

Curriculum Policy

Education is a life-long process of development to which schools make an essential contribution. This is in the form of a curriculum, by which is meant all the formal and informal learning generated by the school.

Aims and Values:

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children reach their full potential. This is important for **all** learners including those classified as having special needs, those with English as an additional language, and the more able. It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day.

Differentiation:

The curriculum must identify and meet the varying needs and ability levels of all students. There must be sufficient differentiation in the teaching strategies for challenging but realistic goals to be set and for the motivation of each student to be established and maintained.

The Assistant Head (Curriculum) will ensure that:

- * all statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of work which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, citizenship, literacy, numeracy and the use of ICT across the curriculum.
- * the amount of time provided for teaching the curriculum is adequate and is reviewed by the Teaching & Learning Committee regularly.
- * where appropriate, the individual needs of some students are met by permanent or temporary dis-application from the National Curriculum.
- * opportunity for significant experience of cross-curricular themes, including Global Awareness, Enterprise, Healthy Lifestyles, Media and Community, is in place through Personal Development Days.
- * the Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

Teaching Staff will ensure that:

- * the school curriculum is implemented in accordance with this policy.

Arrangements for monitoring and evaluation:

The Governing Body will be kept informed of the following from the **Assistant Head (Curriculum)**

- * proposed changes to the school curriculum, particularly the offer at KS4, within the wider context.

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- * progress regarding the annual Options process for Year 9 students, including take up on courses.
- * the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks.
- * the standards achieved by students with special educational needs.
- * the standards achieved by students who qualify for Pupil Premium.
- * the standards achieved by students for whom the curriculum was dis-applied. This should include the arrangements for their alternative provision.
- * the evidence of the impact of national strategies on standards.
- * the views of staff about the action required to improve standards.
- * the nature of any parental complaints.
- * Personal Development Days.

Reviewed by	Mr Simon Calvert September 2016
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