



Curriculum Policy

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Linked policies:

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Citizenship and personal development policy
Educational visits policy
Homework and independent study policy
Literacy across the curriculum
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Religious studies policy
Single equalities scheme
Setting and grouping policy
Sex and relationships education policy
Special educational needs and disabilities policy
Teaching and Learning Policy

Adopted by the Governing Body: 20th October 2020
Reviewed for compliance:
Review Period: 3 Years
Review Date: Autumn 2023

1.0 School Vision:

Humphry Davy School's vision is of an inspiring and vibrant place for learning where we aspire to excellence in everything we do and seek to maximise the life chances of all members of our student community. Our commitment to developing, and maintaining, an outstanding and diverse curriculum which aspires to respond to the local and national agenda both intelligently and creatively in order to ensure that all of our students receive a high quality learning experience at all times is the underlying principle behind this policy.

The co-operative values and principles continue to heavily influence the school's ethos and considerations of self-help, self-responsibility, democracy, equality, equity and solidarity remain key drivers in decision-making related to the school's curriculum.

We believe whole heartedly that in order to access a broad and balanced curriculum and to be successful in their future lives all students need to be confident and proficient in the basic skills of reading, writing, communication and mathematics and the development of these skills is of the highest priority at all times.

Finally we consider it critical that equal opportunities are promoted and realised at all levels of curriculum provision and that this is integral to outstanding practice. Whilst we provide extensive individual and small group withdrawal support where necessary our curriculum is one which celebrates inclusion throughout and we firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all.

2.0 Rationale:

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

- 2.1 The curriculum underpins many of the key decisions which will affect the educational experience of the students attending this school. It enables school leaders to utilise staff effectively in their roles and give best value by maximising efficient use of resources. It is also a crucial part of the timetabling process.
- 2.2 The creation of the curriculum and associated models is a key way to shape the school's ethos and it is therefore important that this is achieved in line with our vision.
- 2.3 This policy links with many other aspects of school life, including those that enable our students to develop as well-rounded individuals who will become educated citizens in addition to securing the best possible academic outcomes and, as such, is a key driver in many aspects of the school's work.

3.0 Objectives:

The school's curriculum is the vehicle to enable:

3.1 Delivery of statutory (National Curriculum & SACRE) requirements at Key Stage 3 & 4. The National Curriculum states:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

3.2 A broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment

3.3 The improvement of the quality of teaching and learning and ensure a focus is maintained on continual professional development.

3.4 The development of the basic skills of reading, writing, communication and mathematics to be of the highest priority at all times; all students need to be confident and proficient in these skills to access a rich, broad and balanced curriculum and to be successful in their future lives.

3.5 Equal opportunities to be promoted and realised at all levels of curriculum provision; the curriculum will allow everyone to experience success and raise standards of attainment. Our curriculum is one that celebrates inclusion throughout as we firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all.

3.6 The emphasis on health and well-being for students and staff – to include a wide range of extra-curricular and community activities which broaden and enrich the life experiences of our students.

3.7 Students to become independent, confident, considerate and responsible young people who make a positive contribution to society.

3.8 Students to be empowered to make an ethical and sustainable contribution to local, national and global prosperity.

3.9 A broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc.

3.10 Subject choices that support students' learning and progression, and enable them to work towards achieving their goals.

4.0 Policy Statement:

4.1 Organisation of the curriculum:

4.1.1 Overview:

The school operates a flexible 11-16 curriculum which allows students to develop and enhance their basic skills whilst deepening their learning across a broad and balanced range of academic and applied subjects and courses.

4.1.2 Key Stage 3:

4.1.2.1 The KS3 curriculum aims to provide an excellent grounding in the core subjects (maths, science, English, religious education, citizenship and personal development and physical education) as well as the arts, humanities, modern foreign languages, computer science and design and technology subjects.

4.1.2.2 It is through the study of a range of subjects that students develop a range of skills and competencies and a substantial body of knowledge. Schemes of learning build on knowledge and understanding developed at key stage 2 and are designed to facilitate progression to the demands of key stage 4 specifications.

4.1.2.3 The options process takes place towards the end of Year 8 where students are guided carefully onto a range of courses in which they show both interest and aptitude. Our comprehensive KS4 provision offer is set out in our options booklet and is available on the school website and by hard copy. Specific KS4 examination syllabus information is also set out on our website. Almost all students will study either history or geography or a modern foreign language with our more talented linguists being given the opportunity to study for a second language from the beginning of Year 9.

4.1.3 Key Stage 4:

4.1.3.1 In Years 9, 10 and 11 students continue to follow the national curriculum subjects in English, maths, science, PE, RE, citizenship and PD.

4.1.3.2 Course provision is regularly reviewed against what is available locally and nationally to ensure that our students are provided with the opportunity to study the courses most suited to their needs and also ensuring appropriate progression on leaving school.

4.1.3.3 All of the EBacc subjects are accredited at the end of Year 11 following a coherent five year programme of study.

4.1.4 Literacy:

4.1.4.1 In addition to the national curriculum subjects students are offered a range of opportunities to develop their reading and writing skills throughout the school, including:

- Reading for Pleasure: all students read widely and often, supported by staff across the school. This takes place in both mentoring time and English, maths and science lessons, until Year 10. Their progress is monitored via the Accelerated Reader 'Star Reading Tests' and interventions planned from this data.
- Read Write Inc: for those students requiring additional support Read Write Inc groups offer a bridge between the literacy lessons of KS2 to the higher demands of KS3 and 4.

