



CURRICULUM POLICY

Date of Last Review: February 2016

Date of Next Review: February 2019

Responsibility: Mr I. Smyrk

Advisory Body Signature:



School Aims

Our curriculum policy is designed to meet the School Aims, chief of which are to:

- Develop an inclusive learning community, enabling and supporting all involved to realise their potential for success.
- Deliver the highest standards for students in all curriculum areas.
- Equip every student with the knowledge, skills, qualifications and personal maturity required for success in the 21st century.

Curriculum Aims

These aims are supported by the following:

- All students have an equal entitlement and access to a curriculum which:
 - a) is broad and balanced, promoting students' creative/aesthetic, cultural/ social, ethical/moral, linguistic, mathematical, physical, scientific and spiritual development;
 - b) is relevant and tailored to the needs of the individual. It should allow students to fulfil their potential and have built-in assessment schemes which encourage achievement;
 - c) promotes the pursuit of excellence by encouraging a spirit of enquiry, a valuing of knowledge and encouraging students to be involved in their own education;
 - d) prepares students for adult life by developing their range of skills (numeracy, communication, information literacy, personal learning and thinking skills, 5Rs etc.), their ability to question and argue rationally, using their initiative and developing self- awareness and a tolerance of others;
 - e) allows continuity between Key Stages and encourages progression to further study beyond the compulsory years of education;
 - f) satisfies all DfE statutory requirements for the curriculum and utilises guidance from advisory bodies.

Whole School Curriculum

The Whole School Curriculum consists of everything that happens in school that helps the student learn and develop knowledge, understanding, skills, values and attitudes. This can range, for example, from what is learnt in the classroom, through work related learning opportunities to social interaction with others.

As an Academy, we do not need to follow the National Curriculum. However, we must have a broad and balanced curriculum. With this in mind students do follow the National Curriculum subjects but staff have the freedom to adapt their curriculum to ensure it is the best possible for our students.

It incorporates:

a) The National Curriculum

- KS3 Core Subjects: English, Maths, Science.
- KS3 Non-Core Foundation Subjects: Design & Technology, Information and Communication Technology, History, Geography, Modern Foreign Languages, Art, Music, Physical Education, *Citizenship* (KS3).
- KS4 Subjects: Maths, English, Sciences, Information and Communications Technology, Physical Education, *Citizenship*, Religious Education, *Sex Education*, *Careers Education*, *Work Related Learning*. Subjects in italics are delivered across the curriculum.
- KS4 Entitlement Areas - students should have the opportunity to study one course in each of four areas: Arts, Design & Technology, Humanities, Modern Foreign Languages.

b) Religious Education

All students are required to have lessons in Religious Education, unless parents make application to have them withdrawn.

c) Additional Subjects

These are considered desirable to meet the School's aims and objectives, and develop the talents and abilities of all students. They include a range of vocational subjects (VCert and BTEC) whose focus is on applied and work related learning.

d) **Personal, social, health and economic education / Citizenship**

Aspects of Personal, Social and Health Education are taught across the curriculum, as is Citizenship. These areas are also taught in form tutor time and have “theme” days devoted to them.

e) **Extra Curricular Activities**

School visits, music and drama performances, lunchtime and after School clubs, etc. are all part of the rich and varied curriculum available to our students.

f) **Flexible and Independent Learning**

Home Learning and supported self-study, using the Library, Internet, etc. are important components in helping students learn.

g) **Special Educational Needs or Curriculum Support**

Students identified with special educational needs are provided with teaching and support that is additional to, or different from, that generally given to students of the same age.

h) **Post 16 Curriculum**

The curriculum for Post 16 students is designed to cater for as many students as possible who wish to benefit from further study, providing a wide range of appropriate academic and vocational courses, and looking to provide progression from the KS4 curriculum. There is a comprehensive support and guidance system in place for all students.

i) **Key Skills**

These are essential components in some courses and we also aim to deliver them across the curriculum – communication, application of number, information technology, working with others, improving own learning and performance, problem solving. PLTS (personal learning and thinking skills) and 5Rs (resilience, resourcefulness, readiness, reflection and responsibility) are strong focuses in lessons.

Curriculum Planning

The School identifies its priorities using School and Departmental Development Planning. Curriculum change is managed over an appropriate time scale to respond to School need or changes to statutory obligations.

Curriculum planning documents developed by the School include:

a) School Strategic Plan

An outline of the main aims for the School in the next two to three years.

b) Curriculum Development Plan

Short, Medium and Long term aims identified by Leadership as the way forward for the curriculum.

c) Departmental Development Plans

Short, Medium and Long Term aims identified by Departments as being desirable curriculum developments to benefit students at The Ravensbourne School.

d) Schemes of Work

These describe the learning to be achieved by students and the classroom activities used. Schemes take account of programmes of study, attainment targets, assessment, differentiation and learning resources.

e) Individual Teachers' Plans

Each teacher keeps an individual record of day to day teaching to ensure that it matches departmental schemes of work.

f) Home Learning

Home learning is covered by the Home Learning Policy

Curriculum Monitoring and Evaluation

The Leadership Team undertakes an annual review of the School Curriculum. Monitoring is carried out by the Curriculum Innovation and Design Board (C.I.D.). Any proposed changes to the curriculum are made after consultation with all appropriate members of staff – Heads of Department, Key Stage Co-ordinators, Year Leaders, etc. – and are ratified by the Local Governing Body of the School.

Heads of Department are responsible, as part of the annual self-evaluation of the department, for assessing the effectiveness of the schemes of work in their subject areas and revising them as necessary. If there is a perceived need for curriculum change, this is to be discussed with the appropriate Line Manager or the Leadership Team.