

Curriculum Policy



The Cottesloe School

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1. Aims and intent

At The Cottesloe School, the focus of 'Prepare, Aspire, Succeed' is to support all our students through their 'Cottesloe Journey', combining learning about and from, the world in which we live. The journey does not expect each student to follow the same path but empowers them to develop aspirations to become an excellent version of themselves, whatever their ability or background. Students gain a sense of fulfilment and success through educational and personal achievement;

they achieve their best through the opportunities we offer, as preparation to becoming informed, well-educated, active citizens.

To achieve this, Cottesloe has a progressive, deep and knowledge-rich curriculum that is well-planned, sequenced and imaginative, encompassing the widest range of disciplines; arts, sciences, humanities, technologies, maths, literacy, languages and sports. With clear milestones and high expectations for all students, our curriculum allows character to develop. This is promoted through healthy relationships and the 6Cs; inspiring curiosity and developing independent thinking. These skills help create well-rounded, resilient, confident young people.

Our curriculum evokes a sense of curiosity and encourages questioning which deepens students' understanding. Challenging goals are set to enable our students to become increasingly independent young people who achieve their potential. Our curriculum is a combination of the past, present and future – a blend of historical and contemporary knowledge as well as a skill set for today and tomorrow. It offers a range of experiences for students of all abilities and backgrounds so they can make positive contributions to the community.

Our inclusive curriculum educates the whole child through supporting what it means to be human: artistic ability and appreciation; questioning the world around us; sporting talents; having skills in new technologies; being happy, healthy and confident; having a strong sense of personal responsibility. Students are enabled to confidently take their next steps in learning and life.

In order to achieve our intent, the Cottesloe curriculum aims to:

- Provide the best possible education for all our students through a commitment to the provision of quality in their learning experience
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Enable students to have and be able to use high quality functional skills, including key literacy, numeracy and computing skills.
- Enable students to achieve high standards and make good/excellent progress, to feel challenged and stretched to achieve their potential, including those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Support students' spiritual, moral, social and cultural development through the 6Cs, and Healthy Relationships.
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Enable students to value their learning outside of the curriculum and relate to the taught curriculum.
- Develop students' independent learning skills and resilience, to encourage commitment to learning, equipping them for further/higher education and employment.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher and deputy headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in supporting decision-making about the depth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

In addition, along with the **Headteacher**, the Governing Body will ensure that:

- it considers the advice of the Deputy Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

3.2 Deputy Headteacher

The Deputy Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other staff

Assistant Headteachers and Senior Leaders with responsibility of the line management of a curriculum leader will ensure that:

- they have an oversight of curriculum structure and delivery within each subject department
- detailed and up-to-date curriculum maps, year plans and schemes of learning are in place for the delivery of courses within each key stage.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with Curriculum Leaders on a regular basis and that actions are taken where necessary to improve these.

Curriculum Leaders will ensure that:

- long term planning is in place for all courses. Such curriculum maps, year plans and schemes of learning will be designed using the agreed process at The Cottesloe School and will contain curriculum detail on: context, expectations, key skills, learning objectives or 'big' questions, learning outcomes, learning activities, differentiation and resources.
- schemes of learning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students. Changes are made to courses and awarding bodies where appropriate.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep their SLT Link and the Deputy Headteacher informed of proposed changes to curriculum delivery.
- all relevant information/data is shared with the relevant support staff teams, this includes meeting deadlines related to exam entries etc.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee continued professional development needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum that is progressive, deep and knowledge-rich which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated advice and guidance to support them in making appropriate curriculum choices for progressions at key stages 4 and 5.

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.
- be informed of any decisions to change the groups that their children are taught in.

4. Organisation and planning

The school day is arranged into five 60 minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by Assistant Teachers.

Each subject area has its own subject intent and ethos, along with subject information for every year group, detailing knowledge and skills to be learnt during the academic year. This documentation, available on the school website will be reviewed annually, or sooner where a curriculum change has been made.

In order to allow students to make excellent progress, a variety of setting arrangements are arranged across subject areas. All setting arrangements are initially informed using transition information from Key Stage 2, however, teaching staff teach, assess and review setting arrangements throughout each students' time at the school.

All year groups have one timetabled PSICHE lesson per week which cover the following topics according the relevant national non-statutory advice and guidance or statutory requirements:

- Sex and relationship education
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

The curriculum is reviewed regularly, including content and accessibility, to ensure that it promotes challenge and learning pathways that embrace and reflect educational rationale and reform.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher Prior Attaining students
- Lower Prior Attaining students
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

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 will 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 (SEN support, Pastoral support including TEAM Hub) 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.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with the Deputy Headteacher with responsibility for Curriculum
- Meetings with other key senior leaders, middle leaders and TLR holders
- Participation in Subject Reviews to understand how subjects implement the curriculum

Deputy Headteacher and AHT, Teaching and Learning and other senior leaders monitor the effective implementation of the curriculum through:

- A bi-annual subject review programme, involving governors and where appropriate external experts in the particular subject
- Looking at Learning programme of lesson dips

Curriculum leaders and subject TLR holders monitor the way their subject is taught throughout the school by:

- Participation in a subject review
- Learning walks/lesson dips as part of the planned T+L Looking at Learning programme, or as a separate activity specific to their department.
- Book scrutinies
- Assessment, marking and feedback scrutinies
- Formal lesson observations
- Meetings with students
- Analysis of assessment point data
- Marking and moderation processes

Curriculum leaders also have responsibility for monitoring the effective management of resources.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment and Feedback policy
- Behaviour for learning policy
- Careers policy
- Equality Diversity Community Cohesion policy
- Homework policy
- PSHCE policy
- Relationships and Sex Education policy
- SEND policy and information report

This policy will be reviewed as required by the Deputy Headteacher for Curriculum. At every review, the policy will be shared with the full governing board.