



## **CURRICULUM POLICY STATEMENT**

### **Definition of Curriculum**

We accept that the curriculum embraces all that is learned through school, in timetabled lessons and in all those learning activities, many of which are informal, during and beyond the school day. It is the means whereby all pupils have the opportunities to acquire the skills, knowledge and understanding, so that they can achieve high academic standards and develop personal and social skills relevant to their present and future roles in a technological and changing society. We believe also, that our curriculum must seek to provide moral, cultural and spiritual development of pupils/students consistent with the accepted values, attitudes and behaviour of good citizens in our community and society as a whole.

### **Purpose of the Policy**

To provide a framework, which is derived from the aims and values of the school, and which seeks to translate these into effective teaching and learning. This policy takes account of all national, local and individual school priorities. As such it defines a learning entitlement for all pupils beyond statutory requirements. Therefore this policy also embraces and links with other policies which relate to: admissions, assessment and recording, careers education and guidance, collective worship, drugs education, equal opportunities, homework, nutritional standards, race equality, sex education, citizenship, gifted and talented, school trips, SEN and performance management.

### **Audience**

This policy, which is approved by the Governing Body after due consultation, is to inform students, parents/carers, teaching and non teaching staff and other relevant members of the local community.

### **Key Principles**

Curriculum provision at Sale Grammar School, is informed and guided by the following principles and values:

- Equality of opportunity for all members of the student body
- Inclusiveness reflected in opportunities available and support for learning
- Coherence, continuity and progression across the Key Stages



## **CURRICULUM POLICY STATEMENT**

- Breadth, balance and relevance and creativity
- Appropriate differentiation to meet the needs of all students
- Enable all students to become: successful learners who enjoy learning, make progress and achieve; confident individuals who live safe, healthy and fulfilling lives; responsible citizens who make a positive contribution to society

### **Legal Requirements**

The school will seek to meet its statutory requirements by:

- teaching the National Curriculum in Key Stages 3 and 4, religious education and sex education
- teaching ICT and Citizenship in Key Stages 3 and 4
- providing careers education and PSHE in Key Stages 3 and 4
- providing work related and enterprise education in Key Stages 3 and 4
- providing for SEN pupils according to the Code of Practice
- making provision for RE post 16
- ensuring that curriculum time provided for teaching the statutory curriculum is in line with national recommendations
- ensuring that procedures for assessment, recording and reporting meet national requirements and that pupils and parents are fully informed of pupil progress
- advising the governing body on setting targets in Key Stages 3 and 4 and monitoring those targets
- publishing assessment results and other relevant information

### **Learning Entitlement**

In order to provide a broad and balanced curriculum, the school will seek to:

- produce an annual School Improvement Plan which plans for progress in teaching and learning through clear targets
- ensure that the priorities of the Improvement Plan will be reflected in year group/subject improvement plans and individual action plans
- provide differentiation through high quality resources and teaching methodology to meet the needs of individuals
- ensure that all students are given sufficient challenge and tasks in line with their abilities



## **CURRICULUM POLICY STATEMENT**

- ensure that subject areas have regularly updated schemes of work which identify how skills, knowledge and understanding will be developed in pupils of differing abilities through teaching and learning, use of resources, including ICT and assessment methods.
- ensure that subject areas make a contribution to whole school curriculum aims by supporting the teaching of curriculum dimensions; using the Personal Learning and Thinking Skills framework; developing Functional Skills in the core subjects
- provide teaching rooms that are well organised and visually stimulating
- give pupils access to relevant ICT provision
- implement consistently the school reward system and celebrate achievement
- provide a wide range of community links
- set agreed targets with students which are monitored and reviewed regularly
- ensure that each curriculum area uses established procedures for monitoring and evaluating the work of each pupil
- ensure that staffing resources, including non teacher support, are deployed to the benefit of all students

### **Monitoring and Evaluating the Policy**

The headteacher will, using the monitoring structures and systems in place (including performance management), receive regular feedback from curriculum areas and Key Stages on:

- the quality of teaching and learning
- attainment and progress of students in relation to individual and whole school targets
- progress with staff action plans
- progress with curriculum area improvement plans
- the progress of SEN pupils
- progress in the personal development of pupils/students

Where appropriate, relevant action will be taken to ensure that outcomes are consistent with targets and expectations.



## **CURRICULUM POLICY STATEMENT**

The governing body and its relevant sub committees will receive reports from the headteacher and senior staff on:

- the standards reached in each subject and in each Key Stage in relation to set targets
- the end of Key Stage 3 assessments
- GCSE and AS/A2 performance
- the evidence of the impact of national strategies on standards
- the implementation of school policies and their impact on standards

Ratified by Governing Body

Date: 10.02.05

Reviewed

Date: June 2008