

CURRICULUM POLICY

The curriculum is the formal means by which the school translates its aims and values into practice. It comprises all the planned activities and experiences which the school provides to help students to learn.

Principles

The aims of our curriculum are to:

- provide equal opportunities for all students regardless of gender, ability, cultural, ethnic or religious background;
- offer a broad and balanced entitlement to all students;
- prepare students for further study, training and the world of work
- enable students to become active and effective citizens;
- develop positive personal and social values;
- provide a variety of activities and experiences which bring about effective learning through challenge and support that leads to achievement for all students:
- provide continuity and progression from KS2 to KS4 and beyond and to
- foster a curiosity and thirst for lifelong learning.

The latter enabling all our students to become:- **successful learners** who enjoy learning, make progress and achieve; **confident individuals** who are able to live safe, healthy and fulfilling lives and **responsible citizens** who make a positive contribution to society.

Curriculum Structure

The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of the National Curriculum, and embraces curriculum dimensions and cross-curricular skills, in particular those of literacy, numeracy and ICT. The development of students' personal and social skills and their spiritual and cultural development are addressed specifically through the CWL programme, tutorials and school assemblies, as well as permeating the whole curriculum, both formal and hidden. The curriculum experiences provide students with the opportunity to enhance and hone their personal learning and thinking skills across the curriculum.

Curriculum Time

The taught school week comprises twenty five 60 minute periods. (Slight variation period 4 – 55 mins). The timetable commitments are accommodated on a 5 period day, two week cycle i.e. 50 periods. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English and Maths reflecting the importance of these subjects for all students at KS3 and KS4 and the development of vital basic skills – literacy and numeracy. Geography and History gain an extra period in Yr 9.

Curriculum provision based on a two week timetabling structure

Key Stage 3

Subject	En	Ma	Sc	Ar	CWL	Dt	Gy	Hi	Ict	Mfl	Mu	Pe	Re
Periods	8	8	6	2	2	4	2	2	2	4	2	4	2
% Time	16	16	12	4	4	8	4	4	4	8	4	8	4

Key Stage Four

Subject	En	Ma	Opt 1	Opt 2	Opt 3	Opt 4	Opt 5	Pe	Ict	CWL Incl Re
Periods	8	8	5	5	5	5	5	2	4	3
% Time	16	16	10	10	10	10	10	4	8	6

Schemes of Work

A scheme of work for each subject is essential in helping to plan teaching and learning within and across subjects, as well as documenting the curricular activities planned for groups of students and coverage of the National Curriculum programmes of study and GCSE syllabuses. Schemes of work also provide a basis for monitoring and evaluating curriculum delivery.

Each subject team will produce a scheme of work for each year group and will review this, and update it as necessary, each year as part of the Faculty's/ School self-evaluation process. The standard school format for schemes of work will be used, adhering to agreed headings including:

- Topic/ Key Question;
- Lesson Objectives/ Learning Outcomes;
- Planned teaching and learning activities;
- Cross-curricular Aspects/ ICT /PLTS/Citizenship etc;
- Differentiation;
- Assessment;
- Homework;
- Resources.

Differentiation

Students need to work at a level and pace appropriate to their potential. Students are taught in classes grouped by broad ability and prior attainment or of mixed ability. Whatever the form of grouping a differentiated approach is required to ensure that the range of abilities and interests of students is taken into account, so enabling them to experience success. Curriculum plan denotes the grouping structure for each year group. (See Appendix 1)

Teaching and Learning

Students learn through their experiences and by being taught. They learn most effectively when they feel valued, when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process. A range of teaching and learning strategies needs to be employed with students of all ages in order to increase and maintain their motivation and to create a challenging, stimulating and rewarding learning environment in which they can succeed. Strategies should include: - working independently, in pairs and small groups; whole class teaching; practical activity; problem solving and role play and the use of digital technologies and video/DVD facilities. Learning beyond the classroom is encouraged such as fieldwork, attending lectures, student forums etc.

Homework

Regular and appropriate homework set according to the published schedule is an integral part of students' curricular entitlement. Homework enables students to consolidate and extend work covered in lessons, to carry out private study and research and to develop good study habits. Further information about this can be found in the school homework policy. The student planner enables student to record homework set and helps develop students' organisational skills in managing work commitments essential when the fulfilling the demands of KS4 programmes. The VLE provides additional support for homework and independent study.

Transition

Students join us in Year 7 at the beginning of KS3. Teaching programmes are carefully planned to take into account students' previous work and achievements at KS2 where possible. This work will be supported by the use of agreed transfer documentation including National Curriculum information and other formal and informal contacts between teaching staff here and at our main partner primary schools. The importance of transition from KS3 to GCSE courses also needs to be recognised in the planning of schemes of work and the level of demands made of students. For some students GCSE programmes may commence in the latter half of the summer term in Year 9 especially in Mathematics and Science.

Management, Monitoring and Evaluation

Overall responsibility for the curriculum at Tottington High School rests with the governing body in consultation with the Curriculum Committee. The governing body's further curriculum responsibilities are:

- to work with the Headteacher in ensuring the National Curriculum and its
- assessment procedures are carried out;
- to agree a sex education policy for the school;
- to ensure RE is provided;
- to ensure the special educational needs policy is being carried out in
- identifying and helping students with special needs;
- to hear any complaints from parents concerning the curriculum.

The Headteacher, in consultation with the Deputy Headteacher and Heads of Faculties, is responsible for day-to-day decisions about the leadership and management of the curriculum of the school.

This policy is to be read in conjunction with these further policies:

- Teaching and learning
- Marking Policy
- Community Cohesion
- Assessment, Recording and Reporting
- Homework
- Equal Opportunities
- Careers Education and Guidance
- Sex Education
- Personal, Social and Health Education
- Special Education Needs

Reviewed: September 2014

Agreed by Full Governing Body

Signed: **Chair of Governors**

Date:

Signed: **Headteacher**

Date: