



## Curriculum policy

‘The world is so full of a number of things,  
I’m sure we should all be as happy as kings.’

Robert Louis Stephenson

The very successful never stop trying, never stop making mistakes and never feel that they have got all the answers. The joy is in the journey.’

Richard Gerver

### Rationale

We have a responsibility to provide a curriculum which will inspire and motivate all learners and prepare them for the future.

The curriculum should enable all children and young people to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to lead safe, happy and fulfilling lives
- Responsible citizens who make a positive contribution to society

(National curriculum aims; QCA; 2007)

The school curriculum satisfies statutory requirements if it is a balanced and broadly based curriculum which: (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life. It will include the National curriculum, but will be much more than this.

The following principles are therefore an entitlement for all learners at our school:

- The curriculum is about the development of the whole person
- All learners are given equality of opportunity in learning
- The school curriculum builds on learners’ strength, interests and experiences both inside and outside of school
- Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities
- The curriculum presents learners with new challenge and opportunities
- The curriculum is meaningful to learners, it enables them to make links to other areas and to their real lives
- The curriculum provides opportunities for complex projects which cross subject boundaries
- The curriculum focuses on knowledge creation as well as knowledge acquisition
- The curriculum reflects the learners’ place in their local community

- The curriculum reflects the learners place in the national and global communities

### Planning and delivery

Our model uses curriculum strands to ensure coverage across the full range of key stages in appropriate ways.

Planning takes place through:

1. The curriculum map which ensures continuity and progression
2. Medium term plans which suggest activities. They are written by the key stage teachers, updated when used and ensure coverage of relevant programmes of study
3. Lesson planning which ensures effective delivery and differentiation by bringing together long and medium term planning with the needs of the pupils

The teaching and learning and assessment policies set out the principles and procedures for delivery, assessment, recording and reporting.

All curriculum areas provide opportunities to promote pupils' spiritual, moral, social and cultural development.

We aim to provide high quality access to challenging and appropriate accreditation, but this is not the curriculum for our older learners on its own. Each pupil will have their own learning pathway which enables them to access a wide range of learning, based on their needs.

### Responsibility

There is a team for each curriculum strand who represent the full breadth of the school. They are led by a member of the leadership team. (See Appendix.) The Assistant Heads have overall responsibility for ensuring progression and continuity and effective delivery.

It is the responsibility of all staff to ensure the curriculum is delivered in line with this policy.

### To be read in conjunction with:

- School Mission statement
- Teaching and Learning Policy
- Assessment, recording and reporting policy
- Planning, curriculum and assessment guide