



Denefield School Governors Curriculum Policy: Statutory

Purpose

To ensure that the schools' curriculum offer is broad, balanced and relevant for 21st century learners. The curriculum provision must support the needs of the learners and the values and ethos of the school.

Aims

- The curriculum will be characterised by breadth, balance, coherence and relevance, should prepare students for future education and employment and will contribute to achieving the five outcomes of Every Child Matters (the Education Act (2004) outlines five national outcomes for children and young people: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being).
- The school's curriculum will be fully compliant with the National Curriculum and other statutory requirements, and with West Berkshire's curriculum statement. Curriculum planning will anticipate and respond to national developments in curriculum and assessment.
- The school will offer a broad range of subjects and styles of learning. This will be done within the constraints of available funding and principles of best value will apply to all curriculum decisions. The school retains the right to cancel an advertised course if insufficient numbers are recruited to make the course viable. It is recognised that some students, may have specific needs that may require disproportionate funding.
- As a specialist technology school, the school is committed to excellence and enrichment in the specialism (technology, maths and science). The school will provide a technology offer for all students, and offer enhanced opportunities for students and the wider community including partner primary schools.

Who/what was consulted

Local authority guidance; SLT.

Relationship to other policies:

This policy should be read in conjunction with the attendance policy; the learning and teaching policy; the equal opportunities policy; the SEN policy; Assessment and monitoring; Drugs education policy; DEE policy; SRE policy; G&T policy; ICT & E-safety policy and RE and collective worship policy. Reference can also be made to the learning and teaching handbook.

Principles guiding curriculum development:

As a specialist technology school the technology subjects (maths; science and technology) must be at the heart of our curriculum development. Technology is a compulsory option at KS4.

The guiding principles must be to provide a broad and balanced curriculum which is designed to meet the individual needs of our students. There should be a range of subjects available across the

key stages which allow for progression and which are accessible to all our students allowing them to at reach and exceed their target grades. The curriculum must offer appropriate challenge and personalisation to meet individual learning needs, when appropriate this may mean working with other institutions to deliver parts of the curriculum. The curriculum model must allow for a degree of personalisation.

Ensuring that the statutory requirements of the Education Reform Act and the 14 - 19 curriculum are satisfied.

The curriculum must allow for personal development and skills based opportunities which may not end in an accredited examination via PLTs; tutor, PSHE and careers education programmes etc

It is the responsibility of subject, curriculum and senior leaders to monitor the delivery of the curriculum in line with the learning and teaching and assessment and monitoring guidelines, to evaluate courses at appropriate junctures making the appropriate developments to provision.

Roles and Responsibilities:

School: This policy is implemented and managed by the schools' Senior Leadership Team and the Learning Team.

Governing Body: The Governors Curriculum Committee reviews this policy on a regular basis and recommends amendments to the Governing Body for final decision.

Practice and procedures

Curriculum plan and structure of the school day

The curriculum plan and the structure of the school day will be reviewed annually by the school's leadership team and submitted for approval to the Governors' Curriculum Committee who will be responsible for ensuring that any statutory consultation takes place regarding changes to these.

Grouping of students

Decisions about the principles of grouping of students will be made by the school's leadership team following consultation with the school's learning team. Responsibility for allocating students to classes rests with the respective Curriculum Leaders and TLR holders. It is recognised that different decisions will be appropriate for different subjects. Some subjects by necessity or by choice may teach in mixed ability groups; others may prefer to operate a form of ability-based setting. The decisions made will be based upon the following principles:

- Groupings should enable all students to access the curriculum at a level appropriate to their potential
- Particular care should be taken to meet the needs of gifted students and of those with learning difficulties or SEN.
- The use of setting should be flexible and should allow students to move between groups if misplaced.
- Allocation of students to sets should be based upon ability and not simply prior attainment; every effort must be taken to avoid placing a student in a set which reinforces underachievement.
- Setting is not a substitute for appropriate differentiation or good teaching.

Personalised learning

The school endeavours to personalise learning to meet the individual needs of students by offering:

- Approaches to learning that identifies and responds to the individual learning styles of students.

- A range of academic and vocational courses suited to the needs of students of all abilities.
- The use of ICT and appropriate technology to broaden the scope of students' learning and to develop independent study skills.
- In-class support, modified programmes of study and intensive tuition in small groups or individually for students with SEN and where appropriate
- Flexibility to adapt the curriculum or timetable for students at risk of exclusion through the use of alternative curriculum provision
- Learning opportunities outside the normal timetable structure that enhance and enrich the experience of students
- A range of extra-curricular activities
- Learning opportunities beyond through partnerships with other schools and colleges
- Relevance to the world of work through business links and work placements

Specialist School Status

The study of a technology subject will remain compulsory for all students up to the end of Key Stage 4.

All students will study a double award science course at GCSE.

Key Stage 3

Students follow a curriculum which includes all National Curriculum subjects, drama and RE. There are opportunities for withdrawal from normal lessons for fixed periods of time for intensive tuition in literacy and social skills. This programme is managed by the Learning Support Team. In Year 7 all students will study two modern foreign languages with the exception of those with the weakest literacy who will study one and have extra literacy support. In Year 8, some will continue with two languages others will be guided to the most suitable language for their study. In Year 9 students chose two technology subjects to study in more depth in preparation for their KS4 courses.

Key Stage 4

All students follow a core curriculum consisting of English, mathematics, science, RE, Citizenship, PE and ICT. This takes up 60% of curriculum time. Students select from a range of options to complete the remaining 40% of time; this includes GCSEs and a range of other academic and vocational courses. All students study an arts subject and are strongly advised to select a subject from each of the humanities, languages and technology. There are some guided options collaborative learning opportunities with other providers. A work experience placement is the entitlement of all students at Key Stage 4.

Sixth Form

The school operates an open access policy to the Sixth Form accepting any student who will benefit from the range of academic and vocational courses offered. One-, two- and three-year programmes are available. It is our aim to offer a range of pathways suited to students of all abilities. There is timetabled time available for community service and enrichment activities.

Arrangements for monitoring and evaluation

Monitoring of the curriculum model takes place at least annually in preparation for curriculum modelling, KS4 and 5 information evenings.

Curriculum provision and planner presented annually to curriculum governors committee.

Those consulted: Learning and Guidance teams; DAG and DPD; SLT; students

Date established by governing body: October 2010
Date for full implementation: October 2010
Date for review: October 2013