, Governor in School Days and meetings with Curriculum Leaders.

Curriculum leaders monitor the way their subject is taught throughout the school by: curriculum planning meetings, observations, learning walks, book scrutinies and student voice.

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Curriculum & Standards Committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- › Assessment policy
- › Non-examination assessment policy
- › SEN policy and information report
- › Equality information and objectives
- › RSE policy