



The Angmering School

Ambition

Courage

Respect

Curriculum Policy 2023

Reviewed M Whatford and
AMAnderson March 2023
Next review March 2025

Curriculum Policy

This policy embraces the spirit and principles of the West Sussex Curriculum statement in our shared aspiration to develop successful lifelong learners, confident individuals and responsible citizens

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective and deliberate curriculum sequencing, leading to high teaching, learning and assessment practices so that all children reach their full potential in line with the schools mission statement.

Curriculum intent

Angmering curriculum aims: The Angmering Curriculum aims to enable each young person to become a successful, responsible and confident adult through the development of:

- the aspiration and motivation to succeed
- learning carefully defined skills and knowledge
- respect, care and consideration for the community locally, nationally and internationally
- independence and the ability to work with others
- students' literacy and numeracy
- metacognition and self regulation
- their morals values and beliefs

Angmering curriculum values: The values which underpin the Angmering Curriculum are the components we believe that are necessary to foster individual success and a sense of community. This is achieved through a curriculum built on the values chosen by students and staff using the UNCRC : **ambition, courage and respect**. Underpinning the design of learning and modelled in our behaviours we strive to achieve:

- positive relationships and a sense of community cohesion
- an environment which is anti-discrimination
- a fair and just society
- equality and equity of opportunity
- respect and care for the environment

Outcomes for students: The curriculum is principally designed to give students a broad and meaningful education in preparation for adulthood. However it specifically aims to:

- equip students with a strong qualification portfolio
- enable students to progress to further and higher education or employment
- support students to have independence in developing career and life plans
- keep students safe while in education and foster healthy lifestyles thereafter
- support students who have a need for reasonable adjustments to their curriculum pathway due to defined SEND.
- to develop their sense and understanding of fundamental British Values

Curriculum Implementation

The structure of the curriculum is designed to facilitate breadth, balance and where appropriate, choice or personalisation. While the school is highly inclusive, and presents a challenging curriculum to all, there are elements of the offer which reflect the complex needs of a number of our students. Each curriculum area will share a 'Learning Journey' which clearly outlines the skills, knowledge and content at KS3 and 4. They will also ensure that all assessments are carefully and deliberately planned into this sequence to ensure that students fully understand the knowledge and skills they will be assessed on and that opportunities for deliberate practice and explicit teaching of this are carefully interwoven, spaced and interleaved throughout each key stage. This is to support the long-term retention of knowledge and the continuous refinement and development of skills. Further detail of these expectations can be found in the assessment policy.

It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all pupils. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day. Providing a range of activities beyond the school day recognises the different learning needs of children, as well as meeting the needs of their families.

The legal requirement of maintained schools is to:

- teach the National Curriculum, religious education and relationships, and sex education (RSE) and health education (RSHE) to secondary-age pupils
- teach about drugs as per the science element of the National Curriculum
- provide collective worship
- avoid political bias
- provide careers education and guidance with access to specialist support
- make provision for pupils with special educational needs
- decide whether to reasonably adjust aspects of the curriculum to provide more time for other aspects such as the work-related curriculum or basic skills
- establish procedures for dealing with complaints, grievances, and teaching and learning (to incorporate assessment, and homework).

Curriculum impact

Arrangements for monitoring and evaluation

The governing body will receive an annual report from the head teacher on:

- the standards reached in each subject, by every year group, against national averages and similar schools
- the standards achieved at the end of each key stage for the key student groups, such as those students in receipt of Pupil Premium, in each year group, compared with national and local benchmarks as they are available.
- the standards achieved by pupils with special educational needs
- the number of pupils for whom the curriculum was adjusted, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- the views of staff about the action required to improve standards
- the nature of any parental complaints.

Roles and responsibilities of head teacher, other staff, governors

The **head teacher** 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 pupils 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 communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils 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 head teacher 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.

Other 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 head teacher when approving this curriculum policy.
- progress towards annual statutory targets is monitored
- National Curriculum results are published in the prospectus and in the annual report to parents, and progress towards meeting agreed targets is described
- it participates actively in decision-making about the breadth and balance of the curriculum
- ensure that staff understands that political issues must be presented to pupils in a balanced way.

Consultation was through staff inset and workshop activities with governors, parents and students. *The National Curriculum statutory requirements for KS3 and KS4*, DfE circulars and guidance from the Qualifications and Curriculum Authority also informed the policy.

Relationship to other policies

The school policy on the curriculum embraces policies and procedures for admissions, careers education and guidance, charging, collective worship, drug education, equal opportunities, health and safety, food policy (nutritional standards), performance management, race equality, school visits, SEN, Relationships and sex education, staff discipline and performance.