



ALL SAINTS SCHOOL

# CURRICULUM POLICY

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<b>Prepared by:</b>	P Wright
<b>Links with other Policies:</b>	Assessment Policy Sex and Relationships Policy Whole School Policy for Safeguarding Incorporating Child Protection Prevention of Extremism and Radicalisation
<b>Signed:</b>	

# All Saints

## Curriculum Policy

We are committed to ensuring that all our students have equal access to the whole curriculum and are given equal opportunities to develop their full potential in a safe and secure environment in partnership with parents and carers. All students at All Saints School follow the National Curriculum subjects.

Students are taught in small tutor groups by qualified teachers or instructors. The curriculum is designed to meet the needs and aspirations of all students, whatever their ability. They are encouraged to work at their own pace and the work is differentiated and tailored to meet the individual needs of the students.

All children have the right to a broad balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the requirements of the National Curriculum.

All Saints school caters for the needs of individual children of both sexes from all ethnic and social groups including the most able and those who are experiencing learning difficulties.

All Saints school will provide its pupils with the knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible and considerate members of the community.

All Saints believe that it has a duty to create an exciting and stimulating learning environment and ensures that each child's education has continuity and progression. There should be diversification within the class lessons to allow each child to reach their best potential and we should provide a broad and balanced curriculum.

The school recognises the crucial role played by a parent/carers in their child's education and offers them a warm welcome into the school and a sharing in their educational needs.

All Saints aims for the following key factors:-

- Learn to be adaptable, to solve problems in a variety of situations and be able to work individually or as a team
- Encourage students to be happy, well balanced and caring individuals
- Have moral values and behave in a mature way and realise that they are responsible for their own actions
- Develop tolerance and an understanding that everyone individual has varying demands and attitude to life
- To gain knowledge in a wide curriculum to stand them in good stead for their adult life

We publish information for parents and students in the Parent Information Pack, Termly Curriculum Guides and via the website. We also hold termly parent/student consultations, designed to provide greater insight into pupil's learning and in Year 9 Options for end of Key Stage 4 exams.

All Saints follows the National Curriculum to help prepare efficient schemes of work and well-structured lessons for our students.

# All Saints

## Curriculum Policy

### **Key Stage 2 (Years 3-6)**

All children at Key Stage 2 study the following subjects:-

- Literacy
- Numeracy
- Science
- History
- Geography
- French
- Information and Communication Technology (ICT)
- Food Technology
- Physical Education (PE)
- Personal, Social and Health Education (PSHE) and Citizenship
- Music
- Art
- Religious Education (RE)

### **Key Stage 3 (Years 7-9)**

Students study the following subjects:-

- English
- Mathematics
- Science (Biology, Chemistry and Physics)
- History
- Geography
- French and/or German
- Art
- Information and Communication Technology (ICT)
- Design Technology
- Physical Education (PE)
- Religious Education (RE)
- Personal, Social and Health Education (PSHE) and Citizenship

### **Key Stage 4 (Years 10-11)**

The following subjects are available at GCSE and the timetable each year can adapt to suit the wishes and needs of each individual student.

All students will be encouraged to take GCSEs in some subjects according to their ability.

GCSEs are in the process of a three year transition due to the Department for Education and Ofqual reforms. Below is what we currently offer in Year 11, subjects in italics are not supported and examined in their current form after July 2017.

Alongside this the Department for Education is introducing a new Progress 8 measure of pupil progress which will require students to have taken the following options below. We have also produced a Qualification Reform Powerpoint to help explain the forthcoming changes to GCSEs.in our documents section on the school website.

## All Saints

### Curriculum Policy

GCSE Subjects (July 2017)	New Government Progress 8 Measure
English Language English Literature	One of
*Maths	Yes
*Biology *Chemistry *Physics *Combined Science (Double Award) Computer Science, History, Geography *French *German	Three of:
Art and Design <i>Child Development</i> Drama <i>Environmental Science</i> Music Physical Education	Any three other approved qualifications

\*These subjects are available at Foundation and Higher levels.

