



St Anne's School and Sixth Form College

Curriculum Policy

Published Autumn 2013, and updated September 2018

1. INTRODUCTION

This policy document is written to support the school's curriculum. It is a working document, which reflects the ethos and practice within the school in relation to the whole school curriculum. It has been written with due regard to the requirements of the National Curriculum, Sensory Curriculum, Inclusion, external awards and qualifications, work placements, college links and outdoor learning opportunities. The curriculum will be monitored and evaluated according to the rolling programme and National Initiatives. Spiritual, Moral, Social and Cultural (SMSC) and Life Long Learning Skills are embedded throughout the curriculum.

The Curriculum Co-ordinator: Hendi Longman

2. FUNDAMENTAL PRINCIPLES

The underlying principle of our curriculum is to:

- meet the needs of our pupils
- recognise the diversity of our pupils' abilities
- provide opportunities to learn
- create positive learning environments
- enable all pupils to achieve their potential
- acknowledge the importance of the PSHCE curriculum in relation to life skills
- prepare our pupils and young people to develop the key skills that will transfer effectively into adult life.
- create opportunities for community cohesion.

3. RATIONALE

The curriculum at St Anne's will:

- be broad and balanced, giving access to all pupils at a level appropriate to their needs
- set challenging and achievable targets
- encourage continuity and progression
- help pupils develop lively and enquiring minds
- incorporate stimulating activities and tasks
- develop effective ways of communication
- embrace new technological advances
- encourage the tolerance of opinions and beliefs
- reflect the multicultural nature of society
- develop self confidence and skills towards independent living
- encourage a caring respectful attitude towards each other within the community

- use extra curricular activities to enhance the curriculum
- engage professionals within the community including sports coaches, artists, musicians etc.

4. PROCEDURES

Class teachers are responsible for:

- learning profiles and planning
- medium term planning (MTP)
- differentiation for individual pupil needs
- using a range of teaching and learning strategies, techniques and resources
- creating a stimulating learning environment
- attending training as appropriate
- regular updating of Bsquared assessment
- recording and reporting e.g. annual reviews, EHCP's, parents' evenings
- involvement in any new curriculum initiatives

TLR holders are responsible for:

- writing, reviewing and implementing the relevant policies
- identifying the coverage across the key stages
- monitoring development
- assisting in the planning of the curriculum
- keeping up to date with developments and initiatives
- highlighting training opportunities
- moderation internally and with other schools
- auditing school resources
- data collection and analysis
- informing staff of developments within the subject

Monitoring and evaluation of the curriculum will be achieved by:

- the Head Teacher, Curriculum Co-ordinator, Assistant Head Teachers:
- meeting with subject leaders
- overseeing the curriculum
- analysing Bsquared data and accreditation
- monitoring the development of the curriculum
- assisting in the planning of the curriculum
- keeping up to date with developments and initiatives
- highlighting training opportunities
- observing lessons with a specific focus

5. RESOURCES

All the curriculum areas will be maintained through the budget and overseen by the curriculum co-ordinator.

Resources will be purchased and allocated to a curriculum area in line with the priorities indicated in the School Development Plan (SDP)

6. EQUAL OPPORTUNITIES

The school supports the rights of all pupils, students and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality. The achievement of all pupils is highly valued. All pupils have an entitlement of access to a broad and balanced curriculum based upon the National Curriculum and current legislation.

7. HEALTH AND SAFETY

Health and safety issues are addressed through the school's health and safety policy. All TLR holders have a responsibility to ensure that curriculum policies and procedures pay due attention to Health and Safety issues.

8. PROFESSIONAL DEVELOPMENT

All staff are provided with equal opportunity of access to professional development and training in relevant curriculum areas and within budget resources. Training needs will be linked to Appraisal, staff interviews and the School Development Plan.