

1 Introduction

The Curriculum Policy supports the school mission statement of the importance of self esteem, respect and consideration for others being developed to enable pupils to foster a love of learning, through interesting teaching of a diverse curriculum.

We provide a broad and balanced academic curriculum set in the context of generous time for games, extra-curricular activities and opportunities for pupils to develop their social education.

Aims and Objectives

1. To provide a full time education for pupils which gives them experience in linguistic, mathematical, technological, human and social, physical, and aesthetic and creative education.
2. To provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement.
3. To provide for pupils to acquire skills in speaking and listening, literacy and numeracy.
4. To provide for pupils with statements an education which fulfils its requirements.
5. To provide personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
6. To provide appropriate careers guidance for pupils receiving secondary education. This guidance will be:
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential;
7. To provide a programme of activities appropriate to the needs of pupils below compulsory school age. This programme is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
8. To provide all pupils with the opportunity to learn and make progress
9. To provide pupils with adequate preparation for the opportunities, responsibilities and experiences of adult life.
10. Effective preparation of pupils for the opportunities, responsibilities and

experiences of life in British society.

Teaching and Learning

The principles that underpin the Curriculum Policy are:

- Individualised teaching and learning
- Flexible and responsive teaching styles
- Maintaining a stimulating learning environment
- Promotion of independent, lifelong learning
- Preparing pupils for their place in society while being aware of the demands made of them, through examinations
- Assessment of pupil progress

Planning

The curriculum is planned effectively to:

- Provide continuity and progression for all
- Promote an enjoyment of learning and commitment to learning and achieving
- Provide rich and varied activities
- Encourage best possible progress and highest attainment for all pupils
- Enable pupils to make connections across different areas of learning
- Help pupils to think creatively and solve problems
- Develop pupils' capacity to learn and work independently and collaboratively
- Enable pupils to respond positively to opportunities, challenges and responsibilities
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Assessment and Recording

The effectiveness of the Policy is assessed overall by the Headmaster and HODs, but all staff have a duty to ensure the curriculum is taught and that the aims are achieved for each class.

The Headmaster, ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

Reporting

Parents are kept informed through Parents' Evenings, interim reports and a formal written report at the end of the year.

Communication with parents across the school is undertaken in a variety of ways, through phone/e-mail, SchoolPost, letters, website, discussion with parents at drop off and pick up.

Monitoring

The school has curriculum groups which have responsibility for monitoring their subject across all departments.

The Headmaster and Heads of Department have responsibility for monitoring the whole curriculum and how it needs developing to cater for all needs.

The Headmaster has overall responsibility for monitoring the curriculum taught and its effectiveness.

The Directors monitor the success of the curriculum as part of advisory board meetings.

Organisation and Management

The Headmaster has overall responsibility for the curriculum and delegates delivery as follows:

- Early Years Foundation Stage – This covers the age range 3-5 and covers both Nursery and Reception classes. As the pupils move into Reception a slightly more formal approach is taken towards Literacy and Numeracy.
- Years 1-6 – Pupils are taught in mixed ability classes. The curriculum has its base in the National Curriculum. Pupils are taught subjects throughout the week including English, Maths, Science, ICT, RE, French(juniors) and Spanish, History, Geography, Art, Music, Games and PSHCE.
- Years 7-11 – Pupils are taught in mixed ability groups throughout. Pupils add Drama, Media, Latin and Philosophy and Ethics to the range of subjects they studied in the Junior School, as well as Science taught as three discrete subjects. The wide variety ensuring that the vast majority of pupils study at least 10 GCSEs.
- In some subjects iGCSE will be taught.
- Careers are taught throughout the seniors with greater emphasis to Year 11 students as part of their PSHE programme.

This policy is reviewed annually by the Head.