

Policy

Policy title:	Curriculum Policy
Function:	For information and guidance about the Curriculum. This document forms part of the portfolio of policies designed to inform students and parents.
Status:	Approved
Statutory guidance:	The national curriculum (December 2014) The SEN Code of practice (May 2015) Sex and relationship education (July 2000) Religious education in English schools (February 2010) Personal, social, health and economic education (September 2013) Collective worship in schools (January 1994)
Audience:	Students, Parents, Teachers, Senior leadership team, Governors, General public
Ownership:	Governing body/Headteacher/Deputy Headteacher (CTLA)
Last reviewed:	January 2018
Reviewed by:	Curriculum and Student Performance Committee
Next review:	Every two-years: January 2020

Contents

Aims and Objectives	3
Roles and Responsibilities	3
Procedures and Practices	3
Curriculum Provision	3
Organisation and Structure	4
Assessment, Recording and Reporting	5
Student Support and Inclusion	5
Numeracy and Literacy	6
Collective Worship	6
Sex and Relationship Education	6
Monitoring, Review and Evaluation	7

Aims and Objectives

- 1 This policy sets out The Blue Coat School's Curriculum arrangements taking account of the statutory requirements referenced above.
- 2 The policy ensures that parents/carers are provided with:
 - Contextual information about The Blue Coat School's curriculum and statutory guidelines
 - Information about wider aspects of the curriculum
- 3 The policy outlines The Blue Coat School's principles of Assessment, Recording and Reporting the attainment and progress of students.

Roles and Responsibilities

- 4 The governing body will ensure that this policy meets current statutory requirements and is reviewed accordingly. The arrangements for the school's curriculum shall be determined by the Governing Body in line with relevant legislation.
- 5 The Headteacher will ensure that the procedures, practices and arrangements set out in this policy are subject to consultation at appropriate points.
- 6 The Deputy Headteacher (CTLA) will liaise with the Headteacher to ensure that the procedures, practices and arrangements set out in this policy are adhered to as stated above.
- 7 Heads of Departments will ensure that they design their curriculum area to meet the needs of all students in order to stretch and challenge their attainment and so maximise their potential.
- 8 All staff will assess, record and report on the progress that students make throughout the year at key points each term. This will include:
 - Projected Attainment
 - Key areas including organisation, respect, participation, responsibility and resilience

Procedures and practices

Curriculum Provision

- 9 Blue Coat School will offer a broad and balanced curriculum which will:
 - Promote spiritual, moral, cultural, mental and physical development of students at school and in society
 - Prepare students well for the next step in education, employment or training
 - Make effective use of available exam syllabuses to provide stimulating, exciting and enjoyable learning opportunities for students
 - Prepare students at school for opportunities, responsibilities and experiences of life in modern Britain
- 10 Provision for a daily act of collective worship will be supported by:
 - Daily opportunities such as form time and assemblies

- The teaching of compulsory Religious Studies to students of KS3 + KS4
- 11 Provision for personal, social, health and economic education (PSHE) that draw on good practice over a range of appropriate topic areas will form part of the students programme of education through:
- Subject lessons
 - Personal development lessons
 - Form time

Organisation and Structure

- 12 Students will follow a curriculum that is split into three Key Stages.
- 13 The Blue Coat school will fulfil statutory curriculum requirements which includes providing access to courses in the core subjects (English, Mathematics and Science) and each of the four entitlement areas at Key Stage 3 and Key Stage 4 (Arts, Design and Technology, Humanities, Modern Foreign Language).
- 14 Students in Key Stage 3 (Years 7-8) will study:
- Art, Biology, Business Studies, Computing, Chemistry, Design and Technology, English, French, Geography, History, Latin, Mathematics, Music, Physical Education, Physics, Religious Studies and Spanish
 - Personal development
- 15 Students in Key Stage 4 (Years 9-11) will:
- Undertake up to 11 GCSE's chosen from: Art, Biology, Business Studies, Computing, Chemistry, Design and Technology, English, French, Geography, History, Latin, Mathematics, Music, Physical Education, Physics, Religious Studies and Spanish
 - Undertake compulsory Physical Education, Religious Studies and Personal Development
 - Be carefully monitored so that the school can act in their best interest when considering examination entry and advice on their next steps in education or employment.
- 16 Students in Key Stage 5 (Years 12-13) will:
- Undertake up to 4 A Level's chosen from: Art, Biology, Chemistry, Economics, English Language and Literature, English Literature, French, Further Mathematics, Geography, History, Latin, Mathematics, Music, Physics, Politics, Psychology, Religious studies and Spanish
 - Undertake the Extended Project Qualification
 - Undertake compulsory Tutor Time and Personal Development
 - Undertake compulsory Careers, Information, Advice and Guidance lessons
 - Be carefully monitored so that the school can act in their best interests when considering examination entry and advice on their next steps in education or employment by taking into account the extent to which their:
 - attainment ensures they are well placed to succeed in their A level studies to such a level that they realise their chosen future aspirations
 - attendance supports the probable achievement of their chosen future aspirations
 - punctuality supports the probable achievement of their chosen future aspirations
 - behaviour, conduct and commitment to learning are contributing to the likely achievement of their chosen future aspirations.

