

**ALDRIDGE  
SCHOOL**

Achieving Excellence Together



# Curriculum Policy

**V 1.0**

**Last Updated: 01/09/2020**



## Policy Version Control

Policy type	School Specific
Author	Deputy Headteacher (Curriculum)
Approved by	Local Governing Body
Ratified by Governors date	24/09/2020
Review date	01/09/2021
Description of Changes	Changes made 01/09/2020 <ul style="list-style-type: none"><li>• Policy formatted into standardised policy template</li></ul>

## Distribution

Name	Position	Date	Version
All Staff	N/A	19/05/2020	V 1.0
Website	N/A	30/09/2020	V 1.0



## **Curriculum**

### **Content**

1. Introduction
2. Curriculum Intent
3. KS3 Curriculum
4. KS4 Curriculum
5. Differentiation – teaching to the Top
6. Disapplication
7. Extended Learning and Homework
8. Religious Education
9. Collective Worship
10. Sex Relationships Education
11. Physical Education and Games
12. Extra-Curricular Activities
13. Special Educational Needs/Student Development Team
14. Concerns and Complaints
15. Monitoring and Review
16. Equal Opportunities
17. Racial Equality
18. Gender Equality
19. Disability



20. Community Education
21. Work Related Learning
22. Effectiveness
23. Teaching and Learning
24. Assessment
25. Literacy
26. Numeracy
27. Curriculum Policy Statement for Post-16 Education



## Introduction

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.

## 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

## Our 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

## **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.

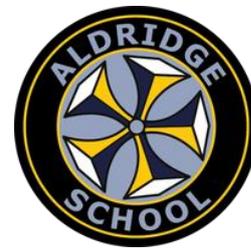
## **KS4 Curriculum**

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.



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.

## **Differentiation – teaching to the top**

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

## **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

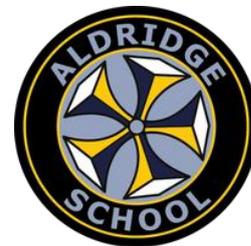
Decisions relating to the above will only be made after discussion with both the students and parent/carer.

## **Extended Learning and Homework**

The re-introduction of linear exams sees new challenges for our students. To meet these challenges and raise achievement students are expected to revise, review and recap their learning each evening. This has been communicated clearly to students and parents and is pre-populated in student planners.

To support the Revise, Review, Recap homework teachers will plan lessons that:

- Reinforce the key methods of revision
- Model effective revision techniques



- Include quizzes and low stakes tests to check the effectiveness of a student's revision

Alongside this teachers can and do set additional homework to support student learning.

### Aims of Extended Learning

- To help all students make progress
- To allow practice and consolidation of the learning done in class
- To extend learning from the lesson, e.g. the completion of past exam questions
- To embed key subject content in long term memory
- To reinforce, practise and develop mastery of key skills
- To engage in wider reading and research in preparation for future learning
- To allow students to gain and practise the skills and knowledge that they will be required to reproduce in assessment situations such as examinations
- To give students dedicated time to reflect upon learning, correct mistakes and act on feedback to make improvements
- To develop study skills such as independence, self-discipline, time management and working to deadlines

## **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.

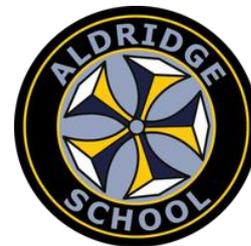
## **Sex Relationships Education**

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.

## **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.

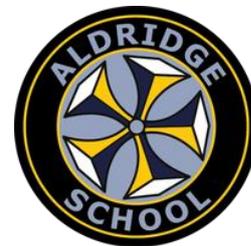
To this end, the curriculum provided in school will ensure that:

- 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: -

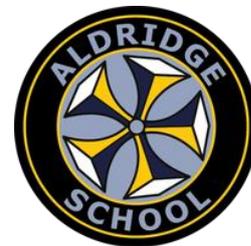
- There is differentiation enough for the needs of all students in mainstream classes, including those who have an EHCP.
- The use of available resources will meet the individual needs of students with disability in terms of language, physical impairment and those with challenges including conceptual 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: -

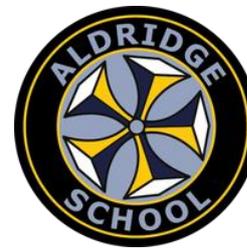
- students have a curriculum which within a broad and balanced framework relates Education to the world of work and Enterprise.
- students have the knowledge, competencies and qualifications which will be particularly useful in the context of working in a highly technological society which is part of 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.



