

THE WENSLEYDALE SCHOOL AND SIXTH FORM CURRICULUM POLICY

The Wensleydale School & Sixth Form is committed to the pursuit of excellence, values people, delivers achievements for all, provides a high-quality learning environment, and extends the boundaries of learning.

The school curriculum is personalised and engaging; it enables students to achieve their full potential and provides every young person with a gateway to future success.

Curriculum statement of Intent 2019-2021

AIM

To create:

Successful learners who enjoy learning; make good progress and achieve excellence. Confident individuals who are able to live safe, healthy and fulfilling lives.

Responsible citizens who can make a positive contribution to society.

Students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our mission and aims.

To develop a curriculum which:

Creates an aspirational high achievement culture. Takes into account individual needs and styles Allows everyone to experience success.

Raises standards of attainment.

Curriculum Principles

Clear progress tracked and monitored over 7 years, accelerating student progress

A very broad KS3 Curriculum covering 17 subjects exceeding all the national curriculum requirements.

A bespoke Post 16 curriculum offer tailored to our rural needs

Rationale

The following principles lie at the heart of education at The Wensleydale School & Sixth Form:

Every student is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum.

Learning should be structured for each individual and be a stimulating, enjoyable and worthwhile experience in its own right.

Every student should be able to achieve their full potential *in every* aspect of their education.

Equality of access and equality of opportunity should underpin provision for all. We have to deliver the statutory elements of the National Curriculum.

We would like our students to be positive and lifelong learners who have a good knowledge base, sound basic skills and a wide range of transferable skills. They should have high self esteem, be good decision makers, work well with others and be able to take the lead when required. We would like them to understand the worldwide society in which they live and their place within it.

Purposes

To ensure that in all aspects of students' education at The Wensleydale School & Sixth Form;

The curriculum is broad:

so that it provides a wide range of knowledge, skills and learning opportunities.

The curriculum is balanced:

so that each element is given sufficient time to contribute effectively to learning.

The curriculum is relevant:

so that it is directly related to the learner's interests and experience wherever possible.

The curriculum is coherent:

so that each element is linked, to make the learning experience more meaningful.

The curriculum is progressive:

so that what is taught builds upon what has gone before, to develop skills, knowledge and concepts in a systematic and appropriate way.

The curriculum is differentiated:

so that what is taught and how it is taught is matched to the students' needs, aptitudes, abilities and achievements.

The curriculum prepares students for their next steps:

so that students gain the necessary qualifications, skills and experiences to progress onto higher education, employment or training.

Guidelines

To achieve these aims school and teachers will provide an education that allows students:

- to experience challenging, stimulating, worthwhile and enjoyable learning and teaching;
- to work successfully with others in groups and teams;
- to develop a wide range of physical, social and personal skills and the understanding to enjoy a healthy, safe and fulfilling lifestyle;
- to develop their own individuality and independence, enabling them to discover and recognise their own strengths and limitations and set targets accordingly.

Roles and responsibilities of Headteacher, other Staff and Governors

The Headteacher will ensure that:

all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of information and communication technology.

the amount of time provided for teaching the curriculum is adequate and is reviewed by the Teaching & Learning committee annually

where appropriate, the individual needs of some students are met by permanent or temporary dis-application from the national curriculum

the procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with national expectations and what is required to help them improve

the Governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

the Governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the Headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended. Staff will ensure that the school curriculum is implemented in accordance with this policy.

The Governing Body will ensure that:

it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets

progress towards annual statutory targets is monitored

it participates actively in decision-making about the breadth and balance of the curriculum political issues are always presented to students in a balanced way

Date of Policy: **September 2020**
Date for Review: **July 2021**