

The Blue Coat School Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the School organises in order to enrich the experience of the students. It also includes the 'hidden curriculum' (what the students learn from the way they are treated and expected to behave).

We aim to teach students how to grow into positive, responsible people, who can co-operate with others, developing knowledge and skills as they proceed, enabling them to achieve their true potential.

Aims and Objectives

The curriculum will:

- Aim to be practical and relevant, emphasising personal development, careers guidance and work experience
- Be broad so that it introduces each student to a wide range of concepts, experiences, knowledge and skills, promoting spiritual, cultural, mental and physical development.
- Reflect the culturally diverse society to which students belong and in which they grow up.
- Prepare them for all aspects of adulthood. In the home and as a parent, in employment, in the community, locally, nationally and internationally.

Organisation and Planning

The organisation of the School curriculum is such that it will be:

- Balanced so that each area of the broad curriculum will be allowed sufficient time for its contribution to be effective.
- Relevant so that all subjects contribute to a sound general education, which prepares students for the opportunities, responsibilities and experiences of adult life.
- Differentiated so that what is taught and how it is taught is matched to develop individual students abilities and aptitudes.

Student Support

- The curriculum in our School is designed to provide access and opportunity for all students who attend the School.

- If a student has a special need, our School does all it can to meet those individual needs. For further information please refer to the Special Educational Needs Policy for the School.
- We comply with the requirements set out in the SEN Code of Practice in providing for students with special needs.
- If a student displays signs of having special needs the SENCO makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the students needs, within the normal class organisation.
- If a student's need is more severe, we consider the student for a statement of special needs, and we involve the appropriate external agencies when making this assessment.
- We always provide additional resources and support for students with special needs.
- The School provides an Individual Education Plan (IEP) for each of the students who are in need of support. It sets out targets for improvement, so that the School can review and monitor the progress of each student at regular intervals.

The Role of the Head of Department

The role of the Head of Department is to:

- Provide a strategic lead and direction for the subject.
- Be proactive in supporting and offering advice to colleagues on issues related to the subject.
- Monitor student progress in that subject area.
- Provide efficient resource management for the subject.

The School gives Heads of Departments non-contact time each year so that they can carry out the necessary duties involved with their role. It is the role of the subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the School and plan for improvement. The development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum, GCSE and GCE specifications and that progression is planned into schemes of work.

Monitoring and Review

- The Headteacher and the Assistant Head (Curriculum) are responsible for the organisation and implementation of the curriculum. They report both to the SMT and the School Governor's Curriculum Committee.
- The Governor's Committee invites presentations from Subject/Policy leaders as appropriate
- The Assistant Head (Curriculum) monitors schemes of work as part of the annual departmental review.

The Whole Curriculum

At KS4 the School offers GCSEs, and GCEs at KS5. No other qualification is provided.

Subjects at KS3

Art, Biology, Chemistry, Design & Technology, English, Geography, History, Information Technology, Latin, Mathematics, Modern Languages, Music, Physical Education, Physics, Religious Education.

Subjects at KS4

Art, Biology, Business Studies, Chemistry, Design & Technology, Dual Award Science, English, Geography, History, Information Technology, Latin, Mathematics, Modern Languages, Music, Physical Education, Physics, Religious Education.

Subjects at KS5

Art, Biology, Chemistry, Computing, Design & Technology, Economics, English Language & Literature, English Literature, French, Further Maths, Geography, Government & Politics, History, Information Technology, Latin, Mathematics, Music, Philosophy, Physical Education, Physics, Psychology, Religious Education, Spanish. Four AS subjects are chosen in Y12, becoming three subjects in Y13. Enrichment and General Studies are compulsory programmes in the Sixth Form.

Pastoral programme

A clear defined programme delivered by:

- Citizenship is delivered as a discrete lesson at KS3 & KS4
- RE is delivered as a discrete lesson at KS3 & KS4
- Senior teachers delivering themed assemblies
- Career guidance at KS3/4 is delivered in accordance with the School's Careers, Information Advice and Guidance Policy

Learning Resources

- The library
- Science laboratories
- ICT suites
- Art/Music studios
- Sports Hall

The Wider Curriculum

- Work experience
- Community involvement
- Drama/Music
- Sporting Programme

This policy will be reviewed every three years.