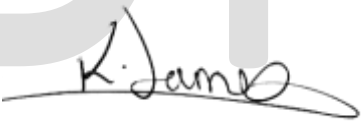




# CURRICULUM POLICY

<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>	Education Director
<b>Date of Approval:</b>	March 2022 (pending ratification)
<b>Proposed Review Date:</b>	March 2023

	
Kaz James Interim Headteacher	Pastor Brooks Chair of Governors

## Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the School Office.

## Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the

date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

## 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:-

- Setting targets for each subject, based on areas for development.
- Analysing Data to determine attainment and progress within each subject
- Ensuring that schemes of work are in place and accurate and relevant.
- Work Scrutiny for presentation, pitch, productivity and the quality of marking and feeding back to teachers at least every half term.
- 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.
- Monitor teachers to ensure they are frequently setting homework on 'Show-my-homework (the quality of homework is monitored by the Assistant Headteacher).

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.

<b>Subjects</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
	Period allocations	Period allocations	Period allocations
English	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
Computing	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.

<b>Core Subjects</b>	<b>Year 10</b>	<b>Year 11</b>
	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
<b>Options</b>		
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

The Assistant Headteacher 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 Headteacher has overall responsibility for overseeing the smooth-running of all the faculties and ensuring consistency of practice. The Assistant Headteacher Collaborates with teaching staff in the development, writing and implementation of school curriculum.

- **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 Assistant Headteacher**
  - Manage program implementation of the curriculum and any supplemental materials.
  - Align program practices and standards to support quality implementation.
  - Work with staff to develop differentiated programs to cater for student needs on either end of the spectrum (Including SEND and Low ability).
  - Coordinate (deliver yourself or seek externals to deliver) teacher training and professional development related to the curriculum (requests to be made to the Headteacher).
  - Provide support to classroom education staff in monitoring, homework, and curriculum overviews and schemes of work, that are faithful to the curriculum and developmentally appropriate.
- **The Governors**

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

Detailed job-descriptions are held in the job-description folder.

## 9. Related Policies:

- Spiritual, Moral, Social and Cultural Development
- Special Educational Needs
- Assessment, Recording and Reporting
- Homework
- Work Experience
- ICT
- Sex Education
- 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.

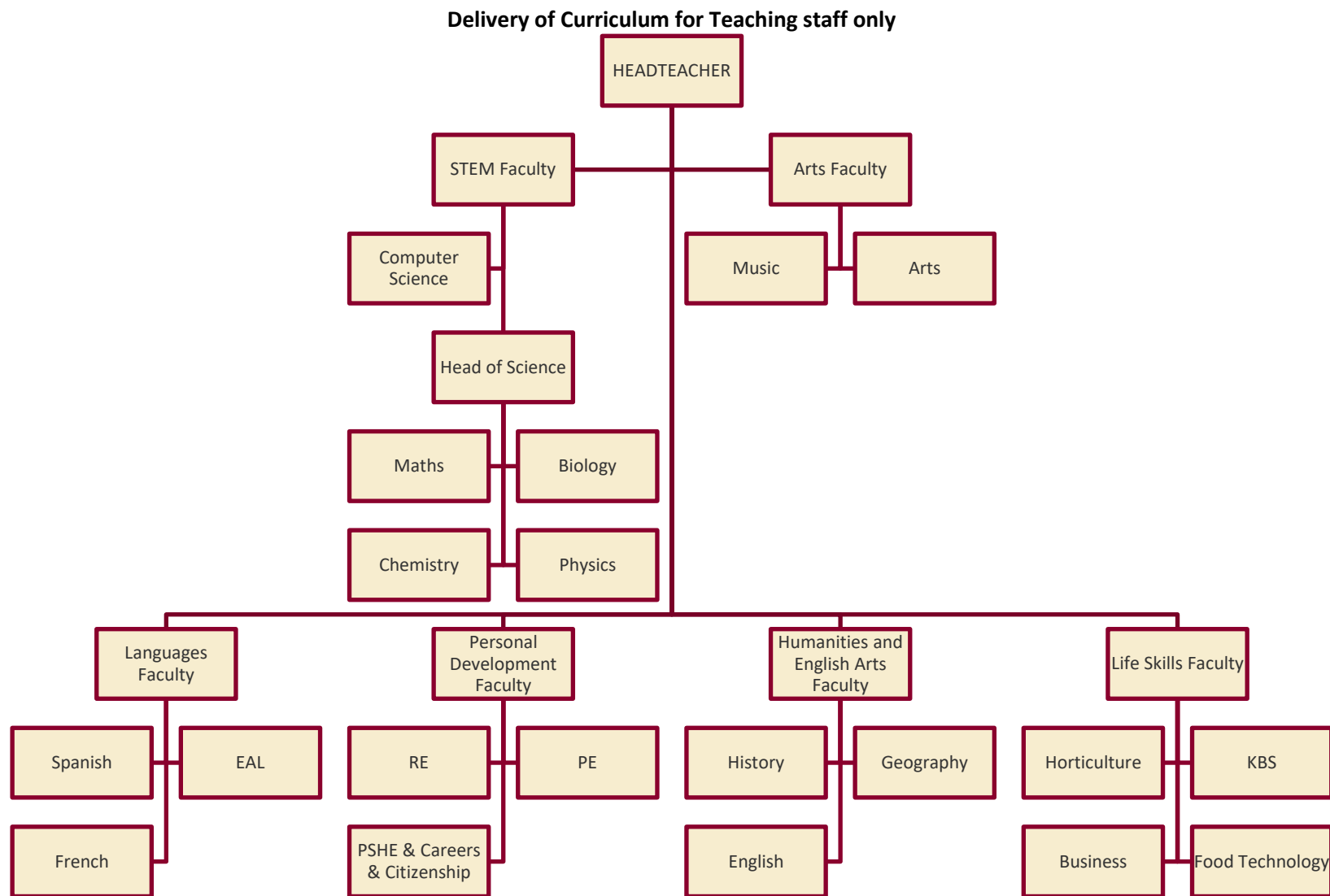
The schemes of work are made up of units that together cover the programmes of study and non-statutory guidelines for key stages 3 and 4 in all subjects.

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 is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all our students fulfil their potential*