



CURRICULUM POLICY

Last Review:	December 2019
Committee:	Learning
Date Ratified:	
Next Review:	September 2021

Definition

'The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils' knowledge and skills against those expectations.' (OFSTED 2019)

As such, Curriculum can be defined as encompassing all activities within the school and so comprises more than the formal programme of lessons.

As well as the subjects and pathways offered, it also includes the pastoral provision, extra-curricular activities and all those features which contribute to promoting Sir William Romney's ethos and values, aiming to promote student achievement, as well as the development of the whole learner's spiritual, moral, social, cultural and physical wellbeing.

Our Curriculum Intent therefore forms the basis for all school policies.

Curriculum Intent

Sir William Romney's School will provide a curriculum which:

- Delivers a rich and broad range of subjects, encompassing a variety of high quality learning opportunities
- Creates an aspirational and ambitious culture for all students regardless of background or need.
- Inspires all students to achieve and be the best versions of themselves whether this be academic, pastoral or social.
- Fosters an inclusive and supportive ethos where every student feels valued.
- Is tailored with an awareness and commitment to supporting the needs of our cohort as well as addressing national contexts and statutory requirements.

This will in turn lead to:

- Reflective students who enjoy learning and become inquisitive and **independent** learners.
- Students who demonstrate high expectations of themselves at all times and are **resilient** to challenges.
- Successful and **aspirational** students who thrive academically and personally.
- Responsible, **confident** students who are **collaborative** and make a positive contribution to society.

Guidelines for Implementation

We will achieve our Curriculum Intent by:

- Ensuring all staff are clear of SWR's Curriculum Intent through regular revisiting of the key aims in a number of forums.
- Holding regular Head of Subject meetings to ensure staff are consistent in their approach to meeting our Curriculum Intent across the Curriculum.
- Passionately committing to a **comprehensive and inclusive** curriculum that **is tailored to meet the needs of all students**.
- Ensuring all students receive an **appropriate balance of challenge and support** across Key Stages 3 and 4.
- Ensuring that Subjects deliver curriculums that are structured to ensure **the cumulative acquisition of knowledge and skills over time** and where appropriate, across subjects.

- Expecting and developing **high standards of Teaching and Learning**, monitored through rigorous and robust self-evaluation systems.
- Having **high expectations of student conduct**, attitude and engagement to ensure that learning remains the primary focus in lessons.
- Actively promoting **high levels of literacy, in particular reading for both purpose and enjoyment** and developing reading skills across the entire curriculum.
- Ensuring **Literacy and numeracy catch-up** is a primary focus for students who have not yet met national expectations
- Regularly reviewing our Personal development provision across the school to ensure it **develops students Spiritual, Moral, Social and Cultural understanding, promotes British Values** and meets the needs of all students
- Providing a **wide range of Enrichment and extra-curricular activities to increase students' cultural capital** and actively seeking to ensure that all students have access to these opportunities
- **Providing in depth and independent Careers information** and guidance at both key stages to thoroughly prepare all students for their next stage of education, training or employment.
- Organising and **deploying staff and use of other resources to maximise learning** for all groups of students within financial constraints.
- Promoting teaching strategies that **allow students to be independent and reflective** in their own practice.
- Emphasising the use of formative assessment by both staff and students to ensure students are **empowered to take ownership of their progress** through ensuring they understand how best to make improvements.

Inclusivity

A central tenet within our school community is that expectations of all learners are equal, regardless of personal circumstances or challenges. To this end, teachers have high expectations of all learners in lessons and barriers to learning are well understood such that they can be supported and overcome through teaching strategies and different support mechanisms.

The needs of students in receipt of the pupil premium are well understood and teachers skilfully address any barriers to learning to ensure that these students achieve in line with other students in the classroom.

Roles and Responsibilities

The Deputy Headteacher has responsibility for the design of a curriculum model that enables our Curriculum Intent to be met. (The Learning Manager for Year 9 and individual Leaders of Learning will work with the Deputy Headteacher throughout the curriculum design and options process to ensure that the curriculum into Year 10 meets the needs of all learners.)

The Assistant Headteacher for Quality of Education will work with Subject Leads and Leaders of Learning to ensure the effective implementation of the Curriculum in and across subjects.

The Assistant Headteacher for Personal Development will work alongside the Assistant Headteacher for Quality of Education to monitor and develop SMSC and British Values across the Curriculum.

The Headteacher and Governing Body will ensure that this policy is effectively implemented.

Monitoring and Review

This policy will be reviewed every two years by the Governors' Learning Committee.

As outlined at the start, this policy underpins all policies related to student development. Specifically, this policy relates to the following school policies:

- Assessment
- Literacy Across the Curriculum
- Homework
- SEND
- Collective Worship/RE
- Sex and Relationships
- SMSC/British Values
- Pupil Premium
- Catch Up Funding

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