

Curriculum Policy

Rationale

All students have an entitlement to a curriculum which has been designed to enable them to become:

- successful learners
- confident individuals
- responsible citizens

Guidelines

1. The curriculum encompasses National Curriculum guidelines and includes the following areas.

Outcomes of Learning:

Knowledge, concepts, skills e.g. PLTs, values and attitudes.

Five outcomes of Every Child Matters

Areas of Experience:

linguistic, mathematical, scientific, technological, aesthetic and creative, moral, social and political and physical.

Cross-Curricular Elements:

<u>Themes</u>	<u>Skills</u>
Citizenship	Communication
Environmental Education	Literacy
Equal Opportunities	Numeracy
Global Awareness	Information Technology
Health Education	Thinking Skills
PSHE	Study/Research Skills
Careers	Work-related Learning

2. Curriculum delivery is managed through schemes of work based on National Curriculum Programmes of Study when appropriate and lesson plans.
3. All students will follow an entitlement curriculum, differentiated for their needs.

Key Stage Three

All students in Years 7, 8 and 9 follow a broad, balanced curriculum which includes:

Art & Design	Humanities	PSHE
Design & Technology	P.E.	I.T.
English	Mathematics	Science
French	Music	

Additional Literacy and Numeracy tuition is given to those students who have weaknesses in these areas. In addition, students in core subjects are supported with 1:1 or smaller group work by a specialist HLTA.

Key Stage Four

At KS4 there is some flexibility to allow for balance between individual choice and breadth, but students are advised to keep their options open and to choose wisely.

Years 10 and 11 students follow a core curriculum which includes:

English Language and English Literature

Science – Core and Additional

I.T.

Mathematics

Personal Social and Health Education

Physical Education

In addition students take a range of optional subjects from the following:

Art & Design	Dance
Design & Technology - Graphics, Resistant Materials or Catering	
Drama	French
Geography	German
History	I.T.
Physical Education	Music
Sport	Triple Science

All courses lead to GCSE, BTEC or OCR National awards.

A range of courses offered by Yeovil College and Paragon Training lead to entry level or level 1 vocational courses or level 2 apprenticeships.

Other students from both years follow self-supported study programmes in Languages and Geography.

4. Students are encouraged to be independent learners and the curriculum is planned with appropriate differentiation to ensure sound cognitive development through employment of a wide variety of teaching and learning styles and breadth of experience.
5. Teachers are expected to reflect critically on and evaluate their teaching to provide learning experiences which are challenging, stimulating and appropriate to the individual needs and capabilities of students.
6. Continuity and progression are addressed through
 - a) close liaison with partner primary schools and post-16 institutions;
 - b) parity of quality of learning within subjects and across each key stage for each student;
 - c) rigorous planning for development of learning through S.O.W. and lesson plans.
7. Students are grouped according to their needs and the demands of the subject. Timetabling each year is flexible to allow for differing demands which may be made by particular individuals, year groups or changes in subject requirements. There is both setting and mixed ability teaching.
8. Teachers and tutors will support students in setting targets to enhance and develop their learning.
9. Assessments are formative; involving a shared understanding between student and teacher and informing future teaching and learning, and summative, recorded in Progress Reports each year.
10. The budgetary needs of the curriculum are identified through curriculum area development plans and presented to the Finance Sub-Committee for approval.

Monitoring

Quality assurance will be ensured through classroom observation, Learner Voice, work sampling and scrutiny of documentation by SLT, Subject Leaders and LA Advisors as appropriate.

Review

Reviewed March 2009