# Long Stratton High School

# Curriculum Policy

**Policy Consultation & Review**

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 February 2021. It is due for review in February 2023.


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:

## The Whole School Curriculum Will:

- Ensure that every child leaves school with the skills and knowledge they need to reach their full potential, in both their further education and in their day to day lives.
- Provide a 'knowledge rich' curriculum so that pupils of all backgrounds gain the cultural capital that is their entitlement.
- Protect a 'three year KS3' to ensure that pupils may progress across a wide range of subjects to a high level.
- Be ambitious in developing pupils' personal, social, health and economic education including meeting all statutory requirements for Relationships and Sex Education (RSE)
- Give all pupils the opportunity to choose an English Baccalaureate pathway at GCSE as well as the opportunity to pursue creative subjects.
- Provide students with the time to study their chosen GCSE subjects in depth.
- Support the Spiritual, Moral, Social and Cultural development of all pupils, including their religious education
- Provide careers education that meets the requirements of the Gatsby Benchmarks.
- Support our shared British Values
- Meet the requirements of the school's Equalities Policy so that all pupils have equal opportunity to fulfil their potential, including children of SEND.

## Each Subject Curriculum will:

- Support the whole school curriculum aims set out above.
- Give pupils an understanding and appreciation of the subject, beyond just the requirements of exam performance.
- Follow a coherent sequence that is effective for learning
- Provide appropriate support and challenge, including for pupils of SEND
- Support the development of pupils' literacy and numeracy, including their reading of subject specific texts.
- Adhere to the Long Stratton Assessment and Feedback policy.

## Teachers of the curriculum will:

*1. understand the content they are teaching and how it is learnt*

*2. create a supportive environment for learning*

*3. manage the classroom to maximise opportunities to learn*

*4. present content, activities and interactions that activate their students' thinking*

These expectations are based on the four dimensions of [The Great Teaching Toolkit](#) (appendix one) which summarises the best available evidence (drawn from both academic reviews and existing frameworks) about what teachers' practices, skills, knowledge and behaviours are important for students' learning.

Roles and responsibilities of Headteacher, other staff, governors:

The Headteacher will ensure that:

- The curriculum policy is understood and adhered to by all leaders and teachers
- The professional development of leaders and teachers supports them to meet the expectations of the curriculum policy
- 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 quality of the curriculum and the progress of pupils through the curriculum is monitored through regular quality assurance
- The governing body is kept up to date on pupil progress through the curriculum
- 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 curriculum requirements in order to make informed decisions.
- 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.
- Parents and carers receive timely reports on the progress of their child

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;
- Pupils progress across the curriculum is monitored;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- The curriculum upholds the British Values described in the teaching standards as: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

## Monitoring and Evaluation
The Governing Body will receive an annual report from the Headteacher on:

- The attainment standards reached in each subject or groups of subjects, against national averages and similar schools where available;
- The attainment standards achieved by all groups compared with national and local benchmarks where available, including gender, ethnicity, students with special educational needs, children from disadvantaged backgrounds 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.
- The budget and staffing requirements of the curriculum

## 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: Extract from The Great Teaching Toolkit Evidence Review**
**The 4 Dimensions of Great Teaching:**

## 1. Understanding the content

**1** Having deep and fluent knowledge and flexible understanding of the content you are teaching

**2** Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching

**3** Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching

**4** Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

## 2. Creating a supportive environment

**1** Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students

**2** Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care

**3** Promoting learner motivation through feelings of competence, autonomy and relatedness

**4** Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

## 3. Maximising opportunity to learn

**1** Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth

**2** Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied

**3** Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

## 4. Activating hard thinking

**1** Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level

**2** Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples

**3** Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately

**4** Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning

**5** Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting

**6** Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise