

3.11 CURRICULUM POLICY

Date of Re-Development	September of each school year
Review Date	Annually or as is appropriate. A schedule for the review of this and all other policy documents is incorporated in the school development plan.
This policy outlines Frewen College's policy regarding curriculum.	

Aims

The school's curriculum aims to offer a broad and balanced education suited to all our pupils' needs and abilities and across the full age range. It is written in the context of the "Every Child Matters" which underpins the wider aims of the school and drives the School Improvement Plan. The curriculum is a major contributor to improving the educational achievement, the quality of life