



Curriculum Policy

Version Control			
Date		November 2016	
Review Date			
Authorised by the Governing Body		September 2018	
Version	Author	Date	Changes
0.1	SLT	16-10-16	Pre-Edited Document
1.0	GMM	23-11-16	Updated 2016
2.0	GMM	14-09-18	Updated 2018

Aldridge School – An Academy Curriculum Policy

The curriculum in maintained schools must follow the law and statutory guidance and include the requirements of the National Curriculum. Governing bodies are required to make a curriculum policy statement and to keep it under review. It must be available to parents.

Aims:

Aldridge School aims to:

- Ensure that students develop essential literacy and numeracy skills
- Provide students with a full and rounded entitlement to learning
- Foster learner's creativity and develop essential life skills
- Promote a healthy lifestyle
- Inspire students to a commitment to learning which will last a lifetime
- Promote high standards in all learning and teaching
- Promote spiritual, moral, social, physical and cultural development of students include fundamental British values.

We also want a curriculum that responds to the needs of our students and is seen as relevant to their needs post-16. Therefore, the curriculum should: -

- Be balanced, relevant and differentiated
- Promote the spiritual, moral, cultural, mental and physical development of all students
- Prepare students for the responsibilities and opportunities they will face in adult life
- Be delivered in ways which will help the students to learn
- Provide a seamless pathway through to education at age 19
- Provide opportunities for students to work at a pace best suited to their own needs.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. In accordance with statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable.

Differentiation

A variety of differing teaching and learning methods and materials are used in courses to suit students' different needs. All departments/faculty areas constantly review what is taught and how it is taught at all key stages in particular

- Pace of lessons
- Appropriate times for assessment and the methods of assessment
- Suitability of courses offered

KS3 Curriculum

In Key Stage 3 the timetable implements in full the National Curriculum as set out in the current statutory orders. A setting system operates in both Key Stage 3 and Key Stage 4. Students are placed in one of two parallel bands, Band X and Band Y.

In Key Stage 3 students will study: -

- English
- Mathematics
- Science
- Personal Social Health and Citizenship Education and Enterprise and Careers Education
- History
- Geography
- French/German
- Design & Technology
- Computer Science
- Art
- Music
- Drama
- Physical Education
- Religious Education

Within the school we also have a Music Scholars Programme and students are given the opportunity in Year 8 to study an additional language.

KS4 Curriculum

A large part of the curriculum in Key Stage 4 is common to all students.

In Key Stage 4 students will study: -

- English
- Mathematics
- Science
- Religious Education
- Physical Education
- Personal, Social, Health, Citizenship Education with Enterprise, Careers and Work Related Learning

During Year 9 – students and their parents/carers, in consultation with Senior Staff, Guidance Staff and Tutors, select subjects to be studied for external examination.

We currently provide 4 alternative pathways for our students. A "Choices booklet", parental open evening and talks by curriculum leaders are provided. Students have the opportunity to select up to 4 choices from our option programme.

A wide range of other examination courses are offered annually, subject to viable numbers. Currently the range includes; Art & Design, Business Studies, Computer Science/ICT, Design & Technology subjects, Drama, Economics,

Modern Foreign Languages, Geography, Health & Social Care, History/Ancient History, Music, PE, RST. Vocational courses are offered as part of the above.

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4 to: -

- Allow students to participate in extended work related learning
- Allow a student with individual strengths to emphasise a particular curriculum area
- Allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum

Decisions relating to the above will only be made after discussion with both the students and parent/carer.

Religious Education

Religious Education is available to all students. Parents have the right to withdraw their children from Religious Education. RST Enrichment days/activities are organised for particular groups throughout the year.

Collective Worship

All students are expected to take part in a daily collective worship. The school has a programme of collective worship involving house and year group assemblies and thought for the day, delivered in form groups.

Sex and Relationships Education

The school provides sex and relationships education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex and relationships education policy is available to parents.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Physical Education and Games

All students are expected to take part in the school's physical education and games programme. Students can only be excused from PE and games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Extra curricular activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All students are encouraged to take part in the programme.

Special Educational Needs/Student Development Team

The school has a special educational needs policy. The school will determine appropriate courses in consultation with parents.

Concerns and complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Head of House. If the issue is not resolved parents should make an official complaint in writing to the Headteacher.

Monitoring and Review

The policy will be monitored by the Deputy Head curriculum, who will report to the Head on its implementation on a regular basis. The Head will report to the Governing Body's Outcomes Committee on the progress of policy and will recommend any changes.

All students deserve the best opportunities possible and we strive to provide these opportunities for all students at all stages of their education. Not only do we constantly review what we teach, we strongly believe that the best way of moving forward is in partnership with other education providers. We have strong links with our local primary schools, other secondary schools and post-16 providers. Only by pooling expertise can we move forward and continue to provide a quality education for all.

In line with the Race Relations (Amendment) Act 2000

ALDRIDGE SCHOOL – CURRICULUM POLICY STATEMENT 11 – 16

As a partnership exists between the Governing Body and the school, with good relationships with members of staff, regular updates about subject areas, the Board is fully aware of the curriculum being offered and thus makes an impact into it.

The curriculum policy statement which follows meets with the statutory requirements. It is updated annually and in governors' consideration of it they would bear in mind the views of the local community. The curriculum policy statement is available for inspection within school.

The curriculum policy statement reflects the values of governors and staff of the school. The priorities it itemises are presented within the context of additional legislation (The Secondary Strategy and Enterprise Education) and show a firm commitment to equal opportunities, race equality, community education and to social inclusion in its widest term.

The policy is intended for readership by all those associated with the school; parents, carers, students and the local community.

The curriculum offered within Aldridge School is composed of all the opportunities for learning 11 – 19 which a school can offer. This encompasses the overt curriculum in terms of the formal programme of lessons on the timetable, the extra curricular and out of school activities which are supported and

promoted, and the climate of relationships, attitudes, styles of behaviour and the general quality of life established in the school community as a whole.

Educational Aims:

The school believes the following main aims reinforce each other: -

The provision of opportunities for all students to learn and to achieve by:

- Developing student's enjoyment of and commitment to learning
- Encouraging and stimulating the best possible progress and the highest attainment for all students, including those with special educational needs, children in care, Looked After Children, minority ethnic children, travellers, young carers, those from families under stress, pregnant school girls, teenage mothers and the "gifted and talented."
- Building on student's strengths, interests and experiences
- Developing student's confidence in their capacity to learn and work independently and collaboratively
- Equipping students with the essential learning skill of literacy, numeracy, ICT capability
- Promoting an enquiring mind and capacity to think rationally
- Providing rich and varied contexts for students to acquire, develop and apply a broad range of skills, knowledge and understanding
- Facilitating students having the capacity to think creatively and critically to solve problems and make a difference for the better
- Providing the opportunity to become creative, innovative, enterprising and capable of leadership
- Developing student's physical skills and encouraging them to reinforce the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- Contributing to the development of students' sense of identity through knowledge and understanding of their spiritual, moral, social and cultural heritages and of the local, national European and international dimensions
- Raise standards, leading to whole school improvement
- Strengthen and develop the quality of teaching and learning to raise standards across the whole school
- Enrich learning through specialist subjects and develop a distinctive specialist identity and ethos.

