



CHAILEY SCHOOL

Curriculum Policy

Date Policy Reviewed:

December 2018

Date of Governing Body's Approval:

12th December 2018

Chair of Governors:

A handwritten signature in black ink, appearing to read "J. Smith", is written over a horizontal line.

Head Teacher:

A handwritten signature in black ink, appearing to read "Adele King", is written in a cursive style.

Date Due for Review:

July 2021

Governors Committee Responsible for the Policy: FGB
Date Approved: December 2018
Recommended Review Period: Two Years
Date for Review: June 2021
Leadership Team Role Responsible for the Deputy Head Teacher

Operation of the Policy:

Introduction

The school curriculum comprises all learning and other experiences that Chailey School provides for its students. The school curriculum has two aims:

- To provide opportunities for all students to learn and achieve;
- To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life

These two aims are reflected in section 78 of the Education Act 2002.

Effective delivery of literacy will broaden Seaford Head School students' knowledge and experience, increase their abilities to learn for themselves, build self-esteem and promote the development of good relationships. We accept the fundamental principle that Literacy is the key to improving learning and raising standards across the curriculum. Poor levels of literacy impact negatively on student self-esteem and progress.

All members of staff have responsibility for the delivery of literacy across the curriculum and recognise their responsibilities as outlined in the **National Curriculum**.

The Curriculum at Chailey School is centred around our school values. These were last reviewed in Autumn 2016 by Governors, staff and students.

- We inspire a lifelong love of learning and a curiosity about the world in a safe and stimulating environment, both in and out of the classroom
- We encourage collaboration, reflection, mutual respect and honest intentions both within our school and in our wider communities
- We believe that self-respect and behaviour supports great learning and we care about each other and our communities
- We promote inclusivity, providing opportunities for every individual to thrive within and beyond Chailey School
- We value hard work and resilience as key personal attributes in everyone
- We participate as active and principled citizens of the world, promoting democracy and guided by justice and compassion

The Policy

Chailey School will:

- meet the requirements of the National Curriculum
- enable students to reach and exceed their potential through a broad and inclusive curriculum that meets the needs of each individual
- continue to raise levels of literacy and numeracy to improve learning and raise standards across the whole school
- ensure the curriculum is balanced and broadly based and reflect current curricular thinking
- secure for all students, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to all areas of the school curriculum – disapplication should be rare, on an individual basis only and within statutory guidelines
- ensure the curriculum is inclusive and allow modifications of the National Curriculum where permitted, provided that all students secure relevant and appropriately challenging work a teach key stage
- promote the spiritual, moral, physical and social development of all students
- meet the statutory requirements for religious education and follow the agreed syllabus for East Sussex
- provide programmes of careers education and an appropriate range of careers services to all students in Years 8-13 which meet the needs of students and of the community
- provide opportunities for students to be engaged in work-related learning

- develop knowledge, understanding, skills and the attitudes necessary for the self-fulfilment and development of school students as active and responsible citizens
- ensure the curriculum is supplemented by a range of extra-curricular activities which provide opportunities for students to be involved in a wide range of extended activities including voluntary work
- ensure the curriculum is delivered in a manner which promotes independent learning, co-operation and problem-solving
- ensure the curriculum links closely to assessment, recording and the monitoring of students' progress
- ensure information on the curriculum should be communicated to students and parents clearly and in a manner which informs their decisions

The curriculum of Chailey School and students' assessment results at the end of Key Stage 4 must be published annually in the school prospectus and in the governors' report to parents.

Subject areas will:

- develop schemes of work that comply with the National Curriculum and exam requirements and ensure an appropriate level of challenge for all the students being taught
- enable students to reach and exceed their potential through a broad and inclusive scheme of work
- focus on the development of literacy and numeracy to improve learning and raise standards across the whole school
- promote the spiritual, moral, physical and social development of all students
- develop knowledge, understanding, skills and the attitudes necessary for the self-fulfilment and development of school students as active and responsible citizens
- be supplemented by a range of departmental extra-curricular activities which provide opportunities for students to be involved in a range of extended activities
- be delivered in a manner which promotes independent learning, co-operation and problem- solving
- link closely to assessment, recording and the monitoring of students' progress

Teachers will:

- consolidate basic literacy and where appropriate numeracy skills with students within the curriculum
- monitor student progress, using formative and oral assessment. This should inform strategies that can support students
- plan lessons that meets the requirements of the National Curriculum and the needs of all students in the classroom

The SENCo will:

- liaise with departments about specific students' at foundation level to ensure they can access the curriculum
- provide an opportunity for students to achieve in Foundation Learning requirements at KS4

Priorities for 2018 to 2020

- Make changes to the curriculum plan in response to the national changes at GCSE Level
- Modify curriculum to give students the best opportunity to achieve on the new performance measures – attainment and progress 8
- Modify Key Stage 3 curriculum to take account of the changes that have taken place at primary school level
 - Provide CPD to enhance teachers' ability to teach metacognition and widen student vocabulary