- 17 The Blue Coat School will organise the school day as deemed appropriate in order to cover the school curriculum and meet statutory requirements relating to the allocation of time across all key stages.

Assessment, Recording and Reporting

- 18 Assessment of student performance will form an integral part of Teaching and Learning; being linked to the subject's Programmes of Study as well as the department's Schemes of work. It will provide opportunities for students to demonstrate their understanding in a variety of ways as well as acting as a means of self-evaluation or peer assessment.
- 19 Staff are expected to accurately assess all of the students in their care by making professional judgements based on performance criteria. These judgements will be moderated by Heads of Department who will ensure consistency and accuracy of assessment.
- 20 Staff are expected to keep records of student performance. This may be done either individually or centrally, and should be made available at the times of data collection.
- 21 The school provides opportunities each term for the student's assessment information to be made available to the parents. This will be in the form of either:
- An interim progress report
 - A full written report
 - A progress evening

Student Support and Inclusion

- 22 The curriculum at The Blue Coat School will provide access to all students by:
- Teachers setting high expectations that takes into account the needs of all students
 - Teachers planning work that stretches all students
 - Teachers planning work that will address the needs of students from any background
- 23 Through the curriculum teachers will carry out their duties to promote equal opportunities according to legislation in relation to
- Race
 - Disability
 - Gender
 - Religion or belief
 - Sexual orientation
 - Pregnancy and maternity
 - Gender reassignment
- 24 Teachers will use the curriculum to support students with SEN or disabilities by:
- Planning lessons that will ensure there are no barriers to every student making progress
 - Ensuring all students will have access to the full curriculum
 - Taking into account and planning for specific needs of students
 - Provide access to special equipment or different approaches

- 25 Teachers will take into account the needs of the students whose first language is not English by:
- Planning opportunities to help students develop their English skills through curriculum topics
 - Provide the support that they need in order to take part in all of the subject areas

Numeracy and Literacy

- 26 All subject areas will provide opportunities to develop mathematical fluency, problem solving and reasoning to both routine and non-routine mathematical problems.
- 27 Teachers at The Blue Coat School will take all opportunities to develop student's spoken language, reading, writing and vocabulary in all subject areas.

Collective Worship

- 28 Collective worship at The Blue Coat school will provide the opportunity for students to:
- Worship God
 - Consider spiritual and moral issues
 - Explore their own beliefs
 - Develop community spirit
 - Promote a common ethos and shared values
 - Reinforce positive attitudes
- 29 Students will be encouraged to participate and respond through:
- Active involvement
 - Listening to and joining in the worship offered
 - Observation of their peers' practices
- 30 The timing of daily collective worship will be flexible according to the needs of the school day and will generally take part on the school premises.
- 31 Parents have the right to withdraw their child from attending collective worship and the Blue Coat School will consider and work closely with parents who make this request.

Sex and Relationship Education

- 32 Sex and relationship education will be part of the curriculum that:
- Promotes the social, moral, spiritual and cultural, developments of students at school
 - Develops students' awareness of personal, social and health related issues
 - Prepares students for the opportunities, responsibilities and experiences of adult life
 - Equip them to make safe and informed choices
- 33 The Blue Coat School will deliver this part of the curriculum through Personal Development lessons and other subject areas where subject content has natural links to this topic area.
- 34 Heads of Department will define the content at each key Stage and will be held responsible to regularly monitor and evaluate content under the direction of the senior leaders.

- 35 Under the Education Act 1993 parents can withdraw their child from any part of the Sex and Relationship Education programme which is not part of the National Curriculum; in each case where a student is withdrawn the school will provide supervision as well as a clear alternative study experience in the gained time.

Monitoring, Review and Evaluation

- 36 The Headteacher and the Deputy Headteacher (CTLA) are responsible for the organisation and implementation of the curriculum.
- 37 Senior Leaders will monitor the Heads of Department through the SLT Link Meetings and Reviews.
- 38 Heads of Departments will:
- provide the strategic lead and direction of their curriculum area and monitor student's progress through accurate assessment
 - review curriculum areas as part of their self-evaluation process and link this to their improvement priorities
 - ensure a consistent and continuous provision of assessment, recording and reporting in their subject areas
 - coordinate and lead a meaningful and accurate assessment process that will be used as part of the school's assessment procedure enabling the tracking and identification of student performance as well as under-performance and thus triggering the process of intervention at all levels
- 39 Key Stage Leaders will track student performance and identify under-performance to provide intervention where appropriate.
- 40 The Learning Support Department will review its Student Support Plans (SSPs) for each of the students who are in need of support.