Preparation of all students for the opportunities, responsibilities and experiences of life by:

- passing on the enduring values of society
- developing student's integrity and autonomy
- helping students to become responsible and caring citizens and contributing to the development of a just society
- promoting equality of opportunity, and enabling students to challenge discrimination and stereotyping
- promoting students; spiritual, moral, social and cultural development
- developing student's knowledge and understanding of different beliefs and cultures, including an appreciation of their diversity, and their influence on individuals and societies

- developing student's awareness, understanding and respect for the environments in which they live and securing their commitment to sustainable development at a personal, local, national and global level
- promoting student's self-esteem and emotional well-being
- helping students to form and maintain worthwhile relationships based on respect for themselves. Family members, peers, work-mates and members of the extended community
- developing student's ability to relate to others and work for the common good
- encouraging and enabling students to respond positively to opportunities, challenges and responsibilities and to cope with change and adversity
- preparing students for the next stage in their learning, training and employment, and equipping them to make informed and rational choices at school and throughout their lives
- enabling students to appreciate the relevance of their own achievements to life and their society outside school, including leisure, playing an active role in the community and employment

The school commits itself to fostering the above aims, endeavouring to be realistic, matching the above educational aims to individual needs and at all times promoting high expectations.

The National Curriculum

The curriculum offered to all students aged 11-16 (Key stages 3 and 4) meets statutory requirements. The Head teacher and Governors of the school will ensure the school meets with all requirements relating to the National Curriculum.

Planning the Curriculum

Content: this will focus on areas of experience which are essential to the educational development of the student. In some areas these may be planned as subjects or cross-curricular themes.

Process: methods and assessment and the recording of achievement affect learning and are included in the learning process itself.

Context: Experiences within individual classrooms must be compatible with the ethos of the school. In Aldridge School that ethos will be to foster a respect for the individual and to ensure that high expectations are the norm.

Continuity: Within Aldridge School there is recognition that continuity of learning takes place where there is rational progress in terms of attitudes, skills and knowledge and that such continuity of learning must be fostered between and across phases of formal education and training.

A **broad** curriculum is offered within Aldridge School which recognises that each individual student is entitled to the experience with understanding a wide range of knowledge and skills. Students are afforded experience of all areas of the curriculum and care is taken to avoid undue specialisation, particularly at Key Stage 4.

Balance in the curriculum is viewed as being important and there is a conscious effort to ensure each part of the curriculum is given appropriate time to make sure that students receive a broad learning experience. A wide range of teaching and learning approaches ensure that students can achieve.

Relevant learning within the curriculum offered will assist in the preparation of students for adult life and changing employment opportunities. There is a conscious commitment to encourage students to progress in education after the compulsory period of schooling and training is encouraged.

Differentiation within the curriculum ensures that what is taught and how it is taught is appropriate to the individual needs of each student. To develop a learner's full potential in all areas appropriate tasks are set for class based and independent work e.g. Homework, Revise, Review, Recap.

Coherence is achieved in the curriculum by an acceptance that it is a whole range of experiences and areas of learning, not just a series of unrelated subjects.

Organisation. The grouping of students has a profound effect upon not only the formal learning process, but also upon the ethos of the school and likewise the self-esteem of individual students. Specialist teaching within Aldridge School is supported by a caring pastoral structure.

The school recognises that the ethos within it has a major effect upon the development of its students. All will: -

- work towards maintaining an aesthetic appearance with respect to the school and its surroundings.
- monitor and encourage students to maintain a high level of attendance and uniform.
- monitor the way students behave.
- create a pleasant and industrious working atmosphere.
- apply rules, rewards and, where required, sanctions.
- value and display students' work and recognise their achievements.
- ensure male and female students have access to all aspects of the curriculum.
- encourage and welcome parental and community involvement and support.
- play an active role via the mechanisms available; to feel they are able to contribute to the way decisions are made.
- work towards ensuring there is a quality of relationships within school.
- Students are encouraged to respect the care and fabric of the building and to take a pride in their general appearance and their school uniform. They are expected to attend regularly and on time with any absences being accounted for by parental contact. Lateness and truancy are not condoned.

Behaviour is at all times expected to be courteous and civil reflecting the school Code of Conduct and that which is synonymous with a maturing responsible and responsive citizen.

Students are encouraged to give their best within the classroom environment where a positive working ethos pervades.

