



The Grange School and Sports College Policy Document



1. **Title:**

Curriculum Policy

The School's Curriculum Policy reflects the commitment to the provision of the National Curriculum but it also places an emphasis on the development of the positive attitudes towards learning and the necessary skills involved.

2. **Purpose:**

The curriculum exists to provide an overarching framework that translates the values and aims of the school into effective learning and teaching. It seeks to ensure that all students can access a personalised learning experience as part of a life long process through which all learners can achieve their potential and meet or exceed their expectations. The curriculum is designed to be relevant to learners to provide the support and challenge required and to reflect the interests and needs of students.

3. **Aims:**

- The aim is to provide the students with a curriculum that will enable all young people to become:
 - Successful learners who enjoy learning, make progress and achieve
 - Confident individuals who are able to live safe, healthy and fulfilling lives
 - Responsible citizens who make a positive contribution to society

The curriculum is designed to:

- Motivate and engage learners and to help them succeed
- Ensure that learners gain the knowledge and functional skills in English, Maths and ICT that they need for education, employment and life
- Ensure that assessment supports teaching and learning, providing more opportunities for focused support and challenge where needed
- Be flexible to personalise learning to meet the needs of all students and to increase the opportunities for students to be more actively involved in their own learning
- Enable a smooth progression from primary, through secondary and beyond
- Develop the Personal, Learning and Thinking skills
- Develop coherent learning experiences that are relevant and meaningful to learners by making connections between subjects, events and activities
- Provide the widest range of choice through the Kingswood Partnership
- Ensure that the differences between students are addressed, even of the same age and within the same class
- Be broad, balanced, relevant, progressive and differentiated
- Build on students' prior experiences, skills, knowledge and

- understanding
- Be used as a tool to nurture students' aspirations by providing very strong and visible progression routes into higher education, further education and employment
- Be effectively utilised to deliver all elements of social, emotional aspects of learning

4. Policy:

- The structure of the curriculum will ensure that students are able to achieve levels of literacy and numeracy that are appropriate to allow them to access the rest of the curriculum. The curriculum will ensure that all students are able to progress at a rate that is in line with their ability.

Curriculum by Key Stage

KS3

In Key Stage 3 the full range of National Curriculum subjects are studied. In addition the school is committed to developing a Personalised Curriculum starting in Key Stage 3.

Setting is employed to match students' academic needs. Fast track classes personalise the curriculum to accelerate the learning opportunities for those that require it and to address the individual needs of learners. Similarly a flexible curriculum is designed for students with particular AEN needs, eg One-to-One Tuition, Accelerated Reader.

KS4

In Key Stage 4 students follow courses leading to GCSE, BTEC, OCR National or Diploma qualifications. A coherent approach to curriculum development is employed within the Kingswood Partnership to ensure the provision of the widest range of opportunities for students. Different pathways enable a more flexible curriculum at Foundation Level to provide alternative qualification routes, eg ASDAN, Princess XL Club, NVQ's, Work to Learn, Young Apprenticeships.

KS5

The curriculum is developed in conjunction with the other six institutions within the Kingswood Partnership to provide an extensive range of Level 2 and Level 3 courses. Accredited courses provide opportunities for students to achieve further qualifications through subject links and the Enrichment Programme.

Learning to Learn

All students follow a Learning to Learn programme to enhance the ability for personalisation, independent and active learning, which is delivered through a variety of approaches, eg themed days, National Sports Weeks, Enterprise activities. This programme focuses students' attention on learning skills rather than content and ensures the transference of thinking approaches across subjects and to everyday life. The programme supports the

development of social emotional aspects of learning.

Enrichment

The comprehensive Enrichment Programme is used to engage students in some curricular areas and to enhance students' performance.

5. Relationship to other Policies:

The Policy embraces policies and procedures for admissions, assessment, careers education and guidance, charging, collective worship, drug education, equal opportunities, gifted and talented, health and safety, homework, coursework, presentation, performance management, race equality, school, visits, AEN, sex education, staff discipline, Behaviours for Learning, Attendance and learning and teaching.

6. Monitoring, Review and Evaluation:

The Governors' committee for Curriculum, Learning and Teaching will receive regular reports on:

- Teaching and learning initiatives
- The standards reached in each subject, by every year group against national averages and similar schools
- The standard achieved at the end of each Key Stage compared with national and local benchmarks
- The evidence of the impact of local and national strategies on standards

Governors' Role:

The Governing Body will ensure that:

- All statutory elements of the curriculum are met
- Any disapplications to the curriculum are considered to ensure that where appropriate this course of action best meets the individual needs of students
- It considers the advice of the Headteacher when approving curriculum changes and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- It participates actively in decision-making about the breadth and balance of the curriculum
- National curriculum test and teacher assessment results are published in the prospectus and progress towards meeting agreed targets is described
- It is advised on statutory targets in order to make informed decisions

Adopted by Full Governing Body on: May 2010

Review Date: *May 2012

**Subject to recent changes in National Curriculum Tests at 14 this Policy may require minor revision prior to this date.*