



**KINGSDOWN
SCHOOL**

Curriculum Policy

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1. Aims

Our curriculum aims help student to develop:

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology as well as reading for pleasure;
- their creativity, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-esteem, self-worth and self-confidence;
- the skills of working as an individual and as a member of a group or team;
- appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect;
- an awareness of the student's place in the community and opportunities for service to each other and to the community.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 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:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

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

- 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to:

- have high expectations of students, work and behaviour;
- employ a variety of appropriate teaching and learning strategies;
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements; to respond to feedback
- develop students' skills to become independent learners;

- encourage, reward and value achievement and effort, both formally and informally,;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their sons and daughters;
- embrace ICT as an effective tool for enhancing teaching and learning;
- set homework in line with the school's expectations.
- collaborate with colleagues to plan and devise a suitable five year curriculum that provides a strong foundation for successes in examinations at key stage 4 and beyond.

4. Organisation and planning

The school operates a two week timetable with five 1-hour teaching lessons each day (except on Friday week 2 where there are four). Students attend four lessons before lunch and one lesson after. On a Friday week 2, students depart at 1.00pm and curriculum innovation time has been built in for schools of learning to invest in curriculum development, training, sharing best practice and planning.

Each day begins with students attend Tutor/Assembly at 0835 each day before the first teaching lesson at 9.00am. Each week in Tutor time, students develop further their numeracy and literacy skills with the support of their Tutor and structured activities, challenges and quiz.

Personal Development and SMSC are delivered through timetabled PD lessons. This is a structured program that ensures progression across five years.

Students at key stage 3 (years 7 and 8 in 2019-20) follow a common curriculum comprising:

- English
- Maths
- Science
- Computing
- Design and Technology
- Languages (French or Spanish)
- Geography
- History
- Physical Education
- Drama
- Music
- Art
- Religious Education
- Personal Development

Our key stage 3 curriculum is designed to provide a strong foundation for key stage 4 in order to adequately prepare students for the demands of the new key stage 4 specifications.

Some students will also receive targeted support to develop their literacy and numeracy skills through withdrawal programmes within the school day.

At key stage 4, students study the core subjects including personal development. As well as are offered a suite of optional subjects of which four can be selected.

The common core comprises:

- English (students take language and literature);
- Mathematics;
- Science (Combined Science and Separate Science);
- Physical Education.

Students are encouraged to select a balance of subjects to include the arts, languages and humanities. One option choice has to be an EBacc subject and include one of History, Geography, or a Modern Foreign Language.

Many courses lead to GCSE examinations. The majority of students therefore can achieve up to eleven GCSEs. Where possible in subject choices there will be different learning pathways linked to GCSE, BTEC or Technical qualifications.

Alternative provision is made for the small number of students who are not able to manage this study load and some additional work related learning and literacy and numeracy support is set in place.

On arrival in Year 7, all students are placed in mixed ability tutor groups and teaching groups. Some core subjects, however, choose to place students into ability sets or broad bands in order to target work more precisely.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects.

Subject Leaders and Directors of Learning monitor the way their subject is taught throughout the school through various means as detailed in the Quality Assurance (QA) calendar which is published each academic year.

Subject Leaders have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and Learning Policy
- SEN policy
- Extra-curricula Policy


Signed
Emma Leigh-Bennett
Headteacher

Date 30th April 2019


Signed
Lynne Scragg
Chair of Governors

Date 30th April 2019

