



PATCHAM HIGH SCHOOL

One Team, One Dream

CURRICULUM POLICY

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Context

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children reach their full potential. This is important for **all** learners including those classified as having special needs, those with English as an additional language, and the more able.

It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day.

Status

Statutory

Purpose

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

Relationship to other policies:

This should be read in relation to Careers Education, Teaching and Learning, Gifted and Talented, Homework, and Equal Opportunities policies.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher** will ensure that:

- all statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of work which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, and include cross curricular links, citizenship, literacy, numeracy and the use of ICT
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Curriculum Committee regularly
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve

- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the Headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

Other staff will ensure that:

- the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- it considers the advice of the Headteacher when approving curriculum changes and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it participates actively in decision-making about the breadth and balance of the curriculum
- ensure that staff understand that material of a religious, political or other sensitive nature must be presented to students in a balanced and sensitive way.

Arrangements for monitoring and evaluation

The governing body will receive an annual report from the **Deputy Headteacher** (achievement and curriculum) on:

- the standards reached in national examinations at the end of Y9 and Y11 in each subject, against national averages (Y9 and Y11) and similar schools (Y11 only)
- student progress towards targets as set by prior attainment data for each subject in each year group (Y7, Y8 and Y10)
- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by students with special educational needs
- the number of students for whom the curriculum was disapplied, the arrangements which were made, how students and parents were informed, how progress was monitored, the progress made by those students
- the evidence of the impact of national strategies on standards
- the views of staff about the action required to improve standards
- the nature of any parental complaints.