



## WHOLE SCHOOL CURRICULUM POLICY

### **Rationale**

We aim to create a curriculum, that is relevant and purposeful for all our pupils and which raises their attainment and personal skills.

### **Aims of the Policy**

The purpose of our curriculum is to help pupils to:

- Develop lively, imaginative and enquiring minds
- Acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- Have sound numeracy and literacy skills
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- Develop an understanding of the world in which they live
- Appreciate human achievements and aspirations
- Take their place in society as informed, confident and responsible citizens

### **Main Principles**

Our curriculum takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. The curriculum embraces the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The curriculum will have the following characteristics: breadth, balance, relevance, differentiation, progression and continuity and coherence.

The curriculum will promote: knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes and equality of access for all pupils to academic experiences.

Our school will provide appropriate tasks and teaching techniques to support high expectations and appropriate challenge and will follow the National Curriculum when appropriate to the needs of the students. The curriculum will give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils will acquire speaking, listening, literacy and numeracy skills.

### **Outcomes**

The curriculum will:

- Deliver the current and future statutory requirements
- Be broad, balanced, relevant and differentiated
- Enable pupils to be challenged and fulfill their potential
- Prepare pupils to make informed and appropriate choices post 16
- Meet the needs of the full range of abilities within the school
- Ensure continuity and progression within the school and between phases of education
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills

- Help pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- Help pupils to use language and number effectively
- Help pupils develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
- Help pupils understand the world in which they live
- Help pupils to appreciate human achievements and aspirations
- Students should be well prepared for their future careers through the development of independence of thought, self-reliance and a questioning approach which challenges prejudice.
- Will aim to prevent extremism and radicalisation - for further information refer to the preventing extremism and radicalization policy

The School therefore will Endeavour to provide:

- An environment in which students of all abilities are able to develop the skills and attitudes, which will facilitate lifelong learning and sustained personal development.
- A flexible curriculum at KS4 in partnership with other providers.
- An extensive range of opportunities available to pupils, which best meet their needs and interests.

Within our child-centred approach to education we maintain the following five expected outcomes:

1. **Being healthy:** all pupils are encouraged to maintain a healthy lifestyle and become confident and safe in an environment in which they can live and learn without fear or anxiety.
2. **Staying safe:** students continue their education within our organisation with all of the necessary support and provision required. Our students are entitled to learn in a safe and secure environment.
3. **Enjoying and achieving:** our staff and pupils together strive to deliver and achieve high standards in all aspects of education.  
They are encouraged to achieve, whatever their abilities, and are confident in their abilities and those achievements.  
The requirements of the National Curriculum are taken into consideration as far as possible and that pupils proceed through the examination system appropriate to their abilities and needs.  
  
No one is disadvantaged educationally and that education provision is a continuous process.
4. **Making a positive contribution:** all pupils see the celebration of achievement and are encouraged to make a positive contribution to their education.  
All pupils are taught the importance of Citizenship and how they can contribute meaningful to the community and the wider society.
5. **Economic well-being:** all pupils when appropriate will be offered a specifically designed programme through work experience within local businesses and the community in order to offer activities, work awareness and job opportunities.

### **Key Stage 3**

Our curriculum gives pupils of compulsory school age experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative.

Support is given to those with particular special educational needs and those who have, or require and EHC plan.

Games activities are compulsory and students take part in competitive games, when appropriate, during Key Stage 3

### **Key Stage 4**

Pupils continue to follow the curriculum experience of the areas of learning, whilst embarking on the opportunity to access accreditation from Entry Level up to GCSE in all subjects.

As an examination centre, our pupils have the opportunity sit their exams at home or at Meadows School.

KS4 pupils are all offered independent guidance with regards to potential career options; all students are given the opportunity to visit colleges and have access to the apprenticeship matching service.

### **Curriculum Development**

Our subject schemes of work are modified specifically for the needs of our pupils incorporating Personal Learning and Thinking Skills (PLTs), using National Curriculum Programmes of Study for most subjects.

Pupil's progress is constantly monitored through a programme of continuous assessment, both formative and summative.

Subject teachers develop assessment where evidence is moderated each half term to form robust judgements about standards of achievement for each pupil in each subject.

### **Responsibilities and Roles**

The Head teacher has overall responsibility for the curriculum and overseeing the delivery of the creative curriculum through:

- Regular formal and informal discussions with staff
- Monitoring planning to ensure curriculum coverage
- Observing learning and teaching to ensure progress is being made within the topics
- Work scrutiny
- Regular reviews of the curriculum through staff and pupil open dialogue
- Making changes where necessary
- Speaking with the students about their learning

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff must make amendments to planning in order to optimise learning opportunities when they arise.

Management and allocation of resources as well as whole school curriculum enrichment opportunities are the responsibility of the Head teacher.

### **Inclusion**

It is expected that all students will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All students are entitled to this as part of the ECM agenda. It is hoped that this approach will motivate and support students' learning at all levels including the Gifted and Talented and students identified with a Special Educational Need (SEN).

### **Curriculum Review**

Monitoring of the curriculum takes place on a termly basis.

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