

The Chantry School Curriculum Policy

The Chantry School



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Aims

At the heart of The Chantry School’s community is a learning environment. We promote care and respect and expect high standards in all aspects of school life. Our aim is to meet the needs of young people and prepare them for adulthood and working life.

The school’s aim is to develop a coherent curriculum that builds on young people’s experiences in the primary phase and help all young people to become successful learners, confident individuals and responsible citizens, prepared for the challenges and opportunities of the 21st Century.

The Curriculum policy should be seen within the overall aims and ethos of the school, which are at the core of its purpose.

Philosophy & Observations

- The world of 2040 will be very different to the world of today,
- The pace of change is increasing, hence the importance for flexibility,
- Young people have, and will have increasingly, greater access to information and learning material independent of school,
- The curriculum is more than just preparation for external examinations,
- 11–16-year-olds will still be at an early stage of their learning.
- Our curriculum should put learners at its heart, putting their interests above those of the school, have a curriculum that is fit for purpose, offering differentiation and access for all. We intend that learners have the widest possible choice when they leave us for post 16 destinations.
- The school is committed to excellence and continuous improvement and aims to be a centre of excellence in learning and teaching. We intend to first achieve and then exceed national standards in achievement, attainment and progression.
- We will nurture the talents of all and celebrate success, preparing all learners for a successful adult and working life in a global society.

- We will work with primary schools to ease transition and work with local secondary schools and FE colleges to ease transition to those moving onto the next phase of their education,
- We will involve parents/carers at each stage of learning, and particularly when we explore how we can promote SMSC and British Values.

Principles in Design:

The curriculum is designed to provide all learners with an education that is:

- **Broad-** providing experience in a wide range of subjects and a variety of settings, employing a range of teaching and learning styles.
- **Balanced-** devoting an appropriate amount of time to each subject but allowing learners a degree of control over their own education.
- **Relevant-** building upon the experiences of each individual and enabling them to make sense of the world around them so that they are able to develop confidence and independence and a sense that learning can excite and invigorate throughout life. It is our aim to integrate the knowledge learners need to know and provide opportunity to apply it to the world they live in.
- **Personalised-** ensuring each learner is provided with the experiences, challenges and support necessary to reach their potential and celebrate their achievements.
- **Preparation for citizenship-** acquiring an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.

Specifically, the curriculum should help learners to:

- Achieve high standards and make good/excellent progress, whatever their ability,
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers,
- To question, risk-take, think divergently and learn from mistakes,
- Ensure high levels of engagement, enjoyment and personal development,
- Be reflective learners who understand their strengths and how they can be used; who can identify areas for development and know what to do in order to make progress,
- Show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed,
- Be resourceful and able to solve problems using the knowledge and skills they have gained,
- Be able to demonstrate initiative and be a self-starter,
- Work effectively in a team but also concentrate for long periods of time alone and manage distractions,
- Become increasingly independent, show initiative and organise themselves,
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills,
- Enjoy and be committed to learning, to 16 and beyond,
- Value their learning outside of the curriculum and relate it to the taught curriculum,

Curriculum outcomes

The Chantry School's curriculum, and discrete subjects will:

- Include the following characteristics: breadth, balance, relevance, creativity, progression, continuity, coherence, personalised and preparation for citizenship,
- Demand high expectation from all and enable pupils to fulfil their potential,
- Fulfil statutory requirements,
- Lead to qualifications that are of worth for employers and for entry to A-Levels and vocational courses,
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines,
- Prepare pupils to make informed and appropriate choices at the end of KS3, KS4 and beyond,
- Help pupils develop lively, enquiring minds, and an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills,
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities,
- Help pupils to use language and number effectively,
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life,
- Help pupils understand the world in which they live in.

Equal Opportunities

- Every learner is entitled to access an appropriate curriculum, and individual learning needs should be met as far as possible,
- Teachers should be aware of different learning needs and should design learning activities that enable all learners to participate fully. To support this, lessons should have structure yet variety and be differentiated to challenge all learners appropriately,
- Learners with specific physical needs are supported as fully as possible, in lessons, around the site and in assessment activities,
- Learners with specific learning needs are supported firstly by their teacher in their lessons, and where appropriate by the Learning Support Department within lessons, in assessment and through specially designed programmes,

Curriculum Delivery: Overview

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Learners are offered a varied programme of activities, both in and out of normal school hours that provide significant broadening and deepening of their educational experience at The Chantry School.

