

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

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CURRICULUM POLICY

Responsibility: Deputy Head Curriculum
Reviewed: March 2016
Date for Review: March 2020

Statement of Principles

The Crossley Heath School is a selective state school for students aged 11 to 19 years. The school is firmly committed to the principle of providing a broad and balanced curriculum with equality of opportunity for all students underpinned by the highest standards of learning and teaching. To these ends, the school aims to:

- ensure learning needs will be identified via both quantitative (e.g. baseline testing, prior attainment) and qualitative methods (e.g. tutor discussions, parents' evenings);
- ensure all students will be regularly set individual learning targets for each subject and will work towards end-of-key-stage targets appropriate to their individual ability.

Curriculum aims

The curriculum will aim to inspire and challenge all learners and prepare them for the future. The school'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 will help young people to:

- achieve high standards and make excellent progress;
- enable those not achieving age-related expectations to close the gap and catch up with their peers;
- become independent learners;
- have and be able to use high quality functional skills;
- be challenged and stretched to achieve their potential;
- enjoy and be committed to learning to 19 and beyond;
- value their learning outside of the taught curriculum.

Curriculum outcomes

The 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;
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines;
- prepare students to make informed choices at the end of KS3, KS4 and beyond;
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;
- help students develop personal, social, spiritual, cultural and moral values;
- help students understand the world in which they live;
- develop an understanding and appreciation of British Values.

Roles and Responsibilities

The Head Teacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed;

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- the amount of time provided for teaching the curriculum is adequate and reviewed by the governors annually;
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum;
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress students are making and what is required to help them improve;
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- the governing body is advised on statutory targets in order to make informed decisions.

The Governing Body will ensure that:

- it considers the advice of the Head Teacher when approving this policy and when setting statutory and non- statutory targets;
- progress towards annual statutory targets is monitored;
- it contributes to decision making about the curriculum.

Department Leaders will ensure that:

- detailed and up-to-date schemes of work are in place for the delivery of courses in their area;
- schemes of work are monitored and reviewed on a regular basis;
- levels of attainment and rates of progress are reviewed on a regular basis and actions taken where necessary to improve these;
- there is consistency in terms of curriculum delivery. Schemes of work should be in place and used by all staff delivering a particular course;
- assessment is accurate and appropriate to the course and the students following particular courses;
- they share best practice with colleagues in terms of curriculum design and delivery;
- they access relevant CPD and oversee the CPD for staff in their teams.

Teaching staff will:

- keep up-to-date with developments in their subjects;
- have access to and be able to interpret data on each students to inform their teaching and curriculum delivery;
- share and exchange information about best practice amongst their colleagues within school and through external networks;
- participate in high quality professional development, working with teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them;
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- have their individual needs addressed through a curriculum which offers breadth, support and challenge;
- be given additional support if they start to fall behind in their learning;
- receive coordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

Parents and Carers will:

- be consulted about their children's learning and in planning their future education;
- be confident that their child is receiving high quality education designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- be informed about the curriculum on offer and understand the rationale behind it.

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Extra-curricular activities

The Crossley Heath School aims to provide opportunities through which students can optimise their academic and personal development and achievement whilst developing the skills of active citizenship. The school offers a wide range of activities within and beyond the timetabled day. All students and staff are expected to be actively involved in the house system and are encouraged to participate in extra-curricular activities. Field trips and residential courses are an integral part of the curriculum at each Key Stage and are further supplemented by a variety of day visits and both local and international activities.

Literacy and Numeracy

Literacy and Numeracy development is promoted within all subject areas.

Financial capability, enterprise and business, and work-related learning

These areas are covered through the PHSCE and Careers, Information and Guidance programmes, including work experience. All departments are also encouraged to emphasise these elements when appropriate.

Spiritual, moral, social and cultural education

Spiritual, moral, social and cultural education are promoted and taught via assemblies, the RS, History and PHSCE programmes, through individual and small group mentoring and across all curriculum subjects.

Monitoring, evaluation and review

The governing body will receive an annual report from the Head Teacher on:

- the standards reached in each subject compared with local and national benchmarks;
- the standards achieved at the end of each Key Stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with local and national benchmarks;
- the number of students for whom the curriculum was disapplied and the arrangements that were made.

The governing body will review this policy every 4 years and assess its implementation and effectiveness.