
The Cottesloe School

Curriculum Policy

Recommended by: Curriculum Committee

Date: 21 March 2012

Adopted at Full Governing Body Meeting: 29 March 2012

Signed by Chair of Governors: 

Review Date: Autumn Term 2014 (earlier if legislative change)

At The Cottesloe we see the curriculum as a preparation for life as well as providing qualifications for further study or employment.

1. Rationale

We believe that The Cottesloe School exists to provide the best possible education for all of its students through a commitment to the provision of quality in their learning experiences.

Students have access to the whole curriculum. The curriculum is differentiated in a way to enhance access to a full range of experience for each individual. It gives appropriate attention to progression so that the work provided at each stage reflects and builds upon that done previously. The curriculum is developed within the frameworks and contexts of appropriate statutory and non-statutory guidance such as the national strategy and exam syllabuses.

No student should be denied access to the curriculum as a result of race, gender, disability or special learning needs. Our curriculum aims to meet the educational needs of all students having regard to their ethnic and cultural background, whilst developing a mutual respect for all members of the community. For the purpose of this document, the curriculum is the wider school curriculum, including extra-curricular activities.

The curriculum experience of students at The Cottesloe School should promote the concept of the 'Learning School'. This is founded on high expectations, challenge at an appropriate level, and effective support for students and high levels of self-esteem in students as learners. The curriculum should also promote the personal development of students through the provision for students' spiritual, moral, social and cultural development.

2. Objectives

At all key stages, appropriate courses will be offered. An appropriate course will be tested by its ability to be:

- educationally defensible;
- of educational benefit to students;
- capable of being delivered successfully;
- credible in the eyes of educational institutions, employers and organisations;
- attractive to sufficient numbers of students to be financially viable.

The curriculum needs to be flexible, challenging and engaging, i.e. to offer age and ability appropriate pathways for students that reflect their interests, aptitudes and ambitions.

The curriculum structure must allow for students to progress according to their ability and provide continuity that leads to further opportunities to engage in higher-level courses.

The school will recognise and respond to students who need one or more features of the student support systems to access the curriculum and make good progress.

The curriculum will include courses, which may not lead to a terminal examination or assessment, which provides students with a broad and balanced educational experience.

3. Student and Other Outcomes

Within the resources available (teachers, rooms, equipment, financial) the school will offer a broad and relevant curriculum.

As a result of applying research or informed discussion, subjects may choose to group students according to ability or gender.

Subject will be grouped within options to allow maximum participation and suitable course combinations.

Learning hours will be distributed across the week to minimise the effect of staff or student absence, to provide suitable and manageable lesson duration and allow more regular contact with subject specialist staff, who may then be able to monitor home learning tasks more efficiently.

The curriculum structure and courses will be fully explained to parents, carers and students in order that they can make informed choices and thus foster the expectation that students will be placed on appropriate courses that they will be required to finish.

Departments are required to keep abreast of curriculum developments and initiatives, to include curriculum features within their departmental development plans and departmental monitoring systems.

The Curriculum entitlement for students at Key Stage 3 and Key Stage 4 is as follows:

Key Stage 3: In Years 7, 8 and 9 each student will have:

- a formal curriculum which meets statutory requirements and been assessed in the National Curriculum and all other subjects;
- opportunities to reflect upon their own progress and attainment and future targets;
- gain an appreciation of the impact of modern technology in society;
- receive high quality guidance and support in relation to KS4 option choices;
- experience ICT in all appropriate subjects;
- have the opportunity to take part in a range of educational visits and trips;
- have the opportunity to take part in a wide range of competitions, events, and challenges both within the school and with other schools;
- have the opportunity to take part in a musical/dramatic activity and the opportunity to see a professional production;

- have the opportunity to take part in a school or year assembly;
- been involved with members of the community, such as parents, visiting speakers, representatives from industry and the community and junior schools;
- the opportunity to develop their personal organisation and sense of responsibility.

Key Stage 4: In Years 10 and 11 each student will have had the additional opportunity to have:

- a degree of choice in relation to their formal curriculum within statutory constraints;
- have the opportunity to take an extra GCSE examination in a subject where he/she have not followed a formal course at school;
- be given advice and support to prepare him/her for externally assessed examinations through appropriate mentoring;
- take part in a quality work related learning experience as part of a planned programme of work related activities;
- receive high quality guidance in relation to destinations post-16;
- be provided with a school reference.

The effectiveness of the curriculum will be monitored and tested by the student tracking system and the progress that students make within the annual structure.

The school will periodically review the curriculum, including content and accessibility, and ensure that it promotes challenge and learning pathways that embrace and reflect educational rationale and reform.

4. Planning and Implementation

In order to achieve our goals, the school will maintain a continuing process of curriculum review that responds to the following important considerations:

- to meet the statutory requirements of The National Curriculum;
- to ensure effective implementation of the national Key Stage Three strategy;
- to ensure there is breadth, balance, relevance and progression in the curriculum;
- to provide for students a fuller experience of Personal, Social, Health and Citizenship Education and the wider curriculum and citizenship education, including work related learning opportunities;
- to provide options with increased choice for students in school;
- to provide entitlement for students to academic mentoring with their form tutor;
- to retain flexibility for future developments.

5. Monitoring Evaluation and Review

This policy will be reviewed annually by the Deputy Headteacher (Curriculum).

The Head teacher and Deputy Head teacher (Curriculum) have responsibility for Curriculum policy and the overall view of provision and developments.

Each subject area is linked to a member of the leadership team. Together with the team leaders they are responsible for the leadership management and organisation of the curriculum area.

The organisation of teaching groups is in general terms a matter of policy for the subject team. However, any student grouping by ability needs to be negotiated with Attainment Manager or the Deputy Head teacher.

Each subject teacher is responsible for ensuring delivery of the agreed schemes of work for each subject area they teach.

Teaching and learning in the curriculum is monitored and evaluated by the Assistant Head teacher (Teaching and Learning) and the Lead Progress Group.

The curriculum is also underpinned by the pastoral organisation of the school with a prominent role for the Head of Year and Form Tutor in terms of monitoring student achievement.

The Attainment Managers monitor the effective targeting of support to meet the individual needs of students and statutory requirements.

The Governors' role in monitoring and evaluation of the curriculum provision for students at The Cottesloe School takes place in the Curriculum Committee which provides regular reports on curriculum issues for the full Governing Body.

March 2012