By having the rules explained to them students and their parents, upon admission, accept that which is designed for the smooth running and efficiency of the school as an educational institution. Praise is given for good work and a variety of rewards are available including Learn to Earn points and House Points. Curriculum areas have a Role of Honour Board which is designed to promote a positive praise ethos for students.

Consequences, where necessary, are applied and any student subject to such receives advice and support to encourage a more positive outlook and or attitude in the future.

Students are expected to give their best and strive to the highest level of potential. Work is displayed and notable achievement publicised through a variety of media.

No student will ever be prevented from having access to all aspects of the curriculum and wherever possible, at Key Stage 4, option blocks will continue to meet students' first preferences.

Parents and members of the community are made to feel welcome and a part of the school and their involvement and support will continue to be actively encouraged. Under Academy status partner schools and the wider community will be further encouraged to participate in and receive benefit from close collaboration with the school.

Factors Influencing Learning

Within Aldridge School education is viewed as a partnership. Having developed and actively encouraged close liaison with parents it has been recognised that our students are happy and more likely to learn effectively because their parents understand the school's aims and objectives and have confidence in them.

Governors and the Senior Leadership Team have an appreciation that students achieve more of their true potential when a rich learning environment is provided. To this end there will continue to be a commitment to ensuring there is effective deployment and provision of resources within the constraints of the finite budget.

Although there will be a didactic approach at times within the classroom environment students will also be provided with experiences in which they can be actively involved.

The school recognises that the medium of language is the vehicle through which much of the learner's learning occurs. All staff have a commitment to valuing students' own language, ensuring that the language used in books, worksheets, and other resources is clear and comprehensible to students, and all recognise that in the learning process speaking and listening are at least as important as reading and writing. Equally, Numeracy, Science Strategy, and ICT are appreciated as mechanisms to raise standards and the school recognises its responsibility to address these vital strands of the Key

Stage 3 strategy. Equally, its extension into all subjects is recognised as a mechanism to raise achievement.

Learning within the school is recognised as a highly personal activity.

Experiences therefore aim to facilitate learning, absorb students and encourage them to be committed to and gain enjoyment from their tasks.

The school firmly believes that at all stages of a student's learning, students should know why they are performing a task and have some element of choice in how to achieve this objective. To this end lesson objectives are set at the outset with a plenary to ensure students move forward into the next session.

Recognition, acceptance and support of a student's efforts and achievements encourage them to feel valued and spur individuals on to achieve to their full potential.

Approaches to Teaching

All staff recognise the need to support student's learning by employing a range of teaching strategies to match the abilities and experience of all students with respect to knowledge and the development of concepts, skills and attitudes.

Within the classroom there is evidence of: -

- activities planned by the teacher and those initiated by the student.
- direct and indirect experiences
- individual, group and class teaching
- direct instruction, investigation and creative expression.

Employing such a range meets the fundamental aim of recognising the individuality of each student. The ability to use appropriate teaching approaches, including management, deployment of materials and resources enables the needs of students to be met.

Re-appraisal of skills in the above and the opportunity to engage in systematic and regular updating via CPD is recognised by the Senior Leadership Team and the Board of Governors and such has their support, within the constraints of time and finance.

The promotion of good relationships with students is a vital factor in effective teaching and this is encouraged at all times.

Many valuable skills and attitudes arise from the teaching process - a respect for others' opinions, the ability to communicate and relate successfully to other people, to co-operate and contribute positively in group situations and to solve problems. These will continue to be employed within the teaching environment.

Assessment, particularly with respect to the National curriculum is vital, but assessment is also inseparable from the teaching process. The enhancement of students' motivation is of paramount importance and staff are encouraged in their reporting procedures to be open, positive, recognise, acknowledge and give credit for what students have achieved and experienced, alongside targets for improvement.