Following consultation with parents/guardians, the school will offer Entry Level qualifications (at levels 1, 2 and 3) in subjects across the curriculum, where it is felt it will be a more beneficial route to enable students with learning difficulties to achieve their potential.

These will be supported by a course in Life Skills as well as attendance at Great Yarmouth College to achieve vocational qualifications.

Exam dispensation will be sought for those students who require additional support to achieve their full potential and may include large print exam papers, additional time, separate room facility and reader or scribe provision as determined by an Educational Psychologist's report.

#### Vocational subjects

Vocational subjects are also available for 14-16 year-old students, (years 9, 10 and 11) using Great Yarmouth College of Further Education. These vary according to cohort but the following courses are available at both level 1 and 2.

Home cooking skills (Level 1)  
Confectionary and Patisserie (Level 2)  
Construction (Entry Level)

In September 2016 we were able to secure places at Easton College for Land Based Operations and these are dependent on availability from the college.

All Senior pupils will take Entry and/or Functional Skills (levels 1 and/or 2) in English and maths. They will also take ICT Entry and/or Functional Skills Level 1 and be encouraged to take either level 2 or GCSE in this subject.

# All Saints

## Curriculum Policy

### **Personal, Social and Health Education (PSHE) and Citizenship**

The PSHE and Citizenship curriculum throughout the school is arranged in five strands:

- Personal wellbeing – understanding yourself and handling relationships,
- Social education – responsibilities and values,
- Keeping healthy,
- Becoming an active citizen,
- Economic and financial capability.

The various activities within each unit provide opportunities for students to learn to grow as individuals, for example, by developing self-awareness and taking responsibility for keeping healthy and handling money.

Specific units in the 'Keeping Healthy' strand of the course also provide appropriate drugs education, personal safety and Sex and Relationships Education (see separate Sex and Relationships Policy).

Personal Development is also a feature of all the other interactions and activities which form part of the life of the school community; notably assemblies, the house system and School Councils.

### **Collective Worship**

Students take part in a school assembly at least once a week. Assembly themes address a very wide range of issues important to young people, including those of a spiritual, moral, social and ethical nature.

Parents/carers have the right to withdraw their child from collective worship and religious education should they wish to do so. Students who have been withdrawn will be provided with alternative work.

### **Spiritual, Moral, Social and Cultural development (SMSC)**

Through our tutorial, assemblies and Personal, Social and Health Education and Citizenship development programmes and in their wide-ranging curriculum students are encouraged to focus on:

#### **Spiritual**

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Ofsted definition of 'spiritual development':

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

# All Saints

## Curriculum Policy

### **Moral**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Ofsted definition of 'moral development':

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### **Social**

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Ofsted definition of 'social development':

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Cultural**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Ofsted definition of 'cultural development':

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes

# All Saints

## Curriculum Policy

towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **British Values**

According to Ofsted, 'fundamental British values' are:

- **democracy**
- **the rule of law**
- **individual liberty**
- **mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.**

### **Work Related Learning**

We recognise that student experience within the working environment is essential given the fact that potential progression routes are widening. We also recognise that there is an increase in the number and uptake of apprenticeships, and provide advice and guidance on these aspects of work-related learning where possible. We are committed to the concept of work related learning through Work experience, developing relationships with employers and any other aspects of learning within the work environment. This enables students to be prepared for the world of work, in its many and changing forms.

### **Work Experience**

We aim to develop a work experience placement in the Spring term for Year 10 students. This is being designed to give students a direct insight into the working environment. We feel this plays a crucial role in the social and emotional development of the students, as well as increasing their future employability.

### **Homework**

We believe that any work undertaken at home aids our students' learning. This can take many forms from completing set work, consolidating learning, revision of the day's lessons and researching a topic. Reading is also an important skill which will enhance learning in all subject areas and should regularly be practised.

Subject teachers will decide what is appropriate for each student and students should record the tasks set in their planner. We expect parents and carers to encourage their child with any homework tasks, both by checking their planner regularly, and by discussing the work with them.

### **Termly Curriculum Guides**

Termly curriculum guides are published and distributed via students as well as being available on the school website. Further details can be obtained from the students' subject teacher.