

Part 1

Name of policy	C1 Curriculum
Status of policy	This is not a statutory policy
Consultation	This policy has been developed following consultation with Governors, Senior Leadership Team and Teaching Staff
Relationship with other policies	This policy should be read in conjunction with P2 Equality policy P6 Behaviour policy (including Exclusions) P12 Home/School agreement
Date policy was agreed	11 th March 2020
Date for full implementation	Immediate
Date for review	Annually – 10 th March 2021

Part 2

Policy

Curriculum Intent

1. 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 curriculum is designed with the intent to help students to:
 - be safe;
 - develop lively and enquiring minds, to develop the ability to question and argue rationally and to apply themselves to tasks and physical skills;
 - acquire relevant understanding, knowledge and skills to allow them to thrive in a fast-changing world and prepare them for life after school;
 - use literacy, numeracy and ICT skills effectively;
 - develop personal moral values;
 - prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect;
 - develop cultural capital in order to take their place in society in an informed, positive and active way, valuing education as a lifelong process.
2. Edgbarrow School's curriculum takes into account the context of the school; considering social make up, ability profile, locality and employment prospects. The curriculum is designed with the following principles:

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.

Personalisation: 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. Each subject area operates carefully defined and sequenced schemes of work which have given due consideration to this issue to ensure that students are offered material appropriate to their age and ability. KS3 supports preparation for KS4. Courses at Post 16 are offered to ensure progression from KS4 in a wide range of areas.

Ambition: There will be high expectations for student achievement, behaviour and personal development. Students will be expected to have high expectations of themselves. The curriculum and teaching and learning should provide appropriate challenge that allows students to fulfil their potential.

3. 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
 - Provide time for the delivery of Social, Moral, Spiritual, Cultural and Character education that will include British Values
 - Share curriculum information and a student's individual progress with parents and carers

4. Implementation - The school implements its curriculum intent through:
 - Curriculum Plans
 - Schemes of Work
 - Lesson Plans
 - Continuing Professional Development
 - Assessment Plans
 - Teaching and Learning Strategy – Edgbarrow8

Arrangements for monitoring and evaluation of impact

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 (Outcomes)
 - Standards benchmarked against national averages and contextual added value measures
 - How the curriculum is monitored within school, such as learning dives, subject reviews, surveys and department evaluations