

**CURRICULUM POLICY
2016-2017 v1**



Date approved:

Signed:

(Headteacher)

Signed:

(Chair of committee)

Curriculum Policy

“We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society.”

Extract from Ecclesfield School's Mission Statement

Ecclesfield School's **Curriculum Ambition** is that our **broad and balanced curriculum** will:

- ✓ **equip students for their future lives through the development of their Ecco Skills, GRIT and emotional intelligence.**
- ✓ **provide opportunities for students to participate in a range of high quality educational experiences; developing students' knowledge, skills and understanding as well as their attitudes to learning whilst enabling them to access well regarded academic and vocational qualifications and enrichment activities.**
- ✓ **foster students' appreciation of national cultures and values as well as promoting tolerance, respect and understanding of others by challenging prejudices and encouraging responsible citizenship.**
- ✓ **nurture students as individuals; supporting their personal and social development and helping them to become healthy, confident and well balanced young people.**



ECCO Skills

Ecclesfield School encourages you to be:

Literate, Numerate, Participant, Organised, Independent, Creative, Reflective Thinker, Enterprising, Risk Taker, Friend, Citizen, Leader

Go for it! Has a *positive attitude and works hard.*

Resilient: Sees things through to the end and *bounces back when things go wrong.*

Intrepid: Is *brave and confident* enough to *step out of their comfort zone.*

Tenacious: Tries again (and again) and *learns from mistakes.*

GRIT

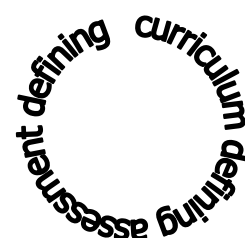


Spiritual, Moral, Social and Cultural Education

(see separate policy and supporting documents)

Related Policies and Documents:

PSHCE curriculum and policy, SRE education, RE policy, SMSC at Ecclesfield Teaching & Learning Policy, Marking & Feedback Policy, Home Learning, Literacy Entitlement and Policy, Numeracy across the curriculum, Assessment, Recording and Reporting Policy, Exams Policy, Eccozone (provision, participation, audits, summer schools) Behaviour for Learning Policy, Attendance



DESIGN PRINCIPLES

These principles drive the design of subject provision at Ecclesfield School and support the development of the Discover, Launch and Specialise curricula.

We will create a curriculum which:

- is compelling, transformational and based on the key concepts (*questions, skills, knowledge and conventions*) within a subject, ensuring that students develop their understanding to a standard with which they can apply their skills in relevant contexts.
- is informed by the new NC and GCSE reforms without being limited by them. The curriculum will be created and decided by us in order to ensure that it is suited to the needs and aspirations of our community and includes opportunities outside of lesson time.
- develops students' literacy and numeracy and recognises the importance of reading, writing, communication and numeracy across all subject areas.
- goes beyond and around the examination specifications so that students are more than adequately prepared; being able to demonstrate through assessments that their knowledge, skills and understanding are secure and consequently reducing anxieties at key times.
- develops students' learning habits and attitudes; making the conditions for learning explicit and promoting the importance of thinking hard and developing GRIT.
- includes a variety of home-learning opportunities and resources to assist parents and carers to support their child's wider understanding.
- is inextricably linked with assessment: assessment for learning (formative), assessment as learning (interim) and assessment of learning (summative).
- is designed so that students re-visit knowledge, skills and understanding in a progressively more advanced way in order to support memory retention and recall.
- is relevant to and takes notice of students' views, opinions and engagement.
- continues to be committed to the 'Key Principles of Effective Ecclesfield Schemes of Learning' devised by Curriculum Leaders and Lead Teachers.

The Discover, Launch and Specialise curriculum phases each have specific entitlements for students.

CHANGES TO STUDENT GROUPINGS

Where classes are set by ability, it is done so where evidence suggests that to do so is in the best interests of the students. Such evidence must be shared with the department's SLT line manager and, if approved, to the Deputy Headteacher (Curriculum).

In the construction of sets or mixed-ability classes, departments must consider:

- A range of data including CATs, KS2 SATs and ongoing teacher assessments.
- Maintaining a balance in terms of gender, disability, ethnicity, disadvantaged students etc. that reflect the year group's population.

The school's preferred position is that students should not change sets. Where a decision is made to change a student's set, the following must be observed:

- Set changes can only be made for the start of an academic term unless there are persuasive arguments to do so mid-term (usually only to reflect a change in circumstances driven by the curriculum or exam entry considerations);
- Students cannot be moved sets for behavioural reasons without the express permission of the Deputy Headteacher (Pastoral)
- Parents/Carers must be kept informed of the proposed change and offered the opportunity to respond.

POLICY RELATED ROLES AND RESPONSIBILITIES

- **Curriculum Leaders** have responsibility for designing their curriculum and establishing integral assessment criteria in order to track student progress effectively.
- **Curriculum Leaders** will advise the Deputy Headteacher (Curriculum) on the deployment of teaching staff, resources, time requirements and the grouping of students in order to support the best possible outcomes.
- The **Deputy Headteacher (Curriculum)** will ensure that curriculum information is displayed on the school's website for parents and carers.
- The **Deputy Headteacher (Curriculum)** will construct a curriculum model on an annual basis as a result of close consultation with the SLT and governors (CRAG committee) and Curriculum Leaders as appropriate.
- The **Deputy Headteacher (Curriculum)** will keep abreast of national reforms and developments in curriculum, assessment and accountability, analysing and anticipating curriculum needs and staffing requirements in order to present relevant information on teacher recruitment and retention to the Headteacher.
- The **Headteacher** recruits appropriate staff to meet the needs of the curriculum.

POLICY MONITORING, EVALUATION AND REVIEW

Members of the SLT will continuously monitor the implementation of the curriculum to ensure that:

- The curriculum is appropriate, challenging and relevant whilst following the guidance and statutory expectations of the DfE and examination bodies.
- The curriculum is delivered successfully through the monitoring and development of good and outstanding teaching and learning.
- The performance development policy is used to ensure that standards in all areas of this policy are implemented to a high level.
- This policy is reviewed annually, and is informed by feedback from stakeholders
- All national guidance on changes to curriculum and assessment are reflected in the school's curriculum and assessment models appropriately.