Equal Opportunities

Aldridge School is committed to ensuring there is equality of opportunity in all areas of school life. Its whole curriculum is available to everyone irrespective of race, sex and disability, and the school fervently believes that to achieve the highest level of learner achievement it must promote standards of excellence for both students and staff.

Racial Equality

The Race Relations Act 1976 and The Race Relations (Amendment) Act 2000 places a duty on all institutions and bodies to stop racial discrimination and to promote good relations between all races.

Aldridge School declares that at all times it will set its face against racial discrimination and aims to promote good relations between all with whom it comes into contact.

We aim to achieve this by: -

- Treating all those within our whole school community (students, staff, Governors, parents and community,) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to have a positive self-image and high esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing others' similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

To this end, the curriculum provided in school will ensure that: -

- Our inclusive curriculum reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, background and language needs of all students.
- Subject leaders and departmental/faculty leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all students.
- The allocation of students to teaching groups and optional subjects as fair and equitable to students from all ethnic groups.
- Assessment outcomes are used to identify the specific needs of minority ethnic students, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of students from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.

- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of students from minority ethnic groups, including dual language resources where such may be required, are used appropriately.
- The school makes full use of the resources available within its local ethnic communities.

Gender Equality

The Sex Discrimination Act of 1975 and the Equal Pay Act of 1970 placed duties on all institutions or bodies to stop sex discrimination and to ensure that any facilities for education are provided without direct or indirect sex discrimination. Aldridge School believes that good education is by definition non-sexist and that by eliminating sexism it benefits both sexes.

Within the school the curriculum is so planned that: -

- there is equality of access in all learning experiences.
- it challenges stereo-typed images and in their place presents positive role models.
- it takes positive action to ensure the elimination of barriers and inequalities which result from any past discrimination.
- it takes action to ensure that the specific needs of girls and boys are addressed together with those who are at risk of disaffection whether this is attributable to a personal inclination or due to factors beyond their control.

Disability

Aldridge School believes in the inherent equality of all individuals irrespective of physical or mental ability, and will within the spirit of "Accessible Schools" work towards delivering its short, medium and long term objectives. The curriculum offered within the school will ensure that: -

- There is differentiation enough for the needs of all students in mainstream classes, including those who have an EHCP.
- The use of available resources will meet the individual needs of students with disability in terms of language, physical impairment and those with challenges including conceptual development.
- At all times there will be demonstrated positive images for students with a disability.
- The curriculum contains contributions to work and community life by people with a disability.

Community Education

Aldridge School exists to not only serve and work closely with its neighbouring community but that its community should be reflected in terms of its everyday life and work within the curriculum.

With curriculum planning, when it is being monitored and evaluated there must be the recognition that it: -

- Reflects the community experience students bring to the school and that it supports this by encouraging active and co-operative involvement in the local community.
- It demonstrates ways of making the school work more closely and be relevant to the needs of everyday life by using community resources to enhance learning.
- It reflects in the learning activities offered, the concerns and needs of the local community expressed through discussions with parents, Governors, teachers, and a variety of community associations.
- It encourages commonality between those who teach and those who learn, between academic and leisure learning, vocational and non-vocational activities.
- It encourages participation and empowerment within the community.

Work Related Learning

The school appreciates that one of its aims is to prepare young people for the opportunities, responsibilities and experiences of working life.

In planning the Curriculum, the school has ensured that: -

- students have a curriculum which within a broad and balanced framework relates Education to the world of work and Enterprise.
- students have the knowledge, competencies and qualifications which will be particularly useful in the context of working in a highly technological society which is part of Europe and the world market.
- students have an understanding of economic awareness, of the significance of work and the way their education relates to working life through interacting with the world of work.
- students have learning experiences across the curriculum which develop qualities and competencies which are useful in adult and working life e.g. initiative, personal effectiveness, problem solving and the ability to cope with change.
- young people are provided with independent guidance, counselling and information about future options which will assist them to make the best of their true potential – see Careers Policy
- students are provided with the opportunity of a work experience placement during Year 12 for one week
- where applicable, the disapplication regulations will continue to be utilised to enable students pre 16 to undertake alternative courses of study leading to recognised qualifications.