The timetable is based on 50 lessons of one hour over a two-week period.

	Key	Stage 3			Key Stage 4
Subject	Year 7	Year 8	Year 9		Year 10 and 11
English	6	6	6		8
Mathematics	6	6	7		7 Y10 8 Y11
Science	6	6	7		9
Religious Education	2	2	2		1
Computing	2	2	2		-
PSHE	1	1	1		1
Physical Education	4	4	4		4 Y10 3 Y11
History	3	3	3		5 periods of any 4 of the following; Art, Computer Science, Drama, Food, French, Geography, History, German, Health and Social Care, Music, PE, Sports science Business Studies, Graphics, 3D Design, Religious Studies
Geography	3	3	3		
Music	2	2	2		
Drama	2	2	2		
Art & Textiles	2	2	2		
Design Technology	4	4	4		
M.F.L	5	6	5		
Personal Development	2	1	0		
Total hours	50	50	50		50

Table shows number of hours per 2 weeks for each subject

Most curriculum areas offer learners the opportunity to participate in educational trips and visits. Some of these run during the school day and relate specifically to the curriculum while others run out-of-hours and are specifically to enrich those who wish to take part. Financial support is offered to disadvantaged learners.

Teaching groups, class sizes and grouping by ability

On arrival in Year 7, all pupils are placed in tutor groups and teaching groups. Learners are taught in a combination of setted and mixed ability groups. Some subjects choose to place learners into ability sets at some point during Key stage 3, in order to target work more precisely. These departments include Mathematics, English, MFL and Science.

To take account of the different skills, experiences and abilities in any given class, all staff are expected to plan work, that meets the needs of all learners. This will involve, the adaption of tasks, providing differentiated resources, providing and developing extension work, addressing a variety of learning styles and environments, setting individual goals, providing different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Roles and responsibilities

The **Headteacher** will ensure that:

- All statutory elements of the curriculum, and those subjects 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. This will include how the subject will be taught and assessed,
- The time allocated for teaching the curriculum is adequate and is reviewed by the governors' annually,
- Where appropriate, the individual needs of some pupils are met by full or partial reduction of the curriculum,
- The procedures for assessment meet all legal requirements and learners and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve,
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum,
- The governing body is advised on school performance measures in order to make informed decisions.

The **Governing body** will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting key performance indicators,
- Progress towards annual statutory targets is monitored,
- It contributes to decision making about the curriculum.

The **Deputy Headteacher** will ensure that:

- They have oversight of curriculum structure and delivery,
- Detailed and up-to-date schemes of work are in place for the delivery of courses from Years 7 – 11,
- Schemes of work are monitored and reviewed on a regular basis,
- Levels of attainment and rates of progression are discussed with faculty leaders and form tutors on a regular basis and that actions are taken where necessary to improve these.

Heads of Department will ensure that:

- Long term planning is in place for all courses. Such schemes of work will be will contain curriculum detail on: context, expectations, key skills, learning objectives, key tasks, learning outcomes, possible learning activities, differentiation and resources,
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course,
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils,
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment,
- They keep the Deputy Headteacher (Curriculum) and the Headteacher informed of proposed changes to curriculum delivery,
- All relevant information/data is shared with the examination's officer. This includes meeting deadlines related to exam entries etc,
- Pupil 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 other colleagues in terms of curriculum design and delivery,
- They provide, and plan for, enrichment activities,
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff will:

- Ensure that the school's curriculum is implemented in accordance with this policy,
- Keep up to date with developments in their subjects,
- Have access to, and be able to interpret, data on each pupil to inform the delivery of the curriculum in order that it best meets the needs of each cohort of pupils,
- 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 pupils and how best to address those needs and engage them,
- Try to provide an appropriate range of curriculum opportunities.

Pupils will:

- Have their individual needs addressed, both within the school 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 co-ordinated support to enable them to make the appropriate curriculum choices at Key Stage 4 and when they transition beyond that.

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.

Monitoring, evaluation and review

The governing body will receive an annual report from the Headteacher on:

- The standards achieved at the end of key stage 4 taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks.

Associated Policies

This document should be read in conjunction with other relevant school policies including:

- Teaching and Learning Charter
- SEND policy
- Assessment & Reporting Policy
- Homework Policy
- Sex and Relationship Education Policy
- Equality Policy