

<b>Colyton Grammar School</b> <b>CURRICULUM POLICY AND STATEMENT</b>
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### General Principle

The curriculum of the school must satisfy statutory requirements whilst also striving to meet the personal needs of each student. **As an Academy, the Trustees may approve a curriculum that is not defined by the National Curriculum.** Programmes of study in Years 9 to 13 are determined by examination board specifications and so, in reality there are few freedoms. Within the limitations of resources, each student should have the personalised learning experiences that meet their individual needs.

### Aim of the Curriculum

- Everyone in the school, regardless of background or starting point, achieving the highest academic standards – Academic Excellence
- Students equipped with the values, attitudes and attributes that will serve them well in university, the workplace and their life – Progression to the next steps
- The school delivering this outcome consistently year of year regardless of changes to context or circumstances – Consistent & Persistent
- To promote enjoyment of learning
- To foster personal development and well being

In essence, the curriculum will focus on the following elements:

- Ethical      Community service
- Knowledge    Direct transmission of knowledge and explicit teacher instruction. Retention and recall – teaching for memory – low stakes testing
- Thought      To inspire students to reach beyond the confines of public examinations. Exploration - opportunities to debate, question & challenge. Opportunities for enquiry, analysis, critical evaluation and problem solving
- Leadership & Creativity      Personal development - Emphasis on structured speech ;Opportunities to perform; Opportunities to contribute to the discourse about the values shared in school and the wider community

### How

The aims will be achieved through student entitlement which encompasses:

- (a) **Breadth**  
A broad curriculum which brings individual students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and areas of learning experience (cultural , human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).
- (b) **Balance**  
A balanced curriculum will ensure that each area of learning and experience is given appropriate attention.
- (c) **Coherence**  
Through a planned holistic curriculum that embraces different areas of learning so that elements are not seen as discrete and unconnected but contribute collectively to overall progress and achievement.
- (d) **Relevance**  
A relevant curriculum will take account of previous learning and the readiness of individual students for new experiences and challenges. Learning activities will develop skills of initiative, team working, research and problem solving.

- (e) **Differentiation**  
(See Matching Curriculum to Ability policy statement). To provide a curriculum matching tasks to individual student needs to provide appropriate challenge. .
- (f) **Equality of Access**  
The curriculum will provide equality of opportunity for all students.
- (g) **The Opportunity for Challenge**  
Such opportunities are achieved through the application of the above principles in lessons and through extra-curricular provision. Challenge entails intellectual risk and evaluation serves to enable individual students to learn from such experience.

### **Learning**

The implications of the above are that:

- (a) The processes of teaching and learning are as significant as curriculum content in determining student progress and achievement.
- (b) Curriculum planning provides a framework for entitlement which is common for each student but which provides opportunities for stretch and challenge.
- (c) Learning should be organised so that it is enjoyable, engaging, confidence building and rewarding.
- (d) Assessment and feedback (see fuller policy statement) are integral and valuable elements of the learning process, aiding evaluation of the teaching programme and serving to chart student progress. Assessment should inform future learning.
- (e) Learning will be planned to support and promote the development of personal values based on honesty, trust and consideration of others.
- (f) The development of the skills necessary to work independently and to take personal responsibility for learning are actively encouraged.

### **Monitoring and Evaluation**

Monitoring and evaluation of the curriculum, both in terms of balance and effectiveness is a central element in the work of all teaching staff at every level. Provision is reviewed on an annual basis.

<b>THE SCHOOL CURRICULUM</b>
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- The school is committed to a broad based curriculum.
- During Key Stage 3 (Y7&8) all students study Art, Computing, English (including Drama), French and German, Geography, History, Mathematics, Music, Personal, Health & Social Education, Physical Education, Religious Education, Science and Technology.
- For Key Stage 4 (Y9&10 with Y11 from September 2017) core subjects studied by all students are: English Language and Literature, Mathematics, Personal, Health & Social Education and Physical Education, Religious Education (Full Course GCSE), Science (all students will take separate Biology, Chemistry and Physics at GCSE). Additionally all students must study a number of options subjects from: Art, Business Studies, Computing, Drama, French, Geography, German, History and Music. Y9 students who started in September 2015 made three option choices, of which at least one had to be a modern foreign language. Y9 students from September 2016 onwards now make four option choices as they are all expected to additionally study at least one humanities subject, Geography or History, to GCSE.
- The new KS4 curriculum model adopted for Y9 students starting in September 2016 ensures that the requirements of the English Baccalaureate are met. All students are entered for a minimum of 10 GCSE subjects. The programme of work includes enhancement and extension work for able students.
- Computing and information technology skills are developed and utilised across the curriculum.
- The Sixth Form programme includes the following elements:

- Students may study four subjects at A-level but will be advised that progression to the most elite institutions require outstanding grades in three A-Levels only.. Year 11 students, for the final year of the three year sixth form programme starting in September 2016, also took AS Critical Thinking and AS General Studies, taught within the Core Studies programme of Year 11. The Level 3 Extended Project Qualification is now completed in year 12. . Advanced level courses are usually offered in: Art, Biology, Chemistry, Economics, English, French, Further Mathematics, Geography, German, History, Mathematics, Music, Physical Education, Physics, Psychology, Religious Education, , and Theatre Studies, subject to demand.
- Students also undertake two periods of work experience and are expected to undertake ‘personal achievement’ activities such as the Duke of Edinburgh’s Award, the Certificate in Sports Leadership or the National Citizen Service
- All students in Year 7 to Year 10 have 24.5 hours’ teaching time **in line with previously stated national guidelines.**

Related policies: Assessment

Matching Curriculum to Ability

Equality impact assessment: The curriculum will provide equality of opportunity for all students

Stakeholder consultation: SLT meetings

ALS Governors’ Committee

Teaching staff (staff meetings)

Policy Review

This policy will be reviewed on an annual basis.