- **Enrichment:** the school celebrates key literary events such as World Book Day, National Poetry Day and KYBA to celebrate the rich literary heritage of our county, country and wider world.
- **Youth Speaks:** literacy also encompasses speaking and listening, elements of which thread through all learning and lessons. The school is involved in 'Youth Speaks' on an annual basis regularly placing very highly.
- **Sound Training:** students identified as significantly below their chronological reading age may be asked to participate in Sound Training, a six-week programme which is intended to boost their reading age.

4.1.5 Numeracy:

4.1.5.1 It is essential to ensure that the curriculum provides opportunities for students to apply and develop their numeracy skills throughout key stages 3 and 4. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum and it is vital that our curriculum facilitates this.

4.1.5.2 Numeracy is a proficiency which is developed in all subjects within the school. Teachers should develop students' numeracy and mathematical reasoning to enable them to understand and appreciate the importance of mathematics in their lives.

4.1.5.3 Opportunities are provided across the curriculum for students to increase their confidence and competence with numbers and measures, further develop their understanding of the number system, ways in which data are gathered and presented and repertoire of mathematical techniques. Students are taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

4.1.5.4 Curriculum areas will endeavour to ensure that materials presented to students will match their capability, both in subject content and in numerical demands, working closely with 'numeracy champions' from the maths faculty to identify common methods of teaching key mathematical concepts which will enable students to transfer learning more easily from maths lessons to other areas of the curriculum.

4.2 Spiritual, Moral, Social and Cultural Development (SMSC):

4.2.1 SMSC is promoted across the entire school curriculum and permeates all aspects of school life. All members of teaching staff are involved in supporting the personal and social development of our students.

4.2.2 Our curriculum is broad and balanced, promoting respect, tolerance and diversity. Our Extremism and Radicalisation Policy contains details of how we encourage our students to develop their beliefs in a responsible manner.

4.2.3 The citizenship and personal development policy sets out our vision and practice in ensuring that there is a coherent and consistent approach in the teaching of personal, social and health education across the curriculum.

4.3 Differentiation and Personalisation

4.3.1 The curriculum is delivered via well planned and engaging lessons which challenge all students whatever their ability or starting point.

4.3.2 Flexibility is employed in the school's approach to grouping students by aptitude due to the core belief that 'one size does not fit all'. With full details available within the 'Setting and Grouping Policy' maths, science, English and MFL all operate some form of "setting" of students in order to ensure that individual progress is maximised and individual needs met. A student's "group" is never static and the progress of individuals is reviewed every half term and, if necessary, movement to a more appropriate group is arranged.

4.3.3 If a student is failing to make progress or requires more specialist provision despite high quality teaching being in place an intervention plan is created. This may be classroom based or take place in additional sessions outside of the normal times of the school day. Interventions are tracked at teacher and faculty level and evaluated for impact on a regular basis.

4.3.4 For students with more complex needs a personalised programme is put in place as outlined in the school's 'Special Educational Needs and Disabilities' policy.

4.3.4 For students who are at an early stage of English Language learning access to appropriate resources, including time with an appropriate adult who speaks their native language where possible, is organised to ensure cognitive challenge is maintained whilst the student becomes more proficient in English.

4.3.5 As outlined in section 4.2.1.4 our options process is based on a personalised approach which enables the school to identify situations where an alternative programme of study, linked to extended work experience and vocational courses, may be the most appropriate route for a student.

4.4 Beyond the Formal Curriculum

4.4.1 The school curriculum is not narrowly constrained within formal lessons but extends to a vast array of extra-curricular opportunities. All students have access to and are actively encouraged to take part in an extensive programme which seeks to extend their learning and widen their life experiences.

4.4.2 The school seeks to develop active partnerships to enhance classroom-based learning wherever possible and encourage students to interact with speakers and visiting groups, industries, individuals and organisations to extend their communication skills and learning capacity. Pupil Premium and other avenues of funding are used to ensure that all groups within the school are able to access these activities.

4.4.3 The school believes that internationalism and an understanding of the wider world is essential for our students to succeed and take their place within a global society. We are committed to offering opportunities for all students to visit other European countries as well as opportunities to experience cultures from countries such as Uganda and Yemen, ensuring that each visit has clear links to various areas of the curriculum.

4.4.4 'Work related learning' is any planned activity that uses the context of work to develop knowledge, skills and understanding which will be useful in the workplace. Through work related learning activities, the school seeks to develop the employability skills of young people, provide them with the opportunity to 'learn by doing', raise standards of achievement and encourage positive attitudes to lifelong learning. Opportunities are provided both within our various curriculum areas and as planned activities within our wider enrichment programme. All students have the opportunity to take

part in a formal work experience during Year 10. Full details are available in the careers education and guidance policy.

4.4.5 The school believes the physical environment should reflect the diversity of our school community, including the curriculum. Displays are used to enhance formal study and celebrate excellent student work. Displays are updated on a regular basis and Heads of Faculty are committed to ensuring that their areas of the school create an exciting climate for learning.

5.0 Monitoring and evaluation of this policy:

5.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

5.1.1 A robust framework is in place for setting curriculum priorities and aspirational targets.

5.1.2 Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.

5.1.3 All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.

5.1.4 The school implements the relevant statutory assessment arrangements.

5.1.5 It participates actively in decision-making about the breadth and balance of the curriculum.

5.1.6 It fulfils its role in processes to dis-apply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

5.1.7 Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

5.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

5.2.1 All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.

5.2.2 The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.

5.2.3 Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.

5.2.4 They manage requests to withdraw children from curriculum subjects, where appropriate.

5.2.5 The school's procedures for assessment meet all legal requirements.

5.2.6 The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

5.2.7 The governing board is advised on whole-school targets in order to make informed decisions.

5.2.8 Proper provision is in place for students with different abilities and needs, including children with SEN.