



GLENWOOD SECONDARY SCHOOL, EMSWORTH

CURRICULUM POLICY

Reviewed	Spring (February) 2017
Responsibility to Review	Head Teacher/Curriculum Co-Ordinator
Review Biennial	Spring (February) 2019
Approval	Education Committee

Introduction

The School Curriculum is one of the means by which we seek to achieve our aims and objectives for the pupils. The Aims of the School, which can be found in the School Prospectus, identify the skills, knowledge and personal qualities we wish to develop in our pupils. This policy sets out:

- responsibilities for setting the curriculum
- priorities and objectives of the curriculum and extra-curricular activities
- what we teach pupils and how we seek to achieve the above objectives within the curriculum.
- details of other policies closely associated with issues of the curriculum

Responsibilities

Responsibility for the curriculum is shared between the headteacher, governing body, Local Authority and the Department for Education (DfE)

The DfE determines the National Curriculum and other statutory requirements. The headteacher identifies the objectives of the curriculum (based upon general and individual pupil needs) and determines its eventual composition. The governors have a responsibility to ensure that the school meets its statutory obligations and more generally that the curriculum continues to meet the needs of pupils.

Objectives

The objectives of the curriculum are broadly based upon the School Aims.

The curriculum seeks to enable all pupils to become:

1. Successful learners who enjoy learning, make progress and achieve
2. Confident individuals who are able to live safe, healthy and fulfilling lives
3. Responsible citizens who make a positive contribution to society

1) Successful learners:

- have the essential learning skills of literacy, numeracy, and ICT
- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves, to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future
- are prepared for the next stage of learning whether this be college, employment or other placement

2) Confident individuals:

- have a sense of self worth and personal identity
- relate well to others and form good relationships
- are self aware and deal well with their emotions
- have secure values and beliefs and have principles to distinguish right from wrong
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices
- are physically competent and confident
- take managed risks and stay safe
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities
- are open to excitement and inspiration offered by the natural world and human achievements

3) Responsible citizens:

- are well prepared for life and work
- are enterprising
- are able to work cooperatively with others
- respect others and act with integrity
- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peaceably with others
- sustain and improve the environment locally and globally
- take account of the needs of the present and future generations in the choices they make
- can change things for the better

The Curriculum

All pupils follow the National Curriculum at a level which meets their individual needs. The subjects offered comply with the statutory requirements of the National Curriculum for each key stage. Other subjects may be offered at the discretion of the headteacher to reinforce the curriculum objectives as detailed above.

Details of the subjects to be followed at each Key Stage can be found in the Prospectus.

Throughout the school there is an emphasis on Personal, Social and Health Education (PSHE) which includes Drug Education and Sex & relationship Education.

Delivery of all subjects within the curriculum is designed to develop pupils' literacy, numeracy and ICT skills.

Careers education forms a vital part of the curriculum followed by pupils from year 9. The programme offers information and support to pupils in considering how they would like to pursue their post school careers. All pupils undertake a college link course and attend a three week work experience placement.

In year 11 the curriculum places emphasis on practical skills enabling pupils to maximise their potential in whatever post-school placement they undertake.

In addition to the core subjects, Year 7 follow a Social Use of Language Programme (developing social communication skills) and a Catch Up Literacy Programme. The Catch Up (literacy and / or numeracy) is also available for selected pupils in other year groups.

All pupils develop their Lifeskills through Personalised Development Learning (PDL). (This was previously referred to as Lifeskills).

In KS3, pupils follow a Functional Skills programme (referred to as Fun. Skills) which develops basic numeracy and literacy skills and is an additional to the formal English and Maths lessons.

The basic curriculum is also supported and enriched by a wide range of extra-curricular and offsite activities and theme weeks. The extra-curricular activities attempt to engage as many pupils as possible, meeting their diverse needs and interests. Theme weeks allow for a concentrated period of activity, not related to National Curriculum, offering pupils a broad range of experiences related to a particular theme.

The school is required to provide an opportunity for Collective Worship and this is undertaken by weekly whole school assemblies and form group periods. The assemblies are used to celebrate recent successes, pass on messages and share time to reflect upon various issues. The assemblies are of a broadly Christian nature, but recognition is given to festivals and celebrations of other faiths.

Parents have the right to withdraw their child from RE lessons and acts of collective worship.

Other Policies

Other policies closely associated with or dealing with specific areas of the curriculum include:

- Complaints against the Curriculum
- Accessibility
- Collective Worship
- Drugs Education
- Home Supported study
- Internet Usage & e safety
- Offsite Activities
- Sex Education
- Special Education Needs
- Spiritual, Moral Social & Cultural
- Teaching & Learning

Monitoring

Parents have the opportunity to consider and discuss whether their child's needs are being met at the annual review meeting and at three other meetings throughout the year. The curriculum content is available on the School's website.

Various aspects of the curriculum are monitored by governors through the Education Committee to ensure that it continues to meet the needs of the pupils. This is undertaken through the consideration of reports from external bodies (LA, Ofsted, Healthy Schools), the headteacher and the views of parents as expressed in individual meetings or via surveys.

The Curriculum policy will also be subject to formal review by the Education Committee on a biennial basis.