



Caldicot School

Curriculum Policy

Reviewed annually by the Governing Body July 2015

CALDICOT SCHOOL – CURRICULUM POLICY

1. Opening Statement

Caldicot School is committed to achievement through the promotion of excellence within a vibrant, purposeful working environment, which respects the rights and needs of all individuals, so that our pupils are able to acquire the skills for adult life.

This curriculum policy is founded on the principle that children are unique individuals who have differing aptitudes and abilities. They all live in the same complex and fast changing world and in order to do so successfully, they will need a broadly similar range of skills, personal qualities, knowledge and understanding. They learn at different speeds and they are motivated by different experiences. To equip learners of all ages with the relevant skills and tools that need to be applied in a technologically evolving society, an innovative curriculum is required to raise standards further.

It is essential that all pupils to the age of 16 have a set minimum range of experience and an 'entitlement curriculum'. At the same time it is essential that this is provided in such a way that it motivates children of all abilities and aptitudes and takes account of the personalised learning agenda.

2. Aims

Caldicot school aims to provide a curriculum which

- 2.1 meets legal and course requirements;
- 2.2 is broad, balanced, flexible, accessible and inspiring that meets the needs and interests of learners and responds to the needs of employers and the wider community;
- 2.3 provides coherence, continuity and progression;
- 2.4 provides a range of educational entitlement to promote parity of esteem between traditional and vocational education;
- 2.5 establishes a personalised learning pathway for every learner;
- 2.6 promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school and prepares them for the opportunities, responsibilities and experiences of adult life;
- 2.7 promotes learners' bilingual skills and reflects the languages and culture of Wales;
- 2.8 promotes diversity and tolerance;
- 2.9 promotes Education for Sustainable Development & Global Citizenship;
- 2.10 focuses on skills, competencies and knowledge to provide learners with an appropriate preparation for lifelong learning;
- 2.11 develops entrepreneurial and other skills needed to support economic development and
- 2.12 reflects national priorities for lifelong learning and community regeneration.

These aims are delivered by the statutory curriculum and by a range of cross-curricular and extra-curricular activities. By implementing a variety of effective teaching methods and innovative curriculum planning, management and review, we aim to create an ethos of high achievement, personal challenge and mutual respect.

The whole-school focus of our curriculum the creation a learning culture. This is part of a long-term strategy to raise achievement by equipping pupils with the skills to become independent and inter-dependent life-long learners. To this end we are 'committed to achievement'.

3. Outcomes

3.1 The Informal Curriculum

All aspects of school life, especially the relationships between pupils and staff and pupils and pupils contribute to the informal curriculum which is determined by a combination of the values, attitudes, expectations and perceptions of the staff and pupils. The key to the success of Caldicot School has been the fact that this quality of the informal curriculum reinforces every aspect of the formal curriculum. Thus, staff and pupils will strive to respect every individual in the school, to value each person as an individual and to show concern and appreciation for all.

3.2 The Formal Curriculum

Pupils will be taught a curriculum which is based upon the principles of breadth, balance and relevance, which includes experiences of all the following areas:

- Literacy
- Numeracy
- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Moral and Spiritual
- Aesthetic and Creative

These areas of experience are not discrete subjects, but rather each subject will contribute to a number of these areas. The focus will be on the ongoing development of skills and personal qualities, together with the understanding of concepts and the assimilation of knowledge.

A wide variety of teaching styles will be employed in order to accommodate pupils' preferred learning styles. The development of Essential Skills will be a priority for all staff.

Continuity and progression will be ensured across all Key Stages. Traditional AS/A2 Level courses, GCSE courses and a full range of vocational courses will be made available, as appropriate to the needs of the school and as a result of annual curriculum review.

The school will continue to develop its links with other educational establishments/providers, including via the Monmouthshire 14-19 Group, to ensure that the curriculum meets the needs and interests of all pupils.

4. Procedures

- 4.1 The Curriculum Deputy Headteacher will research and develop curriculum models in order that curriculum planning at Caldicot School can reflect, benefit and contribute to curriculum innovation at a local and national level.
- 4.2 The Curriculum Deputy Headteacher will plan a progressive curriculum that provides continuity and progression between all Key Stages through personalised learning pathways for all learners.
- 4.3 The Curriculum Deputy Headteacher will plan a curriculum that is carefully costed and approved by the Governing Body.
- 4.4 Subject Leaders and departmental staff will plan a broad, balanced curriculum for their subject areas that meets the needs of learners and meets legal and course requirements.
- 4.5 Subject teachers will prepare stimulating lessons that employ a wide variety of teaching and learning styles to meet the needs of learners.
- 4.6 When planning lessons, subject teachers will take into account pupils who have additional learning needs (including EMAT) and differentiate the work accordingly.
- 4.7 Effective targets, set using data from KS2, KS3 and FFTD will be used to support curriculum planning in all departments and across all Key Stages to monitor ongoing performance against these indicators.
- 4.8 The school will ensure that a comprehensive range of vocational courses are provided and have parity of esteem with traditional GCSE, AS and A2 Level courses.
- 4.9 Entry to the Sixth Form will be dependent upon pupils achieving 5 GCSEs A*-C, or equivalent, including English and Mathematics. In addition, the school recommends B grades or higher in the particular subjects pupils wish to study at AS level.
- 4.10 In the interest of candidates, progression from AS to A2 level will not be permitted if the candidate is unable to achieve a D grade or higher at AS level. Level 3 Vocational candidates will not be permitted to progress from Year 12 to Year 13 unless a minimum number of credits are submitted and passed in Year 12. As the size of Level 3 Vocational courses varies, students will be advised in writing by the Subject Leader

prior to starting the course of the minimum number credits required of them by the end of Year 12.

- 4.11 The school will collaborate, where prudent, to ensure the wide range of courses on offer is maintained and extended.
- 4.12 Partnerships will continue to be developed with other schools and colleges and private training providers will be used where applicable to deliver courses that meet the needs and interests of the pupils at the school.

5. Monitoring and Review

- 5.1 The Curriculum Deputy Headteacher, in conjunction with the Senior Management Group and Subject Leaders will review the curriculum policy annually and inform relevant bodies of any further recommendations resulting from the review.
- 5.2 The Governing Body will regularly review this policy and associated procedures in order to ensure its continuing effectiveness.