



## **CHIPPING NORTON SCHOOL**

### **CURRICULUM POLICY**

#### **Statutory Policy**

<b>Reviewed by:</b>	Impact Committee
Date Reviewed:	November 2018
Next Review:	November 2019
Member of staff Responsible:	Dan Gent

#### **1. Aims**

##### **1.1 Context**

The Curriculum of the Chipping Norton School is defined as all those activities that are designed or encouraged within the school to promote the aims of the school and the intellectual, personal, emotional, social and physical development of its students. It includes:

- The National Curriculum and provision for religious education and sex education.
- The provision for Special Educational Needs, including those of gifted and talented students.
- The cross curriculum themes and core skills not included within the National Curriculum.
- The school's programme of extra-curricular and extended school activities.
- All those aspects of the school's daily life and work which promote the school's values of excellence, respect, tolerance, enjoyment, enthusiasm and commitment.

##### **1.2 Purpose**

The Curriculum Policy reflects the Vision and Values of the School:

Our compelling aim is to create an outstanding learning experience for every student at the school. We believe passionately that every student should have the opportunity to be the best they can be, through the highest standards of teaching and learning and a relentless focus on improvement.

- **Leadership**

Our leaders will be strong, supportive and moral, forging and communicating a clear and purposeful vision. They will hold themselves and others to account and create an inspirational and empowering environment for all.

- **Teaching**

We will have vibrant and inspirational teaching that raises aspirations, challenges, engages and prepares every member of the school for life.

- **Behaviour**

All individuals will take personal responsibility for modelling positive values and behaviours, taking tough decisions when necessary, resulting in impeccable behaviour in all areas of life.

- **The environment**

We will create a shared environment where learners can be the best that they can be, in spaces which are safe, inspiring, welcoming and attractive and fit for purpose. The activity should define the space, not be constrained by it.

- **Learning**

We will have a school where learners are motivated and inspired; where curiosity is sparked; and where we strive to be the best that we can be.

The curriculum aims to enable all students to become:

- successful learners who make progress and achieve
- confident individuals who lead safe and healthy lives
- responsible citizens who make a positive contribution to society.

The curriculum should be responsive to the needs of individual students.

- Differentiated Learning programmes and some grouping by ability ensure that teaching closely matches student learning needs.

## **The Principles of Curriculum Planning and Delivery**

Chipping Norton School will at all times ensure that its curriculum:

- Is balanced and broadly based, and that it promotes the intellectual, physical and personal development of students and prepares them for the next stage of their education, training or employment.
- Meets statutory National Curriculum and SEN requirements.
- Provides equality of access irrespective of gender, ethnicity and ability and gives opportunity to students to learn and to make progress.
- Is enriched by extra-curricular and extended school activities, including provision for study support.
- Promotes principles which distinguish right from wrong.
- Encourages students to take responsibility for their own learning.
- Teaches students to appreciate their own cultural traditions and the diversity and richness of other cultures.
- Actively promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Provides for personal and social education, including health education, sex education, attention to drug misuse and citizenship.
- Provides for careers education & guidance, work experience and enterprise education.
- Draws from and contributes to the community that is served by the school.

## **Assessment and Monitoring**

Departments are responsible for assessing and reporting the progress of students.

Departments indicate progress of students against target grades four times each year in KS4 and KS5, and against prior ability thresholds four times per year in KS3 (3 for Year 7 and 9). This enables swift identification of underachievement and high

achievement. Progress information is reported to parents four times a year for KS4 and KS5 and twice a year for KS3. This also includes a tutor report once a year and a Parent Teacher Consultation Evening.

### **1.3 Relationships to other policies**

- PSHCE
- Sex and Relationships
- RE and Collective Worship
- Equality and Diversity
- Special Educational Needs

## **2. Responsibilities**

### **2.1 Staff**

- The Assistant Headteacher (Student Performance) has oversight and responsibility for all curriculum areas and is assisted by the Curriculum and Examinations Office.
- Heads of Department, Teachers, SENCO, Learning Support Assistants: Programmes of study use National Curriculum and SEN guidelines. Departments plan, deliver and assess these using teaching and learning styles to suit the ability range in each class. Baseline data is used to support this process.
- The Deputy Headteacher (Pastoral) has responsibility for overseeing Personal, Health and Social Citizenship Education [PHSCE] and Citizenship. In KS3 there is a PSHCE programme taught by specialist teams. At KS4 the programme is delivered via calendared days throughout the year. At KS5 this is included within the tutorial programmes and often involves the Yr. 12 Speaker period.
- Student responsibility is developed through the specific areas of student leadership (such as prefects) and through the extended curriculum. It includes sports, drama, theatre, music, concerts, fieldtrips, visits and after hours clubs. The whole curriculum encourages students to develop understanding and awareness of their place in society and equips them to make informed judgements and decisions.
- The SENCO has responsibility (in conjunction with AHT) for determining the nature of Foundation Learning courses where they are appropriate. The Careers Advisor has responsibility for and Careers Information, Advice and Guidance (CAIG).
- The Head of Sixth Form has responsibility for the Curriculum post-16. The post 16 curriculum has a wide range of advanced level courses, complementary studies and a tutorial programme.
- Community Links - Liaison with feeder schools ensures curriculum & pastoral continuity.

### **2.2 The Headteacher**

The Headteacher has responsibility for ensuring that the school is meeting its statutory requirements in relation to the curriculum at all Key Stages and for all students.

### **2.3 The Governing Body**

The Governing Body has responsibility for monitoring that the school is meeting statutory requirements in relation to the offered curriculum.

### **3 Monitoring and Evaluation**

- 3.1** The Impact Committee of the governing body reviews the school curriculum annually and this policy annually.
- 3.2** The Assistant Headteacher (Student Performance) is responsible for meeting department leaders to monitor, evaluate and develop the curriculum.
- 3.3** Members of the Leadership Team, through the structure of Link Meetings, meet with Heads of Department to support and challenge them in their role.