

CURRICULUM POLICY

This revision: November 2010

Introduction

The central purpose of education is the intellectual, personal, social and physical development of pupils. This responsibility should be shared between the school, the home and the society in which young people live.

The curriculum will:

- meet requirements of the National Curriculum and other regulatory instruments;
- be broad and balanced;
- enable each pupil to achieve to the maximum of his/her own individual potential;
- ensure that all pupils have equal access to the most appropriate learning opportunities available;
- promote partnership between child, parent, teacher and the community;
- emphasise the pastoral dimension of the curriculum and its influence on the development of the character and attitudes of young people;
- ensure continuity and progression from the primary school, throughout Years 7 to 13 and on to further/higher education and training;
- foster teaching styles which will offer and encourage a variety of learning opportunities;
- be recognised as including all those features of school life which produce its ethos such as the quality of interpersonal relationships; the concern for equality of opportunity; the values inherent in the way in which the school is managed and organised;
- support achievement of the five outcomes of the Every Child Matters agenda.

Equal Opportunities

The opportunity to benefit from the curriculum will be made available to every pupil in the school, irrespective of ability - physical or intellectual, gender or cultural background.

To achieve this, the curriculum will be non-discriminatory. It will cater equally for boys and girls, in lesson content, in classroom organisation, in the promotion of positive images in the fields of race, gender and disability and in the avoidance of stereotyped attitudes. It will promote a greater understanding of the different cultural backgrounds of pupils. Positive attitudes towards cultural diversity will be encouraged.

Curriculum Content - General

The National Curriculum core and other foundation subjects and Religious Education will be studied by all pupils at Key Stage 3 (Years 7, 8 and 9). In addition, these pupils will take Drama, Citizenship (across the curriculum) and PSHEE (Personal, Social, Health and Economic Education).

At Key Stage 4 (Years 10 and 11), the curriculum will include a 'core' and a system of constrained options which satisfies the requirements of the national curriculum. The core subjects are English (Language with Literature), Mathematics, Science (double certificate or three separate sciences), Physical Education and Religious Education. In addition, further learning takes place in ICT and Citizenship across the curriculum. The curriculum structure will ensure that all pupils take a Modern Language either as a full GCSE course or NVQ units at level 1 or 2. The structure will also enable pupils to choose subjects from Technology, a second language, the Arts (Graphic or Fine Art, Music and Drama), the Humanities (History, Geography, Sociology and RE) and from other areas including Business Studies, Physical Education and Computing. BTEC courses will also be available for those pupils who wish to follow a course with this alternative form of learning and assessment. These will be offered in subjects including Engineering, Media, Health and Social Care, ICT and Business.

In the sixth form (Years 12 and 13), a wide range of AS and A2 courses will be offered to prepare students for higher and further education, training and employment. (Where opportunities arise or the need is identified for other courses, full consideration will be given.) Most students in the sixth form will take four subjects to AS level in Year 12 and continue with at least three of these subjects in Year 13 to take the A2 examinations required for the award of A level grades. All Year 12 students will take General Studies through which the statutory requirement for Religious Education will be delivered. All students will also have the opportunity to continue with this programme into Year 13.

As a DfE designated specialist school for languages, most pupils will follow a more extensive languages curriculum than that demanded by the National Curriculum. They will have taster sessions

in a range of languages in Year 7, studying two to the end of Key Stage 3. At Key Stage 4, the majority will take a full GCSE in one language with a target of 25% taking two or more languages. A wide range of languages will be offered and there will be opportunities for all students to take additional language courses in the sixth form.

Information and Communications Technology

Pupils' experience in the use of information and communications technology will be formally developed through timetabled lessons in Years 7 to 9 and across the curriculum in Years 10 and 11. This will be gained through the use of computers and other information storage, processing and retrieval equipment in a wide range of subjects. The use of information and communications technology is an important life skill which will enhance pupils' opportunities for learning, presentation, research and communication with others around the world.

Religious Education

The religious education course will be in line with the agreed Gloucestershire syllabus and take into account the guidelines of the Standing Advisory Council for Religious Education (SACRE).

Personal, Social, Health and Economic Education

PSHEE is an important area of the curriculum which prepares pupils for the opportunities, responsibilities and experiences of adult life. The content should reflect social issues, people and the community. The process should enable pupils to develop the personal skills needed to cope as an adult in a changing society.

In Years 7 to 11, the PSHEE programme will include careers, gradually building on the experience of the child and seen as a progression.

Throughout Years 7 to 11, the PSHEE programme will promote the quality of life and the physical, social, emotional and mental well being of each pupil. The programme will include considerations of personal hygiene, fitness and diet, adolescence, HIV/AIDS, sexually transmitted diseases and physical development.

Spiritual, Moral, Social and Cultural Education

Spiritual, Moral, Social and Cultural Education will be delivered across the taught curriculum and in the wider aspects of school life.

Styles of Teaching and Learning

A wide variety of teaching and learning opportunities will be available including reading, writing, discussion, the use of information technology, practical work, problem solving, decision making and evaluation.

Pupils will be encouraged to become independent learners. Teaching and learning styles will aim to promote achievement, enjoyment and success.

Off-site Learning Opportunities

These will be made available to as many pupils as possible and will include Foreign Exchanges, overseas visits, fieldwork and residential camps. Pupils will be encouraged to take part in local and national activities such as music, drama and sporting events. Visits will also take place to local organisations, business and other facilities.

Curriculum Enrichment

There will be opportunities for the curriculum to be extended to activities which are not constrained by the structure of the normal school day, by subject boundaries or by normal pupil grouping arrangements.

Visits to places of local interest, creative, aesthetic and sporting activities will be included.

The Pastoral Dimension of the Curriculum

The school will seek to be a caring community and set out, through its tutorial organisation, to provide a framework within which all pupils are shown respect as individuals and encouraged to act as civilised members of society.

The role of the teacher as a tutor and counsellor is of paramount importance in the oversight of the personal, social and academic development of the pupils. Tutors will:

endeavour to co-ordinate all school related aspects of a child's development;
maintain an overview of each pupil's academic progress;
act as a point of first contact for parents with the school;
deal sympathetically and effectively with issues concerning each pupil;
develop a fruitful liaison with outside agencies.

Complaints procedure

A formal procedure for complaints to be made about the school's curriculum is published separately. This is available from the policies link on the school's website. In most cases, complaints will be dealt with informally through discussion between the complaining parent/guardian and the relevant teaching staff or the Headteacher.

Review

To ensure that we meet the needs of all pupils and students, we review our provision annually in light of changing policy from central government, local needs and the interests and aspirations of pupils and students in the school.

Associated policies

Assessment Policy
Curriculum Complaints Procedure
Homework Policy
Teaching and Learning Policy
Single Equality Scheme
Careers Education
Work Experience
Special Educational Needs
Sex and Relationships Education

Approved by full Governors': 8 December 2010

Date of next review: Autumn 2012