



Curriculum Policy

1. Introduction

The glory of God is a human being fully alive.

Each member of our school community is created by God and our aim is to achieve our full potential. All we do is rooted in this **hope** of who we are as people and who we can become. The factors that help young people be fully themselves include **empowered learning** and a requirement of this is that all students have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum and its delivery also reflect the beliefs engendered in the values aspect of the School's Alive themes and the Christian ethos of the school. These are delivered through unique our Values in Practice programme in addition to the wider curriculum. All students study GCSE RE at KS4. The School values student choice at KS4 and KS5 and encourages students to pursue courses that develop their particular strengths and interests whilst maintaining breadth and balance. Work in school is planned to meet the requirements of the National Curriculum.

2. Roles and Responsibilities of the Headteacher and School Leadership Team (SLT), Other Staff and the Governors

The **Headteacher and SLT** will ensure that:

- All statutory 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. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate
- Where appropriate the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making, how they compare with school or national expectations and what is required to help them improve
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.

Other members of **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- It considers the advice of the headteacher and the SLT when approving this curriculum policy and when setting targets
- Progress towards annual targets is monitored
- Parents/carers receive timely reports on the progress of their child against clearly defined expectations
- It participates actively in decision making about the breadth and balance of the curriculum through the work of the governors' Student Achievement and Support (SAS) committee
- The distinctive Christian ethos is maintained in the curriculum through monitoring by the Foundation governors
- Members of staff understand that political issues must be presented to students in a balanced way

3. **Aims of the Curriculum**

The curriculum offered by the School should be broad and balanced and should:

- Cater for the needs of individual students of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate students' acquisition of knowledge and understanding
- Foster the values, qualities and skills outlined in the school's alive model that will help them to develop intellectually, emotionally, socially, morally, spiritually and aesthetically
- Be delivered through an exciting and stimulating learning environment
- Ensure that each student's education has continuity and progression
- Ensure that there is a match between the student and the tasks s/he is asked to perform
- Make use of the crucial role which parents/carers play in their children's education and encourage parental involvement in the educational process

4. **Outcomes for Students**

The School's curriculum should help students to:

- Value faith, trust and truth, justice and respect, and themselves (Alive themes)
- Be organised, resilient, questioning, interdependent and creative (Alive themes)
- Be able to communicate, research, plan, review and revise (Alive themes)
- Be enthusiastic and eager to put their best into all activities
- Develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Develop non-sexist and non-racist attitudes
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have knowledge and understanding of the beliefs of the major world religions
- Develop agility, physical coordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety

5. **Arrangements for Monitoring and Evaluation**

The governing body will receive an annual report from the headteacher on:

- The standards reached at the end of KS4 and KS5

The curriculum is also monitored and evaluated in the following ways:

- Through an annual report to the SAS committee by a member of the SLT on the standards achieved by students with special educational needs and groups deemed to be vulnerable
- By a member of SLT reporting to the SAS committee the reasons for the disapplication of any students from the National Curriculum and their progress
- By the SAS committee for issues relating to the general curriculum and its outcomes and the impact of any changes proposed by the school leadership team or by external agencies
- By the Foundation governors for issues relating to the RE curriculum and aspects of the general curriculum that affect the ethos of the School and the impact of any changes proposed by the school leadership team or by external agencies

The views of students, parents/carers, staff and outside agencies are taken into account by the school leadership team in informing curriculum change.