



## **Long Stratton High School Curriculum Policy**

### **LONG STRATTON HIGH SCHOOL**

#### **Policy Consultation & Review**

The Curriculum Policy is available on request from the school office and available on the school website.

The policy is for review by parents and staff.

The policy provides clarity over charging at Long Stratton High School.

This policy will be reviewed in full by the Local Governing Body biennially.

This policy was last reviewed and agreed by the Local Governing Body in December 2018. It is due for review in December 2020

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

# Long Stratton High School Curriculum Policy

## Aims

Long Stratton High School seeks to be “a community that develops personal growth, excellence and achievement for all.” To support this vision, the curriculum is based on the following principles:

- Ensuring that pupils leave the school with the skills and knowledge to be successful, both in further education and their day to day lives.
- Teaching a ‘knowledge rich’ curriculum so that pupils of all backgrounds gain the cultural capital that is their entitlement.
- Providing the opportunity for every student to reach their full potential.
- Prioritising the teaching of literacy and numeracy.
- Not compromising on students’ health and creativity.
- Protecting a ‘three year KS3’ to ensure that pupils may progress across a wide range of subjects to a high level.
- Giving all pupils the opportunity to choose an EBACC pathway at GCSE as well as the opportunity to pursue creative subjects.
- Providing students with the time to study their chosen GCSE subjects in depth.
- Supporting the Spiritual, Moral, Social and Cultural development of all pupils, including their religious education
- Supporting our shared British Values

A summary curriculum statement is also provided on our website (appendix one)

## Implementation

### Roles and responsibilities of Headteacher, other staff, governors:

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology;
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually;
- Where appropriate, the individual needs of some students are met by permanent or temporary dis-application from the National Curriculum;
- Appropriate Information, Advice and Guidance is provided to enable all students to make informed decisions about curriculum choice;
- The procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with school or national expectations, 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;
- The governing body is advised on statutory targets in order to make informed decisions.

- It is the responsibility of the Headteacher 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.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The governing body will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets;
- Progress towards annual statutory targets is monitored;
- Public Examinations and teacher assessment results are published and progress towards meeting agreed targets is described;
- Parents and carers receive timely reports on the progress of their child against clearly defined expectations;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- Staff understand that political issues must be presented to students in a balanced way.

## **Monitoring and Evaluation**

The Governing Body will receive an annual report from the Headteacher on:

- The standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools where available;
- The standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks where available;
- The standards achieved by students with special educational needs and groups deemed to be vulnerable;
- The number of students for whom the curriculum was dis-applied, the arrangements which were made, how students and parents were informed, how progress was monitored, the progress made by those students;
- The evidence of the impact of external intervention and support and national strategies on standards;
- The views of staff about the action required to improve standards;
- The nature of any parental complaints.

## **Review**

This policy will be reviewed by the Assistant Headteacher, Curriculum, Teaching & Learning, and the Local Governing Body.

Confirmed by: The Governing Body of Long Stratton High School

Signature of Chair: ..... Dated: .....

## **Appendix One:**

### **Curriculum Statement for Website**

The aim of our curriculum is more than just exam success, it is to provide life-long knowledge and skills that pupils will remember and use for the rest of their lives. We teach a knowledge rich curriculum so that pupils of all backgrounds gain the cultural capital that is their entitlement. In doing so, we develop the whole child, spiritually, morally, socially and culturally.

This is why we retain a three year Key Stage Three, giving years 7-9 the time to enjoy a wide breadth of subjects. They develop as artists, designers and performers, as linguists, geographers and historians, as scientists and as sportsmen and women. The emphasis we place on English and Maths supports this goal, because we value literacy and numeracy as vital skills that underpin all learning. Our view is that a challenging and aspirational Key Stage Three curriculum is the best preparation for Key Stage Four, when pupils begin their two-year GCSE courses and begin to specialise in their own areas of strength and interest.

Our curriculum is designed so that assessment is meaningful. Teachers know their pupils as individual learners and provide them with regular feedback about their progress. Pupils at Long Stratton have termly assessments in all subjects that are designed to stretch, challenge and support their learning. We particularly emphasise the importance of verbal feedback in the classroom, so that pupils are in no doubt about how to progress and are given prompt encouragement and guidance. Routine class quizzes help pupils to master their subjects and revision homeworks are used to help pupils commit their learning to long term memory.

We make every lesson count, so that each child may fulfil our vision of excellence, personal growth and achievement for all.