CURRICULUM POLICY

2024-2025

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Reviewed by the LGB Governors

"The Governors of Stanley High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

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1. Values and Vison

Our aim is to ensure that every child succeeds and achieves their potential. The curriculum that pupils receive will be with them for the rest of their lives and will provide them with the foundations for later study and careers. In order to ensure that pupils have access to every opportunity possible, our curriculum aims to:

- provide key knowledge and understanding across a wide variety of subjects, skills and experiences,
- ensure that every possible pathway is open to the pupils in their future lives and careers,
- support pupils in making excellent progress,
- support pupils' spiritual, moral, social and cultural development,
- support pupils' physical development and for their own health and enable them to be active,
- promote a positive attitude towards learning,
- ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support,
- provide subject choices and curriculum pathways that support pupils' learning and progression, and enable them to work towards achieving their goals,
- develop pupils' independent learning skills and resilience to equip them for further and higher education and employment.

2. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.
It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and Responsibilities

<u>The Governing Board</u>
The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.
The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets,
- the school is complying with its funding agreement and teaching and 'broad and balanced curriculum' which includes English, maths and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement,
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN),
- all courses provided lead to qualifications, such as GCSEs, approved by the secretary of state,
- pupils are provided with independent, impartial careers guidance and that this is appropriately resourced.

<u>The Headteacher</u>
The Headteacher delegates the strategic development and implementation to the Deputy Headteacher who is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met,
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board,
- they manage requests to withdraw children from curriculum subjects, where appropriate,
- the school's processes for assessment meet all legal requirements,
- the governing board is fully involved in decision making processes that relate to the breadth and balance of the curriculum,
- the governing board is advised on whole-school targets in order to make informed decisions,
- proper provision is in place for pupils with different abilities and needs, including children with SEN.

Leaders in the school

Senior leaders are responsible for:

- supporting the staff they line manage to fulfil their curriculum responsibilities,
- evaluating the effective delivery of the curriculum and making recommendations for its development,
- reporting on the quality of the curriculum for the areas that they line manage,
- any of the Headteacher's responsibilities which are assigned to them.

Staff with Teaching and Learning Responsibilities (TLRs) are responsible for:

- their own curriculum areas including the aims, rationale and implementation of the curriculum,
- oversight of all schemes of work and their implantation in order to meet the needs of all pupils,
- providing relevant CPD to support the effective delivery of the curriculum and where appropriate seeking external provision for this,
- evaluating the effectiveness of the curriculum and addressing development priorities in order to ensure the curriculum is suitable for all pupils.

Other staff will ensure that the school curriculum is implemented in accordance with this policy

4. Curriculum provision

All pupils receive 20 minutes of Personal Development Time (PDT) with their Form Tutor each morning in addition to the outlined provision.

Year 7:

Pupils are taught as a form group in all lessons except maths and design and technology. Towards the end of Year 7 pupils specialise in their preferred language to continue from year 8 onwards.

Subject	**Lessons per fortnight**	**Mixed/set**
English	6	Mixed
Maths	6	Set
Science	6	Mixed
Physical Education	4	Mixed
Design and Technology	4	Mixed
History	3	Mixed
Geography	3	Mixed
French	2	Mixed
German	2	Mixed
Spanish	2	Mixed
Art	2	Mixed
Music	2	Mixed
Computing	2	Mixed
RE	2	Mixed
PSHE	2	Mixed
Drama	2	Mixed

Year 8:

Pupils are taught in mixed ability groups to develop their understanding of working with others in all subjects except in mathematics.

Subject	**Lessons per fortnight**	**Mixed/set**
English	6	Mixed
Maths	6	Set
Science	6	Mixed
Physical Education	4	Mixed
Design and Technology	4	Mixed
History	3	Mixed

Geography	3	Mixed
French, Spanish or German	5	Mixed
Art	2	Mixed
Music	2	Mixed
Computing	2	Mixed
RE	3	Mixed
PSHE	2	Mixed
Drama	2	Mixed

Year 9

Pupils are taught in mixed ability groups to develop their understanding of working with others in all subjects except in mathematics.

