

# CURRICULUM POLICY

## Context

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Ratton's curriculum comprises all learning and other experiences that we provide for our students. This includes the National Curriculum, religious education, collective worship, sex education, careers education and our extra curricular activities.

The school curriculum will

- cover the National Curriculum according to the current statutory requirements
- seek to offer appropriate choices beyond statutory requirements which reflect the needs and interests of the students and the schools status as a Performing Arts College
- incorporate regular assessment and reporting as detailed separately in the schools Reporting, Recording and Assessment Policy.

Within the school curriculum, the National Curriculum secures for all students, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens. It also makes expectations for learning and attainment

explicit to students, parents, teachers, governors, employers and the public, and establishes national standards for the performance of all students in the subjects it includes.

In addition, the National Curriculum also has an overarching statutory inclusion statement. This outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all students with relevant and appropriately challenging work at each key stage. It requires teachers to have due regard to the three principles that are essential to developing a more inclusive curriculum. These are:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislation that places an increased duty on schools and other settings. Legislation requires schools both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equality for pupils, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

Status	Statutory
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## Purpose

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At Ratton we are committed to developing an appropriate curriculum: meeting the needs of each individual and society by being flexible, diverse and innovative.

Our curriculum has two aims:

- to provide opportunities for all students to learn and achieve
- to promote students' spiritual, moral social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

To achieve these aims we need:

- To ensure that every child matters; challenging and supporting students at whatever level they are working
- A personalised curriculum, with choice and clear but flexible pathways, delivered using a wide range of

structures, learning styles and assessment for learning

- A curriculum that develops confident independent and lifelong learners, by encouraging "anytime anywhere learning"
- To prepare students for a rapidly changing world by encouraging creativity, flexibility and a willingness to learn new skills.
- To develop a caring attitude, with an awareness of right and wrong and an acceptance of personal responsibility.

The distinct purpose of Key Stage 3 curriculum is:

- To build on skills and knowledge developed at KS2
- To prepare for KS4 and beyond by; raising literacy, numeracy and ICT knowledge and skills and developing independent learners
- To ensure high achievement that raising self-esteem and expectations
- To develop a repertoire of learning styles
- To develop education with character: where our students are caring, creative, confident, respectful and know right from wrong

The distinct purpose of Key Stage 4 curriculum is:

- To build on skills and knowledge developed at KS3
- To prepare for KS5 and beyond by enabling choice, through qualification and understanding, and developing life long learning
- To ensure high achievement: raising self-esteem and expectations
- To enable success through the use of preferred leaning styles and extending repertoire
- To enable students to become responsible citizens

Consultation	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Staff</li> <li>• Governors</li> <li>• Students</li> <li>• Parents</li> </ul>
Relationship to other policies	<ul style="list-style-type: none"> <li>• Learning &amp; Teaching</li> <li>• Inclusion</li> <li>• Assessment, Recording &amp; Reporting</li> </ul>
Relationship to standard operating procedures	<ul style="list-style-type: none"> <li>• Learning &amp; Teaching</li> <li>• Assessment, Recording &amp; Reporting</li> </ul>

Role	Responsibility
Governors	<ul style="list-style-type: none"> <li>• Ensure that policies designed to promote the curriculum in line with the school's values and aims are in place</li> <li>• Monitor and evaluate the effectiveness of this policy and its relevant procedures</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>• Ensure wide consultation for the inception and review of this policy</li> <li>• Ensure structures are in place to support the effective implementation of this policy</li> <li>• Regularly monitor and review the effectiveness of this policy</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Lead the process of whole school curriculum development</li> <li>• Monitor and evaluate the effectiveness of the curriculum in the areas that they line manage</li> </ul>
Learning Directors	<ul style="list-style-type: none"> <li>• Contribute to the process of curriculum development for their communities</li> <li>• Monitor and evaluate the effectiveness of the curriculum for the students in their community</li> </ul>
Curriculum Leaders	<ul style="list-style-type: none"> <li>• Contribute to the process of curriculum development by writing and updating a curriculum strategy for their subject areas</li> <li>• Monitor and evaluate the effectiveness of the curriculum for the students in their subject areas</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Be responsible for the consistent implementation of this policy</li> <li>• Be consulted on this policy and its relevant procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• Be involved in curriculum development</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Be regularly consulted on this policy and its relevant procedures</li> <li>• Be consulted on curriculum developments</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Be regularly consulted on this policy and its relevant procedures</li> <li>• Be consulted on curriculum developments</li> </ul>

### **Arrangements for Monitoring and Evaluation**

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Governors Provision Committee: annual review of Curriculum Plan

Leadership: development of Curriculum Review

Curriculum Leaders: Subject Curriculum Reviews

Learning Leaders: review of standards and progress of Year group

Date established by Governing body:	December 2009
Date for full implementation:	January 2010
Date of review:	January 2012

## ANNEXES

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