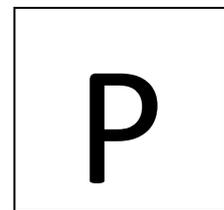




Curriculum Policy



1. Aims

As a result of our curriculum, we intend to ensure that every student...

- 1.1 Leaves us with a love of learning and knowing how to learn, sound moral compass, high aspirations and expectations of themselves, whilst having achieved their full potential academically
- 1.2 Understands and actively demonstrates the importance of showing care and respect for others, including our environment, whilst promoting strong British values which enable them to contribute positively to society and be fully prepared for life in modern Britain
- 1.3 Is encouraged to develop their character, confidence, resilience and independence which prepares them for future success
- 1.4 Has access to a curriculum which provides equality of opportunity, particularly for the most disadvantaged, including those with special needs/disabilities, that enables them to develop the knowledge and cultural capital to succeed in life
- 1.5 Positively benefits from a coherently planned and sequenced curriculum over the five years that supports the cumulative acquisition of knowledge and skills to be successful in their chosen subjects

2. Rationale

In order to achieve our aims, our curriculum will...

- 2.1 Be broad, balanced and differentiated for all students and, where appropriate, take into account national and local initiatives
- 2.2 Cover the National Curriculum requirements of sex, relationships and health education, careers education and guidance, as well as the locally agreed RE syllabus and citizenship
- 2.3 Promote the spiritual, moral, cultural, physical and mental development of our students
- 2.4 Be reviewed regularly by our Subject leaders
- 2.5 Cater for all abilities and ensure equal access to all, including students at greatest disadvantage, including those with special needs/disabilities
- 2.6 Provide opportunity to revisit and recall previously taught knowledge, whilst applying this knowledge to new concepts
- 2.7 Promote a variety of extra-curricular activities which extend beyond the academic, as well as establishing links with the local community and business world
- 2.8 Provide every student with a variety of curriculum options at the right stage in their education in order that it promotes well informed and appropriate choices which also provide a clear route into further education and/or training
- 2.9 Promote the importance of reading, comprehension and other aspects of literacy for learning
- 2.10 Develop independent learners, of which regular homework will form an essential part
- 2.11 Enable us to effectively track student progress using internal data that will enable staff to intervene effectively when they fall behind. This data will also allow us to identify the gaps in knowledge to support and accelerate their learning
- 2.12 Continue to include provision for recovery as a result of the Covid19 pandemic

3. Procedures

In implementing our curriculum, we will...

VERSION 1	TO BE APPROVED BY FULL GOVERNING BODY ON: 29 th June 2021	POLICY RENEWAL REQUIRED: ANNUALLY	REVIEW DATE June 2022	SIGNED: CHAIR OF GOVERNORS
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- 3.1 Take account of national and local initiatives
 - 3.2 Evaluate and reflect on our long/medium term plans each half term as part of our curriculum development work
 - 3.3 Ensure that all teaching groups, in every subject, cover the same content knowledge at the same time in order to ensure an equality of opportunity in terms of coverage. This will enable all students to demonstrate their knowledge/skills in key assessments during the year
 - 3.4 Begin our key stage 4 examination studies in Year 10 in order to maximise the time students spend doing subjects in key stage 3 before they need to make key decisions
 - 3.5 Offer an extensive options programme, which includes GCSE and Technical qualifications, to ensure that students not only have access to a wide variety of subjects, but also to the most appropriate and up to date information, in order that they can make well informed choices
 - 3.6 Ensure that students are following the right courses regardless of ability
 - 3.7 Ensure students are given the correct amount of learning time in order to be successful in their chosen GCSE qualifications
 - 3.8 Consider the differing needs of students when organising teaching groups. This will be done through a combination of both mixed ability and subject setting. In key stage 3, the vast majority of lessons will be taught with two top sets and the remainder in mixed ability groups in order to further promote social mobility, positive behaviour for learning and high expectations of students with low prior ability
 - 3.9 Employ various types of differentiation within classrooms in order to stretch and challenge the more able, as well as support those students who require extra help
 - 3.10 Use carefully considered, accurate and informative data for a variety of purposes which includes the tracking of student progress, monitoring gaps in knowledge and the formation of teaching groups where applicable
 - 3.11 Keep the movement of students between teaching groups to a minimum and not move students down solely based on behaviour. Movement will occur objectively after each data formal data drop. At all times, both students and parents will be informed beforehand
 - 3.12 Provide knowledge mats to each student in each subject area which outline the key knowledge required to be successful in each subject
 - 3.13 Support the retention and learning of knowledge through a variety of regular teaching activities which provide purposeful practice, including 'low stakes' tests in lessons
 - 3.14 Regularly set homework which is managed and checked via online software (Class Charts)
 - 3.15 Maximise the subject learning time outside of normal lessons where possible, such as 'intervention forms' in maths, English and science, as well as after school revision classes and reading support interventions where appropriate
 - 3.16 Invest in developing our virtual learning capabilities
 - 3.17 Use and manage reading intervention schemes effectively in order to address disadvantage and widen vocabulary
 - 3.18 Organise well planned PSHCE days every term for each year group which deliver the requirements of sex, relationships and health education, as well as citizenship and careers education and guidance
 - 3.19 Run enterprise events, as well as careers interviews and mock job interviews with local businesses
 - 3.20 Offer and track a wide variety of extra-curricular activities for our students, which extend beyond the academic, that provide opportunity to develop their character, confidence and independence



4. Monitoring

In order to evaluate the impact of our curriculum, we (Senior team, Subject leaders and governing body) will...

- 4.1 Participate in regular quality assurance activities to ensure quality of provision and effectiveness
- 4.2 Analyse our school performance data both from internal and external sources to ensure its effectiveness
- 4.3 Participate in regular curriculum activities that are designed to evaluate and reshape our work
- 4.4 Review this policy annually to ensure it still meets the needs of our students
- 4.5 Seek the views of all stakeholders in a variety of ways where appropriate
- 4.6 Review student options numbers and staffing to ensure value for money

5. Review details

- 5.1 Annually by the leadership group, Heads of faculty, subject leaders and governors