

## Stanborough School Curriculum Policy

Stanborough School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in our school family in preparing them for adult and working life in the 21<sup>st</sup> century and anchor them in their faith.

### The education vision and curriculum design for Stanborough School recognises that

- The world of 2020 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility
- Young people have, and will have increasingly, greater access to information and learning material independently of school
- Adulthood entails economic participation but more
- 18+ year olds will still be at an early stage of learning
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery

### Stanborough School's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the school
- Have a curriculum that is holistic
- Have a curriculum that is fit for purpose, offering differentiation
- Be a centre of excellence in learning and teaching
- Prepare all students for a successful adult and working life in a 21<sup>st</sup> century global society
- First achieve and then exceed national standards in achievement, attainment and progression
- Be committed to excellence and continuous improvement
- Value our programme
- Nurture the talents of all and celebrate success
- Work with primary schools to ease transition and work with local secondary schools and FE colleges to ease transition to those moving onto the next phase of their education
- Involve the community
- Involve parents/carers
- Be a learning environment that is above all else, inspiring

## Curriculum

### 1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- Move towards enabling pupils to more easily progress based on ability not age and to be able to enter pupils for public examinations when they are ready rather than dictated by age
- Have and be able to use high quality personal, learning and thinking skills and become independent learners
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills
- Be challenged and stretched to achieve their potential
- Enjoy and be committed to learning, to 16 and beyond
- Value their learning outside of the curriculum and relate to the taught curriculum.

## 2. Curriculum outcomes

Stanborough School's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to A-Levels, International Baccalaureate and vocational courses
- Fulfil statutory requirements
- Enable pupils to fulfil their potential
- Meet the needs of young people of all abilities in the school
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- Prepare pupils to make informed and appropriate choices at the end of KS3, KS4 and beyond
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Include the following characteristics: breadth, depth, balance, relevance, differentiation, progression, continuity and coherence
- Ensure continuity and progression with the school and between phases of education, increasing pupils' choice during their school career
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Help pupils to use language and number effectively
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- Help pupils understand the world in which they live
- Ensure that the curriculum incorporates, and is improved and extended as far as possible
- Develop a specific curriculum for Key Stage 3 (Years 7 – 9) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils
- Design a Key Stage 4 curriculum which meets the needs of pupils, and expectations of parents and wider society
- Benefit other secondary and the feeder primary schools

## 3. Roles and responsibilities

**The Headteacher** will ensure that:

- All statutory 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. This will include how the subject will be taught and assessed

- The time allocated for teaching the curriculum is adequate and is reviewed by the governors' 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 students and their parents/carers receive information to show how much progress the pupils 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

**The governing body** will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- It contributes to decision making about the curriculum

**The Assistant Headteacher (Curriculum)** will ensure that:

- They have oversight of curriculum structure and delivery
- Detailed and up-to-date schemes of work are in place for the delivery of courses from Years 7 – 11
- Schemes of work are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with faculty leaders and form tutors on a regular basis and that actions are taken where necessary to improve these

**Faculty leaders will ensure that:**

- Long term planning is in place for all courses. Such schemes of work will be designed using the school's pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils
- Where necessary and appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment
- They keep the Assistant Headteacher (Curriculum) and the Headteacher informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the examination's officer. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Oversee CPD needs with regard to curriculum planning and delivery with their area of responsibility

**Teaching staff will:**

- Ensure that the school's curriculum is implemented in accordance with this policy

- Keep up to date with developments in their subjects
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

**Pupils will:**

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and when they transition beyond that

**Parents and carers will:**

- Be consulted about their children’s learning and in planning their future education
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- Be informed about the curriculum on offer and understand the rationale behind it.

**4. Monitoring, evaluation and review**

The governing body will receive an annual report from the Headteacher on:

- The standards reached in each subject compared with national and local benchmarks
- The standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks
- The number of pupils for whom the curriculum was disapplied and the arrangements which were made.

**Document Control**

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Chair’s Signature	

### Teaching groups, class sizes and grouping by ability

In year 7 pupils are placed in tutor groups of 20 and work in these groups for all subjects.

In years 8 – 11 class sizes vary between 10 and 20 for high ability pupils but are considerably smaller for those pupils for whom more support is required.

The school day begins at 8:45 am and ends at 3:30 pm and consists of five 60 minute lessons split by two breaks one at 11:10 am ( 20 mins) and one at 1:30 pm ( 50 mins).

### Key Stage 3

The table below shows the subjects offered at Key Stage 3 with period allocations. Note the timetable is a two-week cycle made of 60 minutes periods, totalling 48 hours over 2 weeks. The National Curriculum, with additions the school finds appropriate e.g. Horticulture etc., is followed at KS3.

Subjects	Year 7	Year 8	Year 9
	No of periods	No of periods	No of periods
English language	6	6	7
Maths	6	6	7
Biology	2	2	2
Chemistry	2	2	2
Physics	2	2	2
Art	2	2	4
Music	2	2	2
PE/Swim/Games	3	3	2
Horticulture	1	1	0
Geography	3	3	4
History	3	3	4
Religious Education	2	2	2
French	3	3	4
Spanish	3	3	4
Food Technology	2	2	2
Keyboard Skills	2	2	0
ICT/Computing	2	2	2
PSHE/Citizenship/Careers	2	2	2

### Key Stage 4

The table below shows the subjects offered at Key Stage 4 with period allocations. Note the timetable is a two-week cycle made up of 60 minute periods, totalling 48 hours over 2 weeks. Each option subject is allocated 4 hours over a two-week period. The options are reviewed depending on the interest of the pupils. Four or less pupils opting to study a subject is not considered viable and in those instances, may not be offered.

Core subjects	Year 10	Year 11
	No of periods	No of periods
English Language	4	4
English Literature	4	4
Maths	5	5
R E	4	4
Biology	4	4
Chemistry	4	4
Physics	4	4
PE/Games	2	2
PSHE/Citizenship/Careers	1	1
Options		
Art	4	4
Music	4	4
Geography	4	4
History	4	4
French	4	4
Spanish	4	4
ICT/Computing	4	4
BCS	4	4
Business Studies	4	4