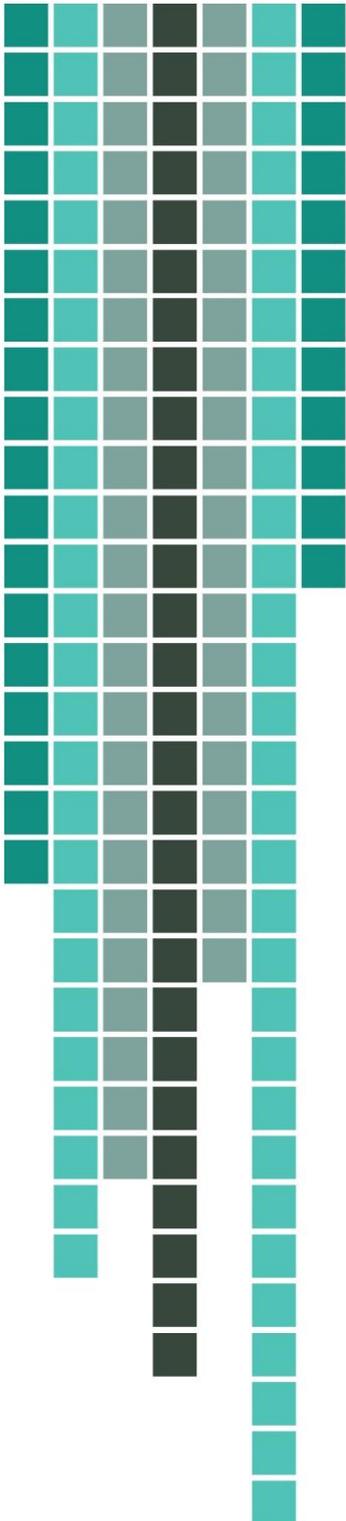




# Eggar's School

## Curriculum Policy



Reviewer	Deputy Head Teacher (MRe)
Date of Review	January 2018
Date of next review	January 2021

## I Aims and Purpose

1.1 At Eggar's we will provide a curriculum that inspires, challenges and safeguards all our students, and enables them to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a socially and economically positive contribution to society

### Purpose

- Eggar's School will provide excellent education, which challenges and develops pupils of all abilities so that our pupils will achieve the best possible academic success.
- We believe in high standards, a learning environment in which the aptitudes and interests of each individual child are recognised, respected and fully developed.
- We offer a variety of approaches and teaching strategies to develop each pupil as an independent as well as a co-operative learner.
- We seek to match the curriculum within statutory constraints to the needs of the individual so that each pupil develops confidence and a sense of achievement through learning.

We aim to celebrate all achievements within and beyond the curriculum.

1.2 We aim to produce/nurture successful learners who:

- Have the essential learning skills of literacy, numeracy, and information 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

1.3 We aim to produce/nurture confident individuals who:

- 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

1.4 We aim to produce/nurture responsible citizens who:

- 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

Roles and responsibilities of Head Teacher, other staff, governors

The Head Teacher will ensure that:

- All statutory elements of the curriculum, and those subjects, with respect of this policy that 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. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Curriculum Committee annually.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, 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 to make informed decisions.

It is the responsibility of the Head Teacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other 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 Head Teacher when approving this curriculum policy 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
- Political issues are always presented to pupils in a balanced way.

## 2. THE ORGANISATION OF LEARNING

### 2.1 Curriculum Mode

Statutory Key Stage 3 curriculum

The statutory subjects that all pupils must study are art and design, citizenship, design and technology, English, geography, history, computing, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

The curriculum also includes non-statutory programmes of study for:

- Religious education, based on the Framework for Religious Education
- Personal wellbeing, which includes the requirements for sex and relationship and drugs education
- Economic wellbeing and financial capability, which includes the requirements for careers education.

In order to encourage our students to become independent learners we will:

- Provide students with opportunities to self-monitor;
- Use questioning as scaffolding to independent learning;
- Offer models of behaviour;
- Develop communication that includes language focused on learning;
- Encourage collaboration;
- Give students choices and encourage them to set their own learning goals;
- Encourage students to be reflective.

#### Key Stage 4 Curriculum

The statutory subjects that all students must study are citizenship, English, mathematics, physical education and science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

The curriculum also includes non-statutory programmes for study for:

- Religious education, based on the Framework for Religious Education
- Personal wellbeing, which includes the requirements for sex and relationship and drugs education
- Economic wellbeing and financial capability, which includes the requirements for careers education and work related learning.

#### 2.3 A 'Whole Curriculum' Approach

At Eggar's we understand that knowledge can fall outside traditional subject boundaries and that learning can be organised in different ways. Our curriculum includes opportunities for complex projects that draw on several subject perspectives. We organise an activities week and other whole-curricular and cross-curricular days throughout the year to provide extended learning opportunities.

#### 2.4 Physical Education

The school promotes a healthy lifestyle and all students are expected to take part in the school's Physical Education programme and experience PE in their weekly curriculum. There are many enrichment opportunities provided through the lunchtime and after school extra-curricular PE programme. Team sport is a regular feature in Mentor and House activities and competitions.

#### 2.5 Citizenship/PPD/SMSC

Citizenship/PPD/SMSC is delivered through:

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

#### 2.6 Religious Education

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

#### 2.7 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
- Local Authority guidance
- Whole school policies and practices

- Students' needs – including additional educational needs

## 2.8 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.

## 2.9 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, and also include opportunities for informal learning in a range of settings such as clubs and communities.

## 2.10 Home Learning

Differentiated home learning 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 home learning tasks, which are structured to complement the learning of a particular topic and lead to a project, which is then assessed.

## 2.11 Tutor time is used to:

- Reinforce Citizenship/PSHE/SMSC topics
- Deliver assemblies
- Deliver Literacy / Numeracy activities

# 3 STATUTORY OBLIGATIONS

## 3.1 Equal Opportunities

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

## 3.2 Disabilities

In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Access Policy, which is available to parents/carers on request.

## 3.3 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.

## 3.4 Careers Education and Work Related Learning

The school provides careers education to all students through the PDL curriculum and through the scheduled Mentor programme. Work-related learning is augmented by a cross curricular approach to enterprise education for all students and through a block work experience programme for Key Stage 4 students. Connexions and other external agencies support and enhance the provision for careers education and work-related learning.

## 3.5 Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are

presented in a balanced manner, specifically as part of the Citizenship syllabus, which permeates all curriculum areas.

### 3.6 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 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.

### 3.7 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.

### 3.8 Students with Disability and/or Special Educational Needs (DSEN)

Students with DSEN access a broad, balanced and relevant curriculum that 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 DSEN can be found in the DSEN Policy.

## 4 MONITORING AND REVIEW

4.1 The whole curriculum is monitored by the Governing Body.

4.2 Curriculum review is carried out by the following groups:

- The Student Council;
- Curriculum Teams;
- The Leadership Team.

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

## 5 CONCERNS

5.1 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 Head Teacher in writing.

## 6 OTHER RELEVANT POLICIES

This policy should be read in conjunction with:

- Home School Agreement;
- Sex & Relationships Education Policy;
- Special Educational Needs Policy;
- Able & Talented Policy.