Effectiveness

Aldridge School depends upon effective management, planning, teaching and learning underpinned by the values and

relationships of the school itself as it continues to provide quality of education.

To ensure a system of monitoring, evaluation and review is essential if we are to assess our effectiveness and provide guidance for further developments.

Evaluation will centre on: -

- the implementation of the whole curriculum policy.
- the implementation of the aims and objectives of the school.
- the effectiveness of management in dealing with (a) and (b) including processes such as communication and consultation, including through the APCC
- the existence, encouragement and dissemination of good educational practice.
- support for staff, including CPD
- the deployment of resources.

CURRICULUM POLICY STATEMENT FOR POST-16 EDUCATION

As a successful school, we seek to offer a full range of educational opportunities to students of all ages and as part of the Mercian Multi Academy Trust, Post-16 students have an additional range of subjects available to them. The post-16 curriculum and organisation must be comprehensive in terms of both its scope and opportunity. It sets out to meet the needs of students continuing their education beyond 16 and those who may be returning to education for a variety of reasons. Equally, as an Academy, our aim will be to encourage an uptake of scientific studies and eventual entry into related work-based and professional occupations.

AIMS:

The aims of post-16 provision at Aldridge School are:

- 1.** To provide and continue to develop a comprehensive education which:
 - Provide a wide range of A level and vocational courses including subjects within the MAT block offered by Mercian Trust Schools
- 2.** To set as the principal entry requirement from students at least 5 GCSE's at Grade 4 or above in separate subjects including a minimum of a Grade 4 in English or Maths and at least a Grade 3 in the other. Furthermore, there has to be the commitment to further study, a willingness to work hard and to take advantage of the opportunities, expertise and facilities which are available.
- 3.** To promote effective guidance, course planning and induction which enables students to plan a course programme which is suitable to their needs.
- 4.** To ensure that each student is encouraged to aim high and achieve the best examination results and or programme/certification awards of which he/she is capable.
- 5.** To provide guidance and support which will enable students to make the most of their opportunities, plan for the future and make an effective and successful transition into the next stage of education training or employment.
- 6.** To encourage students to take responsibility for their own learning.
- 7.** To provide regular and detailed assessment of students' progress to enable them to recognise strengths, diagnose areas for development and plan effectively for their future.
- 10.** To continue to maintain close contact and involvement with parents/carers.
- 11.** To foster the involvement and support of local industry and companies in the delivery and extension of the curriculum in order that students may gain an appreciation of the value and application of their learning outside of the classroom.
- 12.** To work in partnership with other schools, college, higher education institutions and advisory and support agencies such as the EBP to enhance the scope, range and quality of curriculum content, organisation and delivery.
- 13.** To review and evaluate the post-16 curriculum on an on-going basis

14. To ensure that the school's Equal Opportunities policy is implemented fully across the range of activities and experiences we provide.
15. To recognise and celebrate achievement.

As with every school policy, responsibility for its implementation and the achievement of its aims is the collective responsibility of all staff, led by the Head of Sixth Form reporting to Assistant Headteacher 14 – 19 and the SLT team.

PRINCIPLES:

