



CHAILEY SCHOOL

Curriculum Policy

Date Policy Reviewed: **2021**

Date of Governing Body's Approval: **July 2021**

Chair of Governors:

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

Head Teacher:

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

Date Due for Review: **July 2023**

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

Context:

The school curriculum comprises all learning and other experiences that Chailey School provides for its students. A school curriculum has two over-arching 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**

As well as these two aims, a curriculum should also effectively deliver good understanding and use of **literacy and vocabulary**. This will broaden Chailey 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.

From this, the **general requirements** for the school's curriculum could be seen as follows, to:

- 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 at each 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

The curriculum at Chailey School is also centred around **our school values**. These were last reviewed in Autumn 2016 by Governors, staff and students. They are as follows:

- 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 support 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

In the light of this broad context, the school reviewed its curriculum intent, and subsequent connections with 'implementation' and 'impact', in September 2019:

Curriculum Intent

Students at Chailey School are entitled to an excellent curriculum and quality of education. Whilst 'academic outcomes' (e.g. GCSE results) are very important, they alone will not determine the structure of the curriculum as a whole and for individual students from all backgrounds and abilities. An engaging and challenging curriculum, well-taught, *leads* to excellent academic outcomes – those outcomes will reflect what students have learnt and what they have learnt to do through the curriculum. In addition to this, Chailey School Values play a vital role in the structure and nature of our curriculum intent.

We therefore see our curriculum intent as being shaped by four overlying principles or elements:

1. Curriculum Design

- The 'formal' curriculum at Chailey School will be engaging, challenging, 'broad and balanced', and also designed to prepare our students for success in the modern world; to maintain this, Key Stage 3 is of three years in length for non-core subjects and Key Stage 4 two years
- Beyond the core subjects, other subjects such as the arts, humanities, modern foreign languages, technologies and PE remain vital to what students study at KS3 and to the offer and opportunity at KS4
- Disadvantaged students and those with SEND will be encouraged through the design of appropriate individual pathways in the curriculum to access that offer and those opportunities

2. Coherence and continuity

- Shaped by the overall intent identified in this document, faculties and subject areas will determine the 'what and when' - what students should know and be able to do, for instance, in those subjects by the end of Key Stage 3 and Key Stage 4
- This 'subject curriculum intent' will be evident in sequences of lessons (and their objectives) planned in subject areas – knowledge, skills and understanding will be built on and applied in a cumulative manner
- Assessment, testing of knowledge, skills and understanding, and effective feedback on this in a planned and coherent manner will support this

3. The 'Informal' curriculum

- This develops the experience and opportunity for students beyond a set of exam results and is very important to the community at Chailey School
- Included within this are all aspects of 'Learning Outside the Classroom', the elements of the 'Chailey Way' from 'transition' to 'Leavers' that sequence and build upon experience and opportunity, learning and understanding about life and work beyond Chailey, and the emphasis laid on taking the broader and enriching opportunities the school offers through the 'Chailey Award' and 'Chailey Diploma'
- The development of cultural literacy (including those of other cultures) as well as inspiration, even 'awe and wonder', is part of this

4. Building character and values in the curriculum

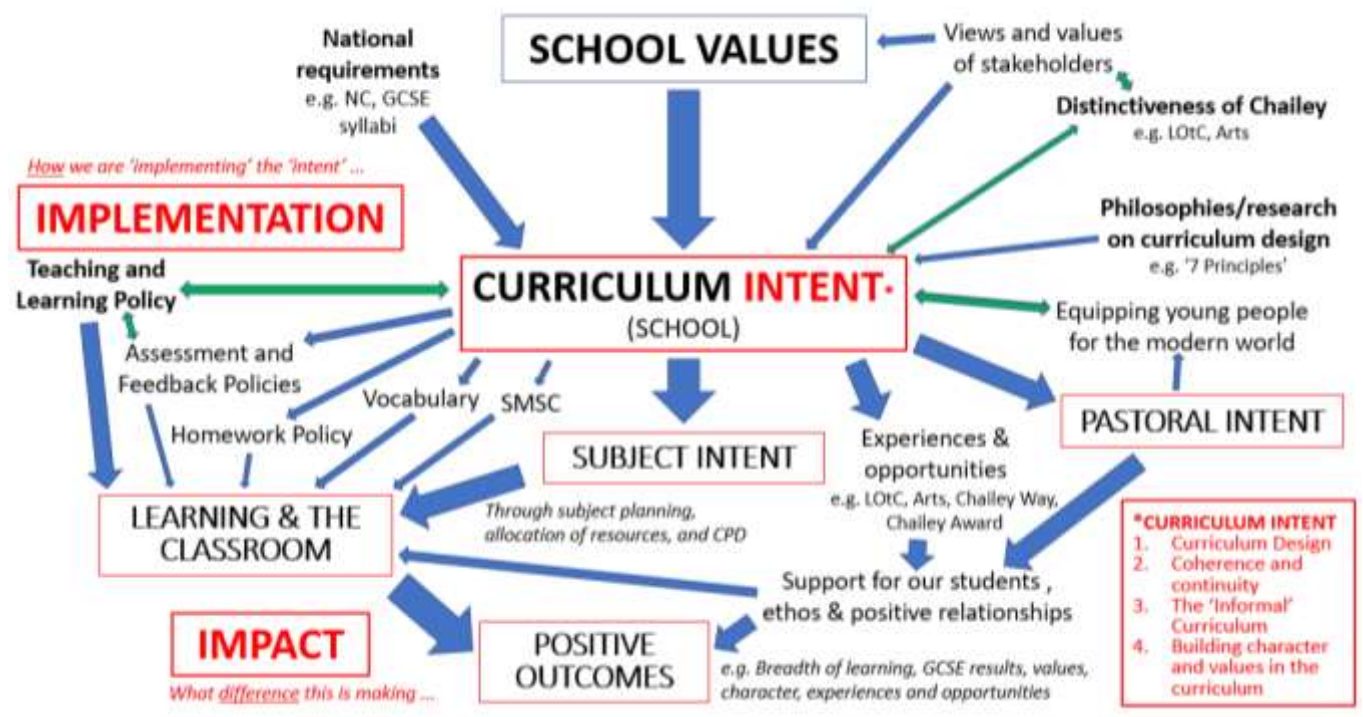
- Running through the formal and informal curriculum and through the values of the school is an emphasis on building character and a 'moral compass' in Chailey's young people, including a healthy and happy lifestyle
- These are the features, in particular, which the school encourages in day-to-day interactions, formal learning, and also in more organised ways such as assemblies

and 'drop-down days': kindness, creativity, curiosity, support and tolerance of others and diversity, self-confidence and self-respect, resilience, global and environmental awareness, independence and responsibility in work.

Whilst individual details of this may be amended over the course of 2019-22, the general tenor of the document is very likely to remain exactly the same. With considerable change to national curriculum and GCSE models in recent years, change within subject areas will need time and careful thought to be formalised – this is the focus of CPD and curriculum development over the course of this period.

Curriculum Intent, Implementation and Impact

The following diagram illustrates the relationships between the school's curriculum intent with implementation and impact, along with the elements that play a part in these.



TD – June 2021