- the existence, encouragement and dissemination of good educational practice.
- support for staff, including CPD
- the deployment of resources.

## Teaching and Learning

Teaching and learning play a vital role in fulfilling Aldridge School's primary objective of fostering the intellectual, physical, emotional, moral and spiritual growth of each student. Our aim is that every child achieves and that we achieve excellence together as a school community. Each student strives to become an independent and responsible member of society, we support this through developing the characteristics of resilience, respectfulness, being responsible and ready to learn. Colleagues support and consistently address the Aldridge Lesson. (Appendix)

Our aim is to work in partnership with parents and the community so that we can consistently provide an outstanding quality of teaching and learning to meet the needs and aspirations of each and every student.

### Partnership Roles:

Students are learning all the time both in lessons and by observing the models provided by significant peers and adults. In school much learning and growth takes place by being involved in our corporate life and voluntary activities as well as through formal lessons.

The conditions for success are best fulfilled when parents (or carers), students, staff and governors and community are aware of the influence they can have and work together:

**Parents:** make a significant difference to their children's success when they take an interest in their learning and progress and support it as they are able. We will inform parents of work and progress through progress indicators and meet with those who have concerns. All are encouraged to attend parents' evenings, so that they can discuss progress with staff.

**Students:** learning involves actively collaborating with teachers to extend or acquire new knowledge, understanding and skills. This co-operative relationship is a critical success factor and the basis of our expectations of children's attitudes and behaviour in class and is set out in our Behaviour for Learning Policy.

**Teachers:** the corollary of good student discipline is the expectation of high standards of knowledge and expertise from teachers so that lessons are well-prepared and directed readily to engage students, extending their understanding, skills and subject knowledge. By the same token progress in learning must be assessed accurately, shared with students as part of the learning process and with their parents/carers as part of the reporting and planning cycle.



**Community:** Individuals, businesses, agencies and institutions within our community constitute a vital learning resource. We are grateful for the support we receive to enhance students' wider experience, learning and progress.

**Governors:** will hold the Headteacher to account, scrutinise data re student progress and examination outcomes, receive and discuss reports from SLT members, faculty and subject leaders.

**Standards of Teaching and Learning:**

Our aim is to ensure that the quality of our work meets the criteria cited in the Ofsted Handbook for 'outstanding' quality of learning. Regular review against this criterion will be used as a basis for development planning and action.

**Leadership, Management and Teamwork**

An assistant headteacher is accountable to the Headteacher for leading and directing this aspect of the school's work. They will report regularly to SLT colleagues on all aspects and engage in dialogue with them re. evidence gathered in the course of their work and observations.

They lead a team of colleagues who are variously responsible for: appraisal of all teaching staff (see appraisal Policy), mentoring, 'buddying', coaching, organising and leading individual and group CPD activities.

**Key colleagues in driving forward the above process are:**

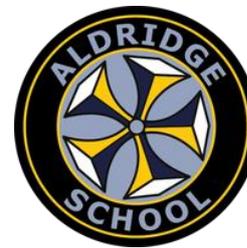
**Faculty leaders:** who are expected to be exemplars and expected to work with and through subject leaders and with individual teachers to monitor and ensure that high standards of teaching and learning and student progress are attained by all colleagues and sustained within their respective faculties.

**Subject leaders:** who are expected to be exemplars, working with subject team colleagues to ensure active collaboration and mutual support in sharing and contributing imaginative and creative ideas to make lessons engaging and facilitate progress for all students.

**Skilled Colleagues:** are staff with proven skills nominated to work alongside colleagues to address issues that have been identified in the course of the school's internal review processes.

**Subject Teachers:** Whilst all teachers are expected to have relevant and up to date knowledge of their subject specialism, every colleague has particular strengths, gifts and interests which they can contribute towards the joint planning and delivery of quality courses and to promoting student growth and progress. Research has consistently shown that commitment to the disciplines of genuine team work is characteristic of outstanding and high-achieving schools. It brings fulfilment and reward both staff and students and is our aim at Aldridge School.

In keeping with the DfE statement of professional standards, the school thus requires that, as with all arts and skills, all teaching colleagues will share consistently in reflecting upon and refining their knowledge and practice so that they can sustain and develop the quality of their professional work.