1. All post-16 students have a right to:
 - Receive encouragement to appreciate the importance of understanding of taking further education and training which is relevant and attractive and which gives them the opportunities to develop their full potential.
 - Receive an education which shows progression and continuity from Key Stage 4 which promotes breadth and balance and which facilitates the transference of skills in one context to others.
 - Be reported on in an informative manner and reflect students' experiences and achievements
2. The achievements within post-16 education must be monitored, strategies developed to ensure that standards continue to improve.
3. The provision offered to all post-16 students should encompass the aspiration to achieve and succeed.
4. All students are entitled to educational provision which reflects equal esteem and offers equal opportunities in learning. These opportunities should develop the following common learning outcomes: -
 - To communicate effectively
 - To compile and use numerical information
 - To develop the skills required to use Science and Technology appropriately
 - To encompass opportunities, effectively develop personal, interpersonal and independent learning skills.
 - To provide the experience of working independently and as a team member
 - To have the skills to enable students to solve problems
 - To cope positively with change
5. Our post-16 curriculum, as with our KS3 and KS4 curriculum, complies with The Race Relations (Amendment) Act 2000 in that we will continuously strive to ensure that all are treated with respect and dignity and that each person will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

ACCESS:

1. All post - 16 students are entitled to a range of provision which reflects the maximum effort to provide for all potential students.

- They deserve the opportunity to continue their studies in their own local community, should they wish.
- The provision within the post -16 curriculum should offer students a variety in the choice of programme and cater for varying levels of achievement.

2. The selection procedure for post-16 students should be impartial recognising the importance of previous achievement as well as the acquisition of more formal qualifications.

3. Post-16 students should be entitled to the continuing support of a well-developed and familiar pastoral system, which actively enhances the academic provision, and which recognises and rewards achievements.

LEARNING PROGRAMMES AND OPPORTUNITIES

Each student is entitled to a curriculum which meets individual goals within the overall requirements of a learning programme.

The learning programme should encompass the development of skills, attitudes, concepts and knowledge in an integrated and coherent manner.

Post-16 learning programmes should offer a wide range of opportunities which combine the different elements of academic and vocational education.

The post-16 entitlement should offer students a curriculum which provides them with the appropriate preparation for adult life and citizenship.

MODES OF LEARNING

Post - 16 students are entitled to experience a wide range of appropriate learning methods with the related teaching styles which actively encourage pupil participation and which have an appreciation of, and concentration on, the different ways that individuals learn.

Post-16 students are entitled to have the provision of learning activities, both in individual and group situations, which develop skills, concepts, attitudes and knowledge.

The learning activities for post-16 students should be relevant and meaningful to adult life and employment.

There should be the provision of the human and physical environments which are appropriate to the achievements of learning objectives.

ASSESSMENT

Every post-16 student is entitled to an assessment procedure which recognises previous achievements of whatever nature, and builds on these to set clear targets which reflect a range of possible goals.

All post-16 students are entitled to continuous feedback on their performance which will thereby encourage improvement throughout a learning programme, and which at the same time develops an individual's capacity for self-awareness.

OUTCOMES

Each post-16 student is entitled to have the opportunity of embarking on a range of learning outcomes which offers all students the opportunity to experience achievement and personal satisfaction.

The post-16 entitlement should encompass a range of learning outcomes which are duly recognised, by a variety of agencies, recorded, and related to clear progression routes.

All post-16 students have the right to educational provision which offers modes of accreditation which are relevant and valued and which allow for further progression.

TRANSLATING POLICY INTO PRACTICE

The school should continue to provide:

- appropriate learning opportunities, regardless of gender, race, age and ability;
- opportunities for all students to establish and develop a recognised competent base of knowledge, skills and experience sufficient to facilitate progression into employment;
- an understanding of the local, national, economic and social environment to promote an appreciation of the variety of available roles in society;
- a basis for students to increase their self-awareness, to appraise realistically their potential and prospects, and to become progressively responsible for negotiating their personal development;
- the strong, sound and trusted pastoral support;
- a full range of A level subjects, together with a range of vocational courses to meet the needs of the post-16 students

All post-16 students deserve to have the widest possible choice of educational provision. The experience gained at Aldridge School has given continuous and irrefutable evidence that in many cases, it is the availability of a secure environment that encourages students to take the decision to continue in education. It is within this environment that they have been shown a belief in their abilities which provides them with the confidence to continue and ultimately succeed.

GMM

Review: Sept 2018