Subject	**Lessons per fortnight**	**Mixed/set**
English	7	Mixed
Maths	7	Set
Science	7	Mixed
Physical Education	4	Mixed
Design, Technology and Computing	4	Mixed
History	3	Mixed
Geography	3	Mixed
French, Spanish or German	4	Mixed
Art	2	Mixed
Music	2	Mixed
RE	3	Mixed
PSHE	2	Mixed
Drama	2	Mixed

Pupils opt to specialise in two areas at the end of Year 9 and this enables them to access the broadest curriculum

Years 10 and 11

All pupils follow the core curriculum as outlined below plus two option choices. Some pupils may require bespoke curriculum arrangements based on their individual needs, and this is accommodated through liaison with the SENDCO and Assistant Headteacher in charge of Options.

Subject	**Lessons per fortnight**	**Mixed/set**
English	7	Set
Maths	7	Set
Science	8	Set
RE	3	Mixed
French, Spanish or German	5	Mixed
History or geography	5	Mixed
Physical Education	4	Mixed
PSHE	1	Mixed
Option 1	5	Mixed
Option 2	5	Mixed

Options choices:

- Creative I-media BTEC Technical Award
- Dance GCSE
- Design and Technology GCSE
- Drama GCSE

- Fine Art GCSE
- Food Preparation and Nutrition GCSE
- Geography GCSE
- History GCSE
- Music GCSE
- PE GCSE
- Separate Sciences GCSE
- Sport and Coaching Principles Vocational Award Level 1/2

5. Cultural Capital

The school is committed at every stage to ensure that no pupil is disadvantaged because they do not have the cultural experience to access the full curriculum and focuses on the following key areas:

- Experiences and provision to support pupils in accessing the workplace which is in line and goes beyond the Gatsby Benchmarks - see Careers Education, Information, Advice and Guidance Policy on the website,
- Cultural participation as part of the taught curriculum as well as being supported by learning outside the classroom with curriculum based trips and visits,
- Extra-curricular activities to enhance the curriculum for all pupils including the Duke of Edinburgh Award Scheme – see extra-curricular timetable,
- Pupil leadership
- Literacy – the school provides pupils with support to be at age-expected reading stage by the end of year 9.

Vulnerable pupils' access to this provision is monitored carefully in order to support those whose cultural gap may be wider.

6. Personal Development

The personal development curriculum embraces the strands of Citizenship, Personal, Health and Social Education (PSHE), Careers Education, Information, Advice and Guidance (CEIAG) and Spiritual, Moral, Social and Cultural (SMSC) educational policies.

The pupils' entitlement is delivered through a combination of form time each day, PSHE lessons, RE lessons and assemblies as well as through the delivered curriculum in subject areas. The provision is designed and monitored by the PSHE subject leader supported by the Senior Leader for Personal Development.

7. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More Able Gifted and Talented pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities study every subject on offer in the school, wherever possible, and ensure that there are no barriers to any pupil achieving.

Teachers take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
Bespoke curriculum pathways are available to pupils to ensure that pupils achieve their potential. Further information can be found in our SEND Policy and Offer and Equal Opportunities Policy on the website.

8. Monitoring

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Curriculum governor meetings,
- visits to the school,
- standards analysis.

Senior leaders and Curriculum Area Leaders (CALs) monitor the way their subject is taught throughout the school by:

- regularly meeting and providing curriculum updates for staff,
- looking at planning to ensure course coverage,
- data analysis to measure the impact of their curriculum including question level analysis to inform curriculum development,
- lesson observation,
- monitoring the way in which resources are stored and managed.
- work scrutiny and interviews with pupils.

This policy will be reviewed by the Deputy Headteacher who is responsible for the curriculum and every year by the Local Governing Body