

Berwick Middle School

Curriculum Policy



Date agreed by Governors	DEC 2012
Date of review	JULY 2014
Next Review Date	JUNE 2016 (updated March 2017 with year change) March 2018
Responsible officer	Derryth Hope

Berwick Middle School - Curriculum Policy

2016-17

Scope

The curriculum policy is a statutory requirement and is essential to ensure ongoing developments to the curriculum and to help stakeholders to understand the underlying principles behind decisions already made and those made in the future that impact on the curriculum delivered. The policy should reflect the aims of the school and is based on a set of principles that lie at the heart of education:

- All pupils of the school are entitled to a balanced, broad, coherent, relevant and personalised curriculum to suit their own specific needs and requirements.
- The learning process should be stimulating, enjoyable and worthwhile in its own right.
- All pupils should be enabled to fully access the curriculum irrespective of gender, ethnicity, belief, social or cultural background, academic ability, specialised need, learning difficulty or disability.

In addition all pupils must have access to the entitlement areas laid down in the National Curriculum 2014 The curriculum consists of all activities planned by the school to promote the intellectual, social, moral, spiritual, cultural and physical developments of the pupils with the aim of preparing pupils for their life beyond.

Rationale

At Berwick Middle School we believe that the success of individual students rests on the suitability of a personalised and flexible curriculum which is relevant and engaging and which will prepare students for the life ahead of them, whilst building upon the skills and knowledge that they have previously developed.

Therefore we aim to develop

Successful Learners who

- Work independently and interdependently
- Are self-motivated in their learning
- Take pride in their work
- Relish the opportunity to make good progress and excel
- Are keen to please and want to demonstrate their learning
- Enjoy and engage in the many dimensions of the school community
- Can select the appropriate skills in order to succeed

Confident Learners who

- Can lead and make informed decisions
- Have ambition and high aspirations
- Are self aware and able to accurately assess their strengths and areas for development
- Can communicate effectively with both their peers and adults
- Are willing to challenge themselves
- Understand risk and show resilience
- Seize opportunities as they arise

Responsible Citizens who

- Show respect for themselves, their environment and others
- Are enterprising and show initiative
- Demonstrate an ability to take care of themselves
- Understand their community and their place within it
- Are interested in the local, national and global communities
- Play an active part in the life of the school community

Purposes

- To ensure all pupils are offered a balanced, broad, coherent, relevant and personalised curriculum to suit their own specific needs and requirements.
- To provide a vocationally relevant curriculum to world of work opportunities within and beyond Berwick.
- To shape future organisational decisions related to curriculum plans/models.
- To provide all stakeholders with an understanding of the underlying principles on which curriculum decisions are made.
- To state clearly the responsibilities of each group of people, to ensure the best outcome for each individual pupil.
- To ensure all forms/ styles of learning are valued and given emphasis with the appropriate accreditation/recognition.
- To allow the curriculum to develop for the benefit of pupils of the school and the pupils of partnership schools where relevant.

Guidelines

This policy has been devised in the light of the National Curriculum 2014, but will be revised annually or as necessary in order to ensure that we continue to meet the needs of individuals and cohorts of students.

Responsibilities

The Governing body

- To review regularly the school curriculum policy and make amendments to reflect any changes nationally.

- To have an overview of local and national issues that will affect and shape any future curriculum.
- To have an overview of the local needs and ways the school curriculum may address these needs.
- To have an overview of curriculum issues both in and outside school at Key Stage 2 and 3.
- To have an overview of curriculum issues relating to Key Stage 1 and Key stage 4 and the effect that this will have on curriculum provision
- To have an appropriate understanding of the school's curriculum model and the impact this has on the curriculum on offer to pupils of the school and impact on pupil achievement and progress.

The Headteacher

- To have an understanding of local and national issues that will affect and shape of any future curriculum.
- To have an understanding of the local needs and ways the school curriculum may address these needs.
- To have an understanding of issues relating to Key Stage 1 and Key stage 4 the effect this has on the curriculum
- To ensure an appropriate and relevant curriculum is on offer to pupils of the school and to monitor its impact on the pupils with regard to standards, achievement and progress.
- To review the curriculum model/plan annually.
- To ensure a timetable is devised to reflect the needs of the pupils and financial restraints within which the school operates.
- To work in partnership with other Berwick schools, local businesses and the community to ensure that the curriculum matches the needs of the community

The School Leadership Team

- To have an understanding of local and national issues and consider how this may affect the shape of any future curriculum.
- To have an understanding of the local needs and consider ways the school curriculum may address these needs.
- To have an understanding of issues relating to Key Stage 1 and Key stage 4 and consider the implications for learning.
- To review the curriculum model/plan annually and present this to Governors and consult with other appropriate groups within the school and the partnership.
- To question staff and suggest ideas to develop the curriculum.
- To devise a timetable to reflect the needs of the pupils and financial restraints within which the school operates.
- To have a working understanding of the curriculum on offer in the curriculum areas they line manage.
- To evaluate the impact of the curriculum regularly through line management of faculties.

The Curriculum Leader

- To have a good understanding of local and national curriculum developments in their subject area consider how this may affect the shape of any future curriculum.
- To have an understanding of the local needs and consider ways may these needs maybe addressed within their subject area.
- To have an understanding of issues relating to Key Stage 1 and Key stage 4 and consider the effect this has on the curriculum within their subject area.
- To analyse pupil attainment data to evaluate relevance and effectiveness of curriculum provision.
- To implement changes within their subject area to improve the curriculum being delivered based on pupil needs, abilities, aspirations, local and national agendas.
- To actively seek to develop the curriculum for their subject area.
- To ensure the curriculum is delivered in line with other school policies including the Learning and Teaching policy.
- To review the curriculum in their subject area regularly.
- To support the devising of a timetable to reflect the needs of the pupils within their subject area and the restraints of the whole school.
- To monitor the curriculum regularly through line management of their curriculum area.

The Classroom Teacher

- To deliver the curriculum in line with the school's Learning and Teaching policy.
- To ensure they have at least a good working knowledge of the area they are responsible for delivering.
- To continually develop their knowledge of the curriculum they are responsible for delivering.
- Contribute their practical experience of the curriculum in action to the development of the curriculum.
- To differentiate the curriculum delivered to enable access to all learners.

The Support Staff

- To develop a working knowledge of the curriculum in which they support pupils.
- To use any individual skills to enhance and differentiate the curriculum.
- To contribute their working knowledge of the curriculum in action to the development of the curriculum.

Procedures

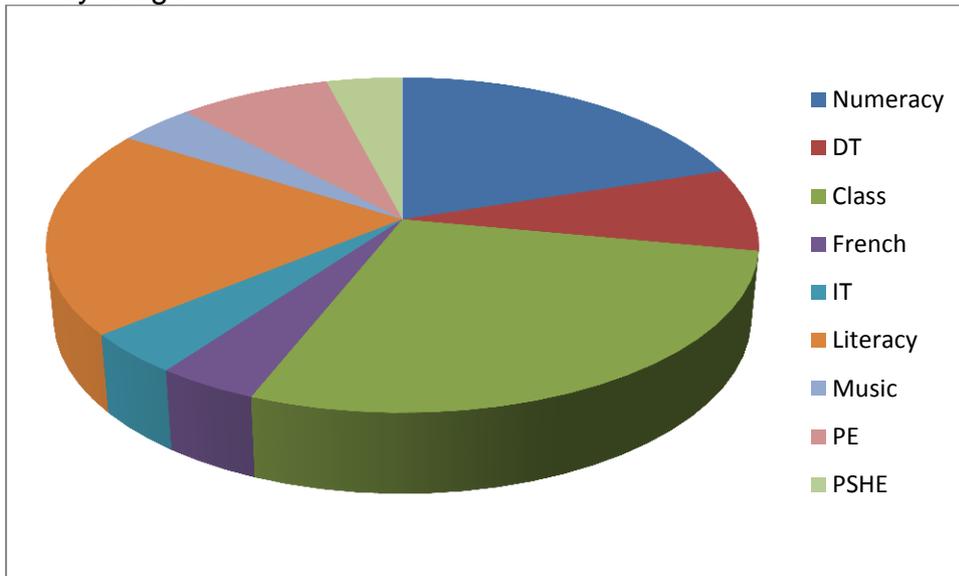
The curriculum model/plan will be reviewed annually by the SLT and presented to Governors and staff. The draft timetable will be written for discussion at SLT early in

June each year to allow amendments and improvements to be made. Monitoring will take place throughout the year by a variety of means including meetings and analysis of appropriate data.

Complaints made by parents will be dealt with informally and then through the usual school complaints procedure if an informal resolution is not achieved.

A Model of the Curriculum

In Key Stage 2



In Key Stage 3