Informal and formal monitoring and observation of teaching and learning will be used both to affirm good practice, identify needs and to challenge and remedy performance where considered necessary, within a framework of collegiate support.

The appraisal system, with its focus on regular appraisal, evaluation, review and consequent agreement on actions for individual support and improvement, forms the basis for sustaining and improving standards of teaching and learning.

The above process is supported by using a variety of qualitative and quantitative evidence including: faculty self-evaluation, review and analysis by each faculty and subject leader of relevant internal and external data re student and group progress in learning, teacher use of formative assessment, lesson observation outcomes, student and parent voice, inter-MAT school inspections and reports.

All of the above will be used within the whole school management, review, planning and evaluation cycle to initiate group professional development opportunities and informal personal support plans to improve teacher practice, skills and knowledge with a view to promoting professional effectiveness and raising student achievement.

Quality of T&L will equally be promoted by mutual collaboration and support between teachers, both within and across specialisms.

## **Literacy**

The teaching of literacy, or good communication skills, is the responsibility of all teachers in all disciplines and its importance should be made clear to pupils. However, different disciplines across the curriculum have different communication requirements.

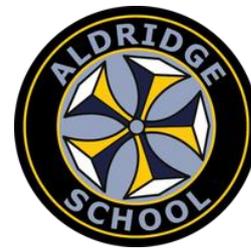
Relevant literacy skills are identified and embedded in schemes of learning and faculty leaders are responsible for auditing and ensuring that this is the case. The priorities are:

- reading skills related to the forms and purposes of texts pupils are expected to be able to access and use
- writing skills related to the forms and purposes of texts pupils are expected to produce

PowerPoint slides are used for literacy in order to promote consistency across subject areas.

To ensure implementation is successful, faculty leaders ensure that.

- Samples of reading texts are selected and annotated with effective reading strategies.
- Models of writing are produced or identified and annotated to illustrate key features.
- Vocabulary teaching strategies are outlined to staff.



In lessons, pupils are encouraged to use dictionaries and thesauruses, as well as the grammar sections of their planners to assist them in their work.

Pupils are encouraged to present their responses in full grammatical sentences where appropriate and to ensure that information in single word or short answers is presented using appropriate forms

## **Numeracy**

All members of staff promote a positive attitude towards numeracy.

We do not focus on getting numeracy into our lessons when it is not needed, instead we encourage pupils to use numeracy properly when it is needed..

PowerPoint slides are used for a number of numeracy topic areas in order to promote consistency across subject areas.

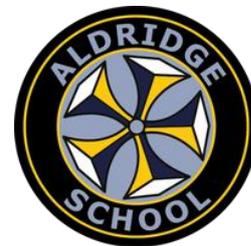
Pupils are encouraged to use written or mental methods for simple calculations and to use a calculator for more complicated problems. All pupils are expected to bring a suitable calculator to school every day. If they are using a calculator pupils are encouraged to make an estimate first.

Pupils are encouraged to layout their work in a mathematically correct fashion using the preferred methods whenever they use numeracy in any subject. By using consistent methods it will better enable us to highlight cross-curricular knowledge and highlight numeracy skills which are transferable between subjects.

Pupils are encouraged to draw charts or graphs in a mathematically correct fashion in every subject. They should be familiar with the conventions governing the layouts of different charts and diagrams. All charts and diagrams are drawn using a pencil and ruler and clearly titled.

## **Assessment**

- Forms an integral part of the teaching and learning process; offers all students the opportunity to demonstrate learning,
- Is based on a considered view of what learning should be assessed.
- Relates to set of shared learning objectives.
- Advances the students learning.
- Enables teachers to plan and deliver effective lessons and appropriate and timely intervention.
- Helps parents become more involved in their child's progress.
- Provides data that is valid, reliable and allows for the effectiveness of schemes of work to be evaluated.
- Recognises and rewards students' effort as well as academic attainment.



## **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 the 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.
- 8.** To continue to maintain close contact and involvement with parents/carers.
- 9.** 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.

- 10.** 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.
- 11.** To review and evaluate the post-16 curriculum on an on-going basis
- 12.** To ensure that the school's Equal Opportunities policy is implemented fully across the range of activities and experiences we provide.
- 13.** 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 an Assistant Headteacher 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.