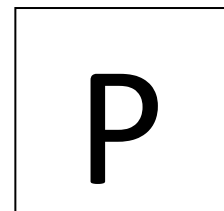




# Curriculum Policy



## 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 Understands the importance of being part of a global community
- 1.4 Is encouraged to develop their character, confidence, resilience and independence which prepares them for future success
- 1.5 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
- 1.6 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, consideration 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 with support from the senior team
- 2.5 Cater for all abilities and ensure equal access to all, including students at greatest disadvantage, including those with additional needs/disabilities
- 2.6 Provide opportunity to revisit and recall previously taught knowledge, whilst extending and applying this knowledge to new learning taking into consideration the latest research about learning
- 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 a global community
- 2.10 Promote the importance of reading, comprehension and other aspects of literacy for learning
- 2.11 Develop independent learners, of which regular homework will form an essential part
- 2.12 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

VERSION 1	TO BE APPROVED BY FULL GOVERNING BODY ON: 13 <sup>th</sup> July 2023	POLICY RENEWAL REQUIRED: ANNUALLY	REVIEW DATE June 2024	SIGNED: ..... CHAIR OF GOVERNORS
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### 3. Procedures

In implementing our curriculum, we will...

- 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 in order to ensure an equality of opportunity in terms of coverage. This will enable all students to demonstrate their knowledge/skills/understanding in key assessments during the year. The exceptions will be primarily in those subjects that have tiered examinations
- 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. The core curriculum in key stage 4 (from 2025) consists of English, maths, science, history and/or geography, Life/morality, a modern foreign language and PE
- 3.5 Provide students with the opportunity to study a language throughout key stage 3 enabling the majority of students to continue their language up to GCSE level
- 3.6 Offer an extensive options programme, which includes A-Levels, EPQ (at key stage 5), 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
- 3.7 Ensure that students are following the right courses regardless of ability and with appropriate advice and guidance
- 3.8 Ensure students are given the correct amount of learning time in order to be successful in their chosen GCSE qualifications
- 3.9 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 order to further promote social mobility, positive behaviour for learning and high expectations of students with low prior ability
- 3.10 Employ various types adaptive teaching strategies within classrooms in order to stretch and challenge the more able, as well as support those students who require extra help
- 3.11 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
- 3.12 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 formal data drop, unless for pastoral reasons as agreed between the Deputy Headteachers. At all times, both students and parents will be informed beforehand
- 3.13 Provide knowledge mats to each student in each subject area which outline the key knowledge required to be successful in each subject on a half termly basis
- 3.14 Support the retention and learning of knowledge through a variety of teaching activities which provide purposeful practice, including 'low stakes' tests in lessons
- 3.15 Regularly set homework which is managed and checked via online software ('ClassCharts')
- 3.16 Maximise the subject learning time outside of normal lessons where possible, such as 'intervention forms' in maths and science, as well as after school revision classes and reading support interventions where appropriate
- 3.17 Continue to invest in developing our virtual learning capabilities
- 3.18 Use and manage reading intervention schemes effectively in order to address disadvantage and widen vocabulary



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- 3.19 Organise well planned PSHEC provision which delivers the requirements of sex, relationships and health education, as well as citizenship and careers education and guidance
  - 3.20 Run enterprise events, as well as work experience, careers interviews and mock job interviews with local businesses
  - 3.21 Promote the wider involvement of STEM into our curriculum by working with business providers, local and national, to offer bespoke opportunities for students
  - 3.22 Offer and track a wide variety of enrichment activities as part of our co-curricular programme for our students, which extend beyond the academic, that provide opportunity to develop 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 quality assurance activities, including from external sources, 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 Annually review student options numbers and staffing to ensure value for money

#### **5. Review details**

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