

# Aylesford School

and Sixth Form College



wonder aspiration respect discipline

## CURRICULUM POLICY

Written: September 2018  
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Lead: Deputy Headteacher  
Via: Standards, Personnel and Curriculum

**'from potential to reality'**

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**Headteacher: Steven Hall BSc MA**

The school believes that all of our students are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individuals, so that they may take a valuable, positive and active place in our society. This entitlement is the same for everyone, regardless of their age, gender, race, religion or disability.

### **Aims of this policy:**

To deliver a 4 to 19 curriculum for all students; providing a strong, broad and challenging educational experience that actively promotes the skills, knowledge, understanding and values that are needed for a successful productive and happy life in the 21<sup>st</sup> Century.

Through the curriculum the school endeavours to nurture the whole person, creating opportunities for scientific, technological, linguistic, creative and artistic talents to be developed to their full potential. This combined with enterprise education, work-related learning, links to impartial careers guidance; we aim to provide an outstanding curricular provision for all of our students.

### **In particular a curriculum that:**

- places our students at the heart of the learning process, putting their interests above those of the institution.
- is fit for purpose, providing our students with learning that is personalized and appropriate for their needs
- inspires high levels of student achievement, attainment and progression that exceed national standards.
- is committed to high standards, excellence and continuous improvement through careful monitoring and an annual review process
- conforms to any relevant statutory guidance provided by the Department for Education and in statute law
- values both vocational and academic routes in equal measure
- nurtures the talents of all and encourages the celebration of success.
- challenges the capabilities of all students; encouraging them to make progress and achieve their potential
- demonstrates, breadth, balance, coherence and relevance
- exemplifies the school ethos of wonder, aspiration, respect and discipline
- enables students to develop their resilience through self-knowledge, self-esteem, and self-confidence
- is responsive to changes in assessment, qualifications and pedagogy
- actively promotes the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- encourages all students to accept responsibility for their behaviour, show initiative, and to possess an understanding of how they can contribute positively to the lives of those living and working in the locality of the school and in society

- fulfils the schools obligations as a *specified authority* under Schedule 6 of the Counter Terrorism and Security Act 2015 to “*in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.*”

## **2 Roles and responsibilities**

### **The school will ensure that:**

- all statutory elements of the curriculum, including those subjects which the school chooses to offer, provide the skills, knowledge and understanding necessary to meet the needs of students.
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the governing body is advised on any matters that have a direct bearing upon the school curriculum in order to make informed decisions.
- It publishes clear documentation that details provision across all key stages

### **The governing body will ensure that:**

- it considers the advice of the headteacher, deputy headteacher and the director of the primary phase when approving curriculum policy and practice.
- it fulfils its obligations to monitor the provision of the curriculum in accordance with this policy

### **Heads of Student Progress will ensure that:**

- they have an oversight of curriculum structure and delivery within their year group
- where necessary levels of attainment and rates of progression are discussed with subject leaders on a regular basis and that actions are taken where necessary to improve these.

### **Subject leaders will ensure that:**

- long term planning or schemes of learning is in place for all courses containing curriculum detail on: content, academic expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning encourage progression at least in line with national standards.

- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- assessment is consistent, appropriate to the course and delivered in accordance with school policy.
- in accordance with school policy, student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with colleagues in terms of curriculum design and delivery.
- oversee all training needs with regard to curriculum planning in their subject areas.

**Teaching and Support Staff will:**

- ensure that the curriculum is implemented in accordance with this policy.
- keep up to date with developments and any necessary training in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

**Students will:**

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive coordinated support, information and guidance to enable them to make the appropriate curriculum choices at key stages 4 and 5.

**Parents and carers will:**

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

**3 Monitoring, Evaluation and Review**

The governing body will review this policy at least every 2 years and assess its implementation and effectiveness.