



# Aldridge School

# Curriculum Policy

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1.0	GMM	23/11/2016	Updated 2016
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Achieving excellence together

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:**

At Aldridge School we aim to:

Create learners who:

- Make good progress and realise their full potential
- Are confident and happy and can live safe and fulfilling lives and thrive in the world of work
- Respect and value others and make a positive contribution to the local, national and international community

At Aldridge School we aim to achieve this through encouraging and teaching our students to be ...

- **RESPECTFUL** of others and to value their school, their education, the environment and people around them
- **RESPONSIBLE** by being actively engaged in their learning
- **RESILIENT** responding positively to challenges and persistent when faced with problems
- **READY TO LEARN** by being in school at the right times and organised with the correct uniform, books and equipment for learning

### **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

- Teaching to the top
- 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.

### **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 is offered annually, subject to viable numbers. Currently the range includes; Art & Design, Business Studies, Computer Science/ICT, Design & Technology subjects, Drama, 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, including Flexible Friday activities which involve all students years 7 – 11.

### **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.

## **Curriculum Intent**

At Aldridge School, we aim to provide a curriculum which ...

- Continually reinforces the messages of the 4 Rs
- Encourages students to learn from their mistakes through completing Follow Up after assessments
- Encourages students to be responsible for their own success through regular review of learning at home, creating revision resources (RRR homework) and regular low stakes testing
- Is challenging for all students through "teaching to the top" and scaffolding and supporting students appropriately
- Maintains a breadth of subjects in all key stages including arts, technology and humanities which are available to all students regardless of individual abilities and needs
- Prepares students for adult life, teaching them to stay safe, live independently and contribute positively to society through discretely taught Personal, Social, Health and Citizenship Education lessons and assemblies
- Enables students to live together with others through teaching about British values and helping them to understand a range of religious beliefs
- Enables students to participate in a wide range of extra-curricular activities through Flexible Fridays
- Prepares students for future success in education, employment or training

## **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 that 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 that 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 that 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 that are appropriate to the achievements of learning objectives.

## **ASSESSMENT**

Every post-16 student is entitled to an assessment procedure that 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 that offers all students the opportunity to experience achievement and personal satisfaction.

The post-16 entitlement should encompass a range of learning outcomes that 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 that 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 2020