

CURRICULUM POLICY



Committee: Delegated to Headteacher

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Staff Responsible: Headteacher

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2020

Rationale for Curriculum

Article 29 of the UN Rights of the Child :

Education must develop every child's personality, talents and abilities to the full. It must encourage the respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

With the above article in mind and as our touchstone, we try to offer a broad and balanced curriculum that is open to all and satisfies the statutory requirements as set out in the national curriculum. We aim to offer courses that help students develop a wide range of skills and capabilities giving them the currency and character that will keep FE and HE opportunities open to them as well as providing a plausible route to adulthood and employability. The curriculum at KS3 embraces features of breadth, balance, continuity and progression to the KS4 curriculum. KS4 is designed to be flexible and to meet the needs of individual students and not the needs of the school and the government performance tables.

Curriculum Vision

The curriculum at Stopsley is designed to offer all our students a plausible route to adulthood

It aims to maximize their;

- currency (the qualifications they achieve)
- character (the life / employability skills they will need)

within a culture that is founded on the school values of ambition, endeavour and success. These key strands run through our curriculum offer and ensure that Stopsley provides the best possible outcomes for its children.

The curriculum is ambitious for all students to achieve their best possible results in terms of both currency and character. It is our belief that developing these two strands of a Stopsley student and underpinning them with the values of ambition and endeavour, will give our young people the best possible chances of leading a successful life. Stopsley will seek to ensure that each individual is equipped with both the currency and character needed for the next stage of their life.

The Stopsley Experience - Character and Currency

At KS3 there is a breadth to the curriculum that allows pupils to experience a full range of subjects and begin to make links between them - knowledge and skills become key foundation stones for future success and all subjects are taught by specialist teachers. The pastoral structure and programme allows students from a large number of primary schools to be inducted into 'the Stopsley way'. The broad nature of KS3 also allows students to make informed choices in Year 9 about the makeup and necessary focussing of their curriculum at KS4.

Our options offer and the rigorous supporting process, ensures that students make informed choices that are based on excellent careers advice. We ensure the vast majority keep a balance in their curriculum and are ambitious that all get the curriculum offer they require and that will lead to success. There are no restrictions placed on students' choices as they move into KS4. At both key stages there are extensive opportunities for students to develop their *character* and *currency* through curricular and extracurricular offers. Each subject area offers carefully designed enrichment opportunities for students to develop and demonstrate their ambition and endeavour. Many of these are open access but a great number are targeted and designed for certain students (eg ?). As a comprehensive school with a specialist SCD provision we are committed to inclusion

and the life skills and character that this approach brings is an integral part of the Stopsley experience.

During KS3 and 4 IAG and a wide variety of opportunities continue to develop and highlight the character traits that all need to be successful.

Aims

Develop students' enjoyment of, appetite for and commitment to lifelong learning and achievement.

Encourage maximum progress and highest attainment for all students.

Equip students with the essential skills of literacy, numeracy, information communication technology, thinking skills and citizenship.

Build on students' interests, experiences and strengths and develop their confidence in their capacity to learn and work independently and collaboratively.

Enable students to think creatively and critically to solve problems.

Provide rich and varied contexts for students to acquire, develop and apply a broad range of knowledge, skills and understanding

Develop students' sense of identity through knowledge and understanding of their spiritual, moral, social and cultural heritage.

Encourage students to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields and prompt a personal response to a range of experiences and ideas.

Develop students' physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

Develop students' appreciation of the performing and visual arts.

In addition it will aim to prepare students for the opportunities, experiences and responsibilities of life. It will aim to:

Pass on the shared values of society as a whole and encourage students to apply them in their own lives.

Develop students' integrity and autonomy and help them to be responsible and caring citizens in a contemporary society.

Promote students' spiritual, moral and cultural development and develop their knowledge and understanding of individual beliefs and cultures, including an appreciation of their diversity and their influence on individuals and on societies.

Promote students' emotional well being and help them to form and maintain worthwhile and satisfying relationships at home, work and in the community.

Develop students' ability to relate to others and work for the common good and their capacity for building positive relationships and to cope with adversity.

Develop students' awareness, understanding and respect for the environment and secure their commitment to sustainable development at a personal, local, national and global level.

Principles of our Curriculum Design (that curriculum leaders base their design on)

Balanced - a range of subjects are offered that promote intellectual, moral, creative, physical and emotional development.

Relevant - the curriculum is designed for the pupils being taught and will help them make sense of the community and the world they live in.

Vertically Integrated - subjects ensure that knowledge and skills are carefully sequenced and take account of spacing and interleaving.

Coherent - links and connections are made between different subjects and experiences.

Appropriate - subject areas match the level of challenge to the students current level of knowledge / skills and provide opportunities for further study

Focused- subjects identify key knowledge, skills and big ideas in their areas to keep the curriculum manageable.

Ambitious - subjects build on prior knowledge, skills and understanding enabling students to access the next phase of their learning journey.

The impact of our curriculum is not always easy to quantify and measure but perhaps the most telling data is the exit routes of our ex year 11. These are among the highest in town. The downside to our resistance to restrict options for some students at 14, may mean that we do not hit the highest standings in some aspects of the government performance tables, however we believe that it gives our students a plausible route to adulthood.

September 2020