

**SHENFIELD
HIGH SCHOOL**



Curriculum Policy

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It was ratified by the Governing Body on :	December 2017

Curriculum Policy

Shenfield High School promotes learning, respect, responsibility, security, community and success. Our curriculum meets the needs of our students and promotes our values and key strengths. Our aim is to meet the needs of our young people, preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Shenfield High School recognises that:

- The world our current students will inhabit as adults will be very different to the world of today.
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Learning at school must prepare students for Learning for Life – the school's mission statement.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Shenfield High School's curriculum policy supports what we want for our students. We want our students to:

- Show respect for themselves and others
- Be curious and develop the skills they need to become lifelong learners
- Be responsible, caring and ready to make a positive contribution to our community.
- Be emotionally and physically healthy with a strong sense of self worth
- Be the best they can be, reaching their goals and achieving success.

Therefore, we aim to:

- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Ensure that the curriculum is underpinned by skills in literacy and numeracy.
- Build on the school's strengths in sport, performing arts and practical learning as well as core academic subjects.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Create a learning environment that is inspiring.

1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Become independent learners.
- Have and be able to use literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning for life

2. The outcomes of Shenfield High School's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities at the academy.
- Provide access for all students to a full range of learning experiences
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and KS5.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Design a KS3 curriculum that builds the foundations of learning and future success
- Design a key stage 4 and 5 curriculum which meets the needs of students, parents and wider society.

3. Roles and responsibilities

The Headteacher and others with delegated responsibility will ensure that:

- All statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed. Governors ensure the school provides a broad and balanced curriculum.
- The amount of time provided for teaching the curriculum reflects the academy's priorities and is reviewed annually.

- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- Schemes of work are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed on a regular basis and that actions are taken where necessary to improve these.
- Schemes of work encourage progression at least in line with national standards.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.