

CURRICULUM POLICY

Introduction

All pupils have a right to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual differences into account. The curriculum provides a framework for the learning which takes place in school and has three main aims:

1. to provide opportunities for all pupils to learn and achieve and to recognise and pursue their potential;
2. to promote pupils' spiritual, moral, social and cultural development;
3. to prepare all pupils for the opportunities, responsibilities and experiences of life as active members of society.

In addition the school aims to help and encourage pupils to reach their highest level of personal achievement, and specifically to:

- develop self-esteem, confidence, self-discipline, a sense of personal morality and spiritual understanding;
- understand and respect themselves, others and their environment;
- gain the skills to become lifelong learners, to accept responsibility and make a positive contribution to society;
- hold high expectations for themselves and others in all aspects of school life;
- learn to be adaptable, to solve problems in a variety of situations and to work both independently and as members of a team;
- develop the ability to make reasoned judgements and choices, based on investigation, interpretation and evaluation of relevant information;
- reach the highest possible levels of achievement in a calm, safe, ordered and happy environment.

Aims

The aims of this policy are to:

1. define the curriculum;
2. support pupils in gaining key skills of literacy, oral communication and numeracy;
3. secure opportunities which allow pupils to gain and demonstrate knowledge and understanding;
4. allow pupils to experience opportunities for spiritual growth and to develop respect for others;
5. ensure that the curriculum meets statutory requirements and that it is broad, balanced and relevant;
6. secure, for each individual pupil, an entitlement to an appropriate curriculum which is accessible irrespective of gender, social background, culture, race, differences in ability or disability;
7. promote inclusion and equality of opportunity;
8. encourage the self-fulfilment of pupils and their development as active and responsible citizens;
9. provide a structure for the ongoing monitoring, evaluation and development of the curriculum.

The Curriculum

The curriculum should develop knowledge, concepts, skills, attitudes and values so that they become responsible, confident and considerate members of the community. It must display breadth, balance, relevance, differentiation and progression. It must cover the following areas of experience:

Aesthetic and creative	Human, social and political
Linguistic and literary	Mathematical
Cultural	Moral and ethical
Physical	Scientific
Spiritual	Technological

The curriculum is planned to take account of:

- the National Curriculum which sets out the minimum requirements for what is taught up to the age of 16;
- the statutory Religious Education requirement;
- further careers education, work-related learning and personal, social and health education;
- the post 16 curriculum which includes academic and vocational studies leading to national qualifications, personal and social education, careers guidance and further opportunities for personal development;
- the enrichment curriculum of music, sports, social and cultural activities;
- additional subject provision to identify and address particular needs.

Curriculum Organisation

The curriculum is under constant development. It is the outcome of collaborative engagement with issues such as evolving National Curriculum requirements; 14-19 initiatives; local and national needs; particular interests, talents and needs of our students and the preferences of parents. It is continually monitored and reviewed and evaluated annually by senior staff and governors. Proposed changes will be identified in the School Development Plan.

The taught curriculum is documented by departmental schemes of work and this policy should be read within the context of subject policies.

Curriculum Implementation

- The curriculum structure is finalised during the spring term each year following extensive discussion and consultation involving SLT, Subject Leaders, department and pupil support teams.
- Timetable construction is then based on the finalised curriculum structure.
- Department and pupil support teams translate curriculum requirements into schemes of work and individual lesson plans.
- These should be delivered in a stimulating environment that celebrates achievement and encourages excellence.

Monitoring and Evaluation

Monitoring takes place throughout the school year as part of the self-review and SLT link line management process. This includes:

- observation of lessons;
- evaluation of exam results, national curriculum and internal assessments;
- pupil support and faculty team self-review;
- SLT links with specific curriculum areas.

Responsibilities

Headteacher	Adoption of the curriculum, in consultation with governors. Provision of appropriate resources to address curriculum needs.
Deputy Headteacher	Development, implementation and monitoring of the curriculum, in consultation with SLT and Subject Leaders
Subject / Year Leaders	All aspects of curriculum implementation, review and development. In particular to: <ul style="list-style-type: none">• ensure familiarity with the latest curriculum initiatives;• formulate and implement schemes of work and assessment procedures;• monitor and support the teachers in the delivery of the schemes of work through individual lessons;• monitor the progress of teaching groups and individual pupils;• contribute to curriculum discussion and provide specific advice where appropriate.
Teachers	All aspects of teaching and learning within own lessons and activities.

HARLINGTON UPPER SCHOOL CURRICULUM STRUCTURE - 2005/06

	NATIONAL CURRICULUM (2000 revision)											Other subjects		
	CORE			FOUNDATION								RS	Dr	PSHE*/Cit (P50)
KS 3	En	Ma	Sc	Te	ICT*	MFL	Hi	Gg	Ar	Mu	PE			
Y9	6	6	6	3	2	4x2	3	3	2	2	3	3	2	1

	CORE - 30 lessons						
KS 4	En	Ma	Sc	PE	RS	ICT*	Cit/PSHE* (P50)
Y10	6	6	9	3	3	2	1
Y11	inc En Lit						

OPTIONS - 20 lessons (4 blocks of 5)			
Fd	Gy	Ar	Bs
Tx	Hi	Dr	Cd
Wk	So	Mu	Fr
Jy	L&T	Me	Gn
AT		PE	Bc
El			
Gp			ICT GNVQ + ASDAN and college/ work for a selected group?

6th Fm	AS/A2 courses - 9 periods per subject (Max. 4)
Y12	27 subjects to choose from.
Y13	

GNVQ in Business only, currently at Intermediate level.

Gen Studies
GCSE En Ma In
Key Skills*

KEY: * delivered wholly or partly through other subjects

Subjects in bold are required by law

Appendix 2

Complaints against Curriculum Procedure

Parents have a right to complain formally about the curriculum content. The governors need a mechanism to enable parental complaints to be heard.

A formal complaint is one which is made to a Head of Department or directly to the Headteacher and is recorded as such.

Procedure

Staff dealing with the complaint will always be senior staff – either a Head of Department, Head of Year, Deputy Headteacher or Headteacher.

Parents may make an informal complaint directly to any member of staff:

1. To a subject teacher, who must pass the complaint to the Head of Department who will deal with the complaint if it concerns a single subject. The Head of Department is supported by the relevant link Deputy Headteacher who must be informed of the nature of the complaint. The Deputy Headteacher then informs the Headteacher for reference.
2. More general complaints may be made to the subject teacher or tutor. In this case the complaint is dealt with by the Department Head or Head of Year who must inform the link Deputy Headteacher and hence the Headteacher.
3. If the informal complaint is made direct to a governor, it must be dealt with by the Headteacher who is personally responsible for informing the governor of the outcome. The matter will not be reported in the first instance direct to the governing body but may be reported by the governor after the complaint has been investigated and dealt with.

Whenever a parent makes a formal complaint about the content of the curriculum, the Headteacher must be informed of the nature of the complaint. The Headteacher may inform the governors of the nature of the complaint and the action which has been taken. The governors may then accept the action or wish to make a further response which could include interviewing staff and/or parents.