

Curriculum Policy

Ratified by the Governing Body – December 2017

The Governing Body of The Wey Valley School believes that

- every student is entitled to a high quality education at the school and to a broad and balanced curriculum
- an appropriate curriculum should be delivered through a range of the most appropriate teaching and learning styles
- all students should be valued equally, whatever their academic ability
- every student and member of staff has a valuable contribution to make to the life of the school and to The Wey Valley Campus Community

The Wey Valley School will:-

1. Offer courses at both Key Stages 3 and 4 which meets the requirements of the National Curriculum and ensure its compliance with national curriculum reviews when they occur.
2. Identify opportunities in partnership working for the provision of subjects beyond the National Curriculum, where they are appropriate to local needs and the aspirations and career plans of our students.
3. Ensure that the curriculum is broad in that it does not incorporate just those subjects which are taught in a formal classroom setting. It will also encompass those learning experiences and elements which are taught as an extra curricular activity as well as broader areas of human development when students and staff are in contact outside the formal setting. In other words, the governors believe that the curriculum should be both taught and hidden, and that it should encompass all experiences of young people.
4. Further to point 3 ensure that any trips or residential experiences effectively support and enhance the taught curriculum, either as subject specific experiences or as part of a personal development approach.
5. Ensure all students are prepared for assessments and examinations at both Key Stage 3 and Key Stage 4 in order to demonstrate appropriate progress. GCSE is the most usual means of accreditation at Key Stage 4 but the governors believe that other forms of nationally validated accreditation are equally valuable.
6. Personalise learning by:

- a. Providing regular assessment and feedback as laid down in the policy on recording, reporting and assessment.
- b. Providing alternative forms of teaching and learning such as the Young Apprenticeship programmes if they are deemed to be the most appropriate route for some students.
- c. Providing work which is differentiated according to need and will ensure that the needs of students on the Code of Practice and as stated in Individual Education Plans are integrated into the teaching and learning. The school policy on this is stated in the Special Education Needs policy.

The Governors believe that students should be taught in appropriate sets for some subjects eg. Maths, English, Modern Foreign Languages and Science but that subject departments should decide on the best grouping for their subject. It is school policy to use the Key Stage results and the Cognitive Abilities Tests to place the students. It is also policy to move students between groups when considered to be educationally appropriate.

The Governors also believe in the importance of homework and this is stated in the Homework policy.

This policy should be read in conjunction with the following policies:

- Teaching and Learning,
- Special Educational Needs,
- Assessment, Recording and Reporting
- Homework.
- Monitoring, Evaluation and Review
- Able and Talented