



Pitsford School

Opportunity | Excellence | Understanding

School Policy Document

Name of Policy	Curriculum Policy
Audience	External
Date Created	2008 – SMJ
Date last reviewed	15 September 2016 – NRT (no changes)
Date for next review	Autumn 2019

Context

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children reach their full potential. This is important for **all** learners including those classified as having learning difficulties, those with English as an additional language, and the more able.

It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the foundation because it secures an entitlement for all pupils. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day.

Curriculum aims

The aims of the curriculum of Pitsford School are to enable pupils to develop

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology;
- their creativity, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in School and beyond;
- self-esteem, self-worth and self-confidence;
- the skills of working as an individual and as a member of a group or team;
- appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect;
- an awareness of the pupil's place in the community and opportunities for service to each other and to the community.

Purpose

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

Roles and responsibilities of Head and Governors

The **Head** will ensure that:

- All statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of work which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, and include cross curricular links, citizenship, literacy, numeracy and the use of ICT.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Academic Board regularly.
- The procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils 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.
- It is the responsibility of the Head to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked /amended.

The **Governing Body** will ensure that:

- it considers the advice of the Head when approving curriculum changes and when setting statutory and non-statutory targets.
- it participates actively in decision-making about the breadth and balance of the curriculum.
- staff understand that material of a religious, political or other sensitive nature must be presented to pupils in a balanced and sensitive way.

Expectations of staff

Putting principles into practice -

Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to:

- have high expectations of pupils;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;
- provide work which meets their pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop pupils' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their sons and daughters.

Curriculum structure

Details of the structure can be found in both the Staff and Parents' Handbooks.