



RATTON SCHOOL

AN ACADEMY TRUST SCHOOL

CURRICULUM POLICY

Date approved by Governors	October 2017
Date of next review	October 2019
Status	Statutory

All our policies support our vision and are based on our core virtues

Developing caring, confident and creative students who achieve excellence

- Compassion
- Respect
- Creativity
- Teamwork
- Effort
- Responsibility

Context

Ratton's curriculum comprises all learning and other experiences that we provide for our students. This includes religious education, collective worship, sex education, careers education, British values and our extra-curricular activities.

The school curriculum will:

- be broad and balanced
- seek to offer appropriate courses which reflect the needs and interests of the students
- incorporate regular assessment and reporting as detailed separately in the school's Reporting, Recording and Assessment policy.

The school curriculum secures for all students, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens. It also makes expectations for learning and attainment explicit to students, parents, teachers, governors, employers and the public, and establishes national standards for the performance of all students in the subjects it includes.

The school's curriculum has a commitment to inclusion. It outlines how teachers can modify programmes of study to provide all students with relevant and appropriately challenging work at each key stage. It requires teachers to have due regard to the three principles that are essential to developing a more inclusive curriculum. These are:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

In line with other institutions and public bodies schools have been working towards an improved understanding of the diverse nature of their communities. Schools are required both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equality for pupils, staff and others who use school facilities.

Purpose

At Ratton we are committed to developing an appropriate curriculum: aiming to meet the needs of each individual by being flexible, diverse and innovative.

Our curriculum has two aims:

- to provide opportunities for all students to learn and achieve academic excellence
- to promote students' spiritual, moral social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

To achieve these aims we need:

- to ensure that every child matters; challenging and supporting students at whatever level they are working
- a personalised curriculum, with clear but flexible pathways, delivered using a wide range of structures, learning styles and assessment for learning
- a curriculum that develops confident independent and lifelong learners
- to prepare students to succeed in a rapidly changing world by encouraging creativity, flexibility and a willingness to learn new skills.
- to develop a caring attitude, with an awareness of right and wrong and an acceptance of personal responsibility.

The distinct purpose of the curriculum is:

- to build on skills and knowledge developed at KS2
- to prepare for year 11 examinations and beyond by; raising literacy, numeracy and ICT knowledge and skills and developing independent learners
- to prepare for Post-16 education or training and beyond by enabling choice, through qualification and understanding, and developing life-long learning
- to ensure high achievement that raises self-esteem and expectations
- to develop education with character: where our students are caring, creative, confident, respectful and know right from wrong
- to enable students to become responsible citizens

Consultation	<ul style="list-style-type: none"> • Leadership • Staff • Governors • Students • Parents
Relationship to other policies	<ul style="list-style-type: none"> • Equality • Inclusion • Assessment, recording & reporting • Teaching and Learning
Relationship to standard operating procedures	<ul style="list-style-type: none"> • Teaching & Learning • Assessment, recording & reporting

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Ensure that policies designed to promote the curriculum are in line with the school's values and aims • Monitor and evaluate the effectiveness of this policy and its relevant procedures
Headteacher	<ul style="list-style-type: none"> • Ensure wide consultation for the inception and review of this policy • Ensure structures are in place to support the effective implementation of this policy • Regularly monitor and review the effectiveness of this policy

SAHT Curriculum	<ul style="list-style-type: none"> • Lead the process of whole school curriculum development • Monitor and evaluate the effectiveness of the curriculum across the school
Learning Directors	<ul style="list-style-type: none"> • Contribute to the process of curriculum development for their communities • Monitor and evaluate the effectiveness of the curriculum in the subject areas they line manage
Curriculum Leaders	<ul style="list-style-type: none"> • Contribute to the process of curriculum development by writing and updating a curriculum strategy for their subject areas • Monitor and evaluate the effectiveness of the curriculum for the students in their subject areas
Staff	<ul style="list-style-type: none"> • Be responsible for the consistent implementation of this policy • Be consulted on this policy and its relevant procedures • Be involved in curriculum development
Students	<ul style="list-style-type: none"> • Be regularly consulted on this policy and its relevant procedures • Be consulted on curriculum developments
Parents	<ul style="list-style-type: none"> • Be regularly consulted on this policy and its relevant procedures • Be consulted on curriculum developments

Arrangements for Monitoring and Evaluation

Governors' TL&A Committee: biannual review of Curriculum Plan

SAHT Curriculum: Development of Curriculum Review

Curriculum Leaders: Subject Curriculum Reviews

Learning Directors: review of standards and progress of Curriculum Areas within Communities.