

# Stanborough School



## Curriculum Policy

<b>Purpose:</b>	To inform all Stanborough School Staff and Governors
<b>Approval Body :</b>	Stanborough School Governing Body
<b>SLT Lead Person:</b>	Mrs Eileen Hussey
<b>Lead Governor for Policy:</b>	Ms Gina Abbequaye
<b>Date of Approval:</b>	To be ratified
<b>Proposed Review Date:</b>	January 2021

## **1. Introduction**

The curriculum at Stanborough School encompasses all the learning experiences, which take place within it. The school aims to develop its pupils as autonomous learners and to allow them to fulfil their potential within a caring Christian framework. The curriculum will be dynamic and evolutionary and pay due regard to national legislation and local authority policy but will be principally guided by the school's mission and aims.

Stanborough School ensures that a broad and balanced curriculum is provided to its students, incorporating English, Maths and Science qualifications along with the provision of Religious Education teaching for 11 – 16.

## **2. Mission Statement**

To develop the potential of every individual by providing the best education experienced in a Christian community within which all members may grow in faith.

To support our mission the curriculum will be coherent, have breadth and balance and allow for differentiation, progression and continuity. It will be proactive and show due regard to all aspects of teaching and learning experiences which facilitate the development of the whole person spiritually, morally and intellectually.

## **3. Aims**

- That pupils should become aware of their abilities and in so doing should develop them to their maximum potential.
- That pupils should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
- That all pupils should be offered a curriculum that has breadth and depth. It must be tailored to each pupil and satisfy their requirements.
- That pupils who leave Stanborough School should be articulate, literate and numerate, and have lively, enquiring, independent minds.
- That pupils who leave Stanborough School should:
  - i. Be confident in their dealings with adults and peers;
  - ii. Be able to develop good working relationships with others;
  - iii. Have knowledge of a wide range of cultures and through this come to respect the rights and needs of others;
  - iv. Be able to make good moral judgements;
  - v. Have developed a love of learning that will last for the rest of their lives;
  - vi. Be adaptable enough to react to the needs of a fast changing world;
  - vii. Should be secure in their faith.

## **4. Curriculum Overview**

The school currently manages its curriculum through 6 overarching faculties with faculty leaders taking responsibility for the following areas:-

- The Schemes of works
- Works Scrutiny
- Managing their areas through faculty meetings which are minuted
- Track and monitor student progress

- Some faculty leaders and/or teachers participate in the performance management of staff as reviewers.

The school organisational chart shows clearly the composition of faculties and lines of management and responsibility. [See Appendix 1]

### 5. 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 up of 1 hour periods, totalling 48 hours over 2 weeks.

Subjects	Year 7	Year 8	Year 9
	Period allocations	Period allocations	Period allocations
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	2	2	2
PSHE/Citizenship/Careers	2	2	2

### 6. 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 1 hour periods, totalling 48 hours over 2 weeks. Each option subject is allocated 4 hours over a two-week period.

Core Subjects	Year 10	Year 11
	Period allocations	Period allocations
English Language	4	4
English Literature	4	4
Maths	5	5
Religious Studies	4	4
Biology	4	4
Chemistry	4	4
Physics	4	4
PE/Swim/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
Computer Science	4	4
Business	4	4

## 7. Extra Curricular Activities

An enrichment coordinator has the overall responsibility for coordinating and monitoring all extra-curricular activities. The school offers a good number and varied range of extra-curricular activities which include: sport, Visits to the theatre, museums and art galleries, trips within the UK and abroad, community service days and visitors bring additional interest to the school.

## 8. Responsibilities

### ▪ The Pupils

To engage fully in the programmes of the school and to take full advantage of all it has to offer.

In Year 9 to develop a rational sense of what they need to choose from their options to give them the best advantage for further study.

### ▪ The Subject teachers

Subject teachers must keep fully abreast with national thinking and changes in relation to their fields and engage in continuous professional development.

They are responsible for ensuring they have good subject knowledge.

### ▪ The Faculty leaders

To manage their responsibility with professional care and organisation so that the curriculum in their faculty meets the needs of all the students

To give helpful advice and support to the teachers for whom they are responsible

To give timely and accurate reports to the SLT on strengths and areas for development within their remit e.g. action planning and faculty development plan.

### ▪ The SLT

The assistant Headteacher for curriculum has overall responsibility for overseeing the smooth-running of all the faculties and ensuring consistency of practice.

A detailed job-description of this role is held in the job-description folder.

### ▪ The Headteacher

To provide support to the Assistant Head for curriculum.

To hold the Assistant head teacher accountable for ensuring that the staff follow their plans (long, medium, and short term) and meet deadlines regarding monitoring through data, tracking and work scrutiny.

To be fully abreast of the national mood, thinking and changes and to share it with the staff.

To provide the best possible curriculum within the limits of the school budget.

- **The Governors**

The overall responsibility for the curriculum is with the Curriculum and Standards sub-committee of the Governing body.

## **9. Related Policies:**

- Spiritual, Moral, Social and Cultural Development
- Special Educational Needs
- Assessment, Recording and Reporting
- Homework
- Work Experience
- ICT
- SRE (from March 2020)
- Teaching and Learning
- Drug Awareness
- Personal, Social, Health and Citizenship education

## **10. The Timetable**

See section 5 and 6 above for more details.

## **11. Curriculum Review**

The curriculum at Stanborough School is under frequent review. Regular discussion regarding curriculum matters are discussed at faculty and curriculum meetings, meetings with the Headteacher and assistant Headteacher for curriculum, at senior leadership team meetings and in consultation with the governors through the curriculum and standards sub-committee.

## **12. Glossary**

### Short term plans

These are lesson plans used for each lesson. A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the class time to ensure that all students learn.

### Schemes of work

The schemes of work are guidelines to support medium- and long-term planning. They help the teachers to implement the National Curriculum programmes of study.

The schemes of work are made up of units that together cover the programmes of study and non-statutory guidelines for key stages 3 and 4 in all subjects.

Each unit sets out learning objectives (which are based on the Programme of Study), suggests teaching activities to meet these objectives, assessment strategies and defines outcomes of pupils' learning. In addition, it clearly outlines differentiated learning outcomes and activities for different groups of pupils e.g. the more able learner, EAL/EFL, the pupil with average ability and pupils with Special Educational Needs

The units also promote learning across the curriculum by including links to other areas such as spiritual, moral, social and cultural development, citizenship, key skills such as ICT, literacy and numeracy and thinking skills as well as work in other subjects.

#### Long term plans- Curriculum maps

Curriculum maps are long term plans showing an outline/overview of the knowledge, skills and concepts for each subject per year group of the national curriculum that needs to be covered in one academic year. This provides an invaluable whole-school perspective for each subject and ensured that the knowledge, skills and concepts are developed systematically from year to year.

Appendix 1

Stanborough School

Delivery of Curriculum for Teaching staff only

