

**Part 1**

<b>Name of policy</b>	<b>C1 Curriculum</b>
<b>Status of policy</b>	This is not a statutory policy
<b>Consultation</b>	This policy has been developed following consultation with Governors, Senior Leadership Team and Teaching Staff
<b>Relationship with other policies</b>	This policy should be read in conjunction with P2 Equality policy P6 Behaviour policy (including Exclusions) P12 Home/School agreement
<b>Date policy was agreed</b>	16 <sup>th</sup> May 2018
<b>Date for full implementation</b>	Immediate
<b>Date for review</b>	Annually – 15 <sup>th</sup> May 2019

## Part 2

### Policy

1. The Governing Body believes that learning should be enjoyable and a lifelong process through which students can achieve their potential
2. Edgbarrow School's curriculum consists of all those activities planned by the school to promote the intellectual, moral, social, spiritual and physical development of the students, and to prepare them for the opportunities, responsibilities and experiences of life. The purpose of learning is to help students to:
  - develop lively and enquiring minds, to develop the ability to question and argue rationally and to apply themselves to tasks and physical skills;
  - acquire understanding, knowledge and skills relevant to adult life and employment in a fast-changing world;
  - use language, number and ICT skills effectively;
  - develop personal moral values, respect for religious values and for other cultures, faiths and ways of life;
  - develop a concern for the environment and an understanding of the world in which they live and the inter-dependence of individuals, groups and nations;
  - appreciate human achievements and aspirations;
  - take their place in society in an informed, positive and active way, valuing education as a lifelong process.

3. Edgbarrow School's curriculum displays the following characteristics:

**Breadth:** Students study courses based on the National Curriculum at Key Stage 3, and a flexible options programmes at Key Stage 4 and Post 16. A range of teaching and learning styles is to be encouraged, to ensure a richness of educational environment that enhances the experience of students.

**Balance:** Each area of learning is given appropriate attention in relation to others and to the curriculum as a whole. This includes sound guidance with option systems and the monitoring of cross curricular experience.

**Relevance:** Learning is linked to students' own experience. The linkage of what is learnt to the needs of adult life is made plain. Opportunities are sought to develop schemes of work which facilitate this linkage, involving experiences both inside and outside the classroom.

**Differentiation:** Students are offered experiences carefully matched to their developing abilities, their aptitude and individual needs; students are taught in varying groupings, which reflect their abilities in a range of subject areas, in order

to allow sufficient differentiation of the curriculum to meet the individual needs of students.

**Progression and Continuity:** Effective transition from Key Stage 2 to secondary education requires careful planning. Work undertaken at each stage is based on the previous achievements. Our policy is therefore, to use assessment as a formative mechanism to ensure progression. Personal target setting by the student is fundamental to this. Each subject area operates carefully defined schemes of work which have given due consideration to this issue to ensure that students are offered material appropriate to their age and ability. Courses at Post 16 are offered to ensure progression from GCSE and other courses in a wide range of areas.

4. The Headteacher ensures all legal requirements are implemented to:
  - Teach the National Curriculum, religious, drug and sex education
  - Avoid any political bias
  - Provide careers education and guidance with access to specialist support
  - Make provision for students with special educational needs and those who are highest ability and talented.
  - Provide time for the work-related curriculum
  - Show parents/carers through assessment procedures how much progress students are making compared with national expectations
  - Set targets

#### **Arrangements for monitoring and evaluation**

5. The Governing Body receives an annual report from the Headteacher regarding:
  - Planned changes to the curriculum
  - Standards reached in each subject for all qualifications
  - Standards benchmarked against national averages and contextual added value measures