

Weald School Curriculum Policy

Our curriculum meets statutory guidance including the requirements of the National Curriculum. However at the same time it is much wider than this and is designed to be balanced, rigorous, coherent, integrated, appropriate, focused and relevant to our community (as referenced in Principled Curriculum Design Dylan Williams SSAT Oct 2013)

A) AIMS:

The Weald will provide a curriculum, which inspires, challenges and safeguards all our students, and enables them to become:

1. **SUCCESSFUL LEARNERS** - who enjoy learning, make progress and achieve.

- Have the essential learning skills of literacy, numeracy, and information and communication technology
- Are creative, resourceful and able to solve problems
- Have enquiring minds and think for themselves to process information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

2. **CONFIDENT INDIVIDUALS** - who are able to live safe, healthy and fulfilling lives.

- Have a sense of self-worth and believe in themselves
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs
- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements

3. **RESPONSIBLE CITIZENS** - who make a socially and economically positive contribution to Society

- Are well prepared for life and work
- Are enterprising
- Are able to work co-operatively with others
- Respect others and act with integrity
- Understand different cultures and traditions and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Maintain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make

- Feel that they can change things for the better

B) THE ORGANISATION OF LEARNING

Students achieve these aims through our Curriculum Model which includes a two year KS3 and three year KS4. They follow the subjects detailed below:

KEY STAGE 3 (two-year)

English, Maths, Science, Information Communication Technology (ICT) Modern Foreign Languages (French, German or Spanish), Art , Design and Technology, Humanities (Geography, History, Religious Education), Physical Education, Music, Drama, Dance and Personal, Social, Citizenship and Health Education (PSHCE).

KEY STAGE 4 (three-year)

At Key Stage 4, all students study the statutory areas of Maths, English, Science, PSHE (including Citizenship and work-related learning), Religious Education and Physical Education. In addition to this all students are expected to study ICT to GCSE level or equivalent. Students are then entitled to opt for up to 4 other subjects to study to GCSE level or equivalent.

GCSE ENGLISH AT KEY STAGE 4

The majority of students will study separate GCSEs in English Language and English Literature.

SCIENCE AT KEY STAGE 4

We will provide opportunities for the most able students to study separate GCSEs in Biology, Chemistry and Physics. Alternative courses are made available to ensure all students are able to achieve in a challenging science curriculum either a Core and Additional Science GCSE or L1 Certificate and Core Science.

ICT & RELIGIOUS EDUCATION AT KEY STAGE 4

All students follow examined courses in these subjects.

KEY STAGE 5

At post 16 students study a curriculum which primarily caters for Level 3 courses within which there are a small range of BTEC Level 3 courses offered. Students unsuccessful with the 5A*-C or equivalent L2 entry requirement or at GCSE English and Maths can retake these during a bridging year along with a vocational level 2 BTEC. In Year 12 all students take PSHE and also access personal development through compulsory assemblies, tutor times and enrichment activities.

C) A 'WHOLE CURRICULUM' APPROACH

The Weald values the understanding that knowledge can fall outside traditional subject boundaries and that learning can be organised in different ways. Our curriculum includes opportunities for enrichment activities that can draw on several subject perspectives or offer completely new opportunities. We organise an Alternative Curriculum Experience Week and other whole-curricular and cross-curricular days throughout the year in order to provide extended learning opportunities.

INFORMATION COMMUNICATION TECHNOLOGY (ICT) is a tool for thinking and doing as well as presenting information. Students are expected to learn and develop their ICT skills and understanding through all curriculum areas, as well as through discrete lessons.

PHYSICAL EDUCATION: The school promotes a healthy lifestyle, reflected by the school's attainment of the Healthy Schools Award. All students are expected to take part in the school's Physical Education programme and experience two hours of PE in their weekly curriculum. There are many enrichment

opportunities provided through the lunchtime and after school extra-curricular PE programme and the extended sports programme, co-ordinated by the School Sports Co-ordinator. Team sport is a regular feature in House activities and competitions.

CITIZENSHIP/PSHE

Aspects of Citizenship/PSHE are delivered through:

- Discreet, timetabled lessons
- All subject schemes of work, as a cross-curricular approach
- Mentoring
- Contribution of visiting specialists
- Whole-school events
- Assemblies

RELIGIOUS EDUCATION (Known as IBEC – Identity, Belief, Ethics and Culture)

Religious Education is available to all students and is delivered in accordance with West Sussex RE guidelines. Parents/carers have the right to withdraw their children from religious education.

SCHEMES OF WORK

Schemes of work are planned and developed by Curriculum/Subject Leaders and subject teams with regard to:

- Requirements of the National Curriculum
- Qualifications and Curriculum Development Authority (QCA) guidance/syllabi
- Whole school policies and practices, e.g. The four areas (engagement, challenge, independence, feedback) Personal Learning and Thinking Skills (PLTS), Assessment for Learning, Teaching and Learning that excels, Homework and marking.
- Students' needs – including additional educational needs (Special Educational Needs and Gifted and Talented provision), learning styles and reflecting diversity issues.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs. Effective differentiation is at the heart of all planning.

SUBJECT SPECIFIC ENRICHMENT OPPORTUNITIES:

External links enrich and enhance learning, and allow students to make a positive contribution to our local community. Enrichment opportunities are an integral part of our curriculum within Y9 classes and 3 year GCSE courses. They also include opportunities for informal learning in a range of settings through clubs and other school events/activities (e.g. charity fund raising, Kenya, Duke of Edinburgh, School concerts and Productions).

ACE WEEK

We run ACE week in the Summer Term, which enhances our curriculum. Key Stage 3 students have opportunities to visit or take part in experiences not normally available within lesson time. Experiences raise student awareness of their personal development and well-being, and their personal, learning and thinking skills as well as offering the development of expertise in specific focus areas. We encourage and support all Year 7 students to participate in a residential experience during the week. Key Stage 4 Year 9 students also have a range of residential experiences on offer and Y10 all go out on work experience.

HOMEWORK

Differentiated Homework is a key part of our curriculum and is used to extend or consolidate learning that has been encountered during the school day. A number of curriculum areas provide students with extended tasks, which are structured to complement the learning of a particular topic and lead to a project, which is then assessed. Full details can be found in the Homework Policy.

TUTORING AND/OR MENTORING

These are structured to allow students to:

- Discuss their needs for curriculum support
- Be actively involved in target-setting
- Record and discuss progress and achievements
- Review study skills through the planner

The time will also be used to:

- Reinforce Citizenship/PSHE topics
- Deliver assemblies

PROGRESSION BETWEEN KEY STAGES

The KS3 Deputy Head teacher and KS3 Director of Learning lead the Transition Programme, working with our Primary partner schools to ensure effective transfer of information and Key Stage 2-3 transfer. The DOL and Heads of House visit all of our Primary partner schools to ensure we have a detailed profile of each student to assist with planning their move to Weald. The SENCO plays a key role in planning and monitoring the personalised transfer process for students with special educational needs. We have a developing programme of curriculum links with local Primary schools sharing expertise and specialist facilities. The Key Stage 3-4 transfer is overseen by the KS3 and 4 Directors of Learning who liaise with the Deputy Head responsible for Options and the SENCO as appropriate, to ensure students make informed and relevant curriculum choices.

The Key Stage 4-5 transfer is overseen by the KS4 DOL and Head of Sixth Form along with the Member of SLT with responsibility for post 16.

HOME-SCHOOL PARTNERSHIP

Education is a joint venture between students, school and parents/carers. Further details can be found in the Home-School Agreement documentation.

D) STATUTORY OBLIGATIONS

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable.

SEX EDUCATION

The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex education policy is available to parents/carers. It has been drawn up in consultation with staff, students and parents/carers, and takes into account the views of representatives from the community. It has regard for the government's guidance in Sex and Relationship Education Guidance (0116/2000).

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the sex education provision without giving reasons.

CAREERS EDUCATION AND WORK RELATED LEARNING

The school provides careers education to all students through the PSCE curriculum and through a combination of options, tutoring and interviews. Work related learning is augmented through our enrichment days and by some cross curricular enterprise opportunities as well as a block work experience programme for Key Stage 4 students. External consultants as well as our own careers trained staff support and enhance the provision for careers education and work related learning.

E-SAFETY

Being aware of how to be safe when interacting with the wide range of ICT resources available to the school is an entitlement of all members of our school community. Staff follow the Acceptable Use Policy regarding ICT in school. Students are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Through its Behaviour for Learning, and Anti-Bullying policies and the work of the e-safety committee, the school works to prevent any member of its community becoming the victim of online exploitation and/or cyber-bullying.

DISAPPLICATION

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes to:

- Allow a student with individual strengths to emphasise a particular curriculum area; and
- Allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum

Decisions about any of the above will only be made after discussion with the student and parent/ carer.

SPECIAL EDUCATIONAL NEEDS (SEN)

Students with SEN access a broad, balanced and relevant curriculum which is differentiated to meet their individual needs. This is monitored and evaluated to ensure the curriculum promotes academic progress and self-esteem. Parents/carers and students are involved in decisions affecting their curriculum opportunities. Full details of the school's provision for SEN can be found in the SEN Policy.

MONITORING AND REVIEW

The whole curriculum is monitored by the School Leadership Team and Governing Body. Curriculum review is carried out by the following groups:

- Curriculum Deputy with SLT
- Teaching and Learning Governors Committee
- Subject Leaders

The Governing Body and these groups proactively seek the views of parents/carers and students as part of their monitoring of the Curriculum Policy.

CONCERNS

Parents/carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's tutor. If the issue is not resolved parents/carers should contact the Deputy Headteacher with responsibility for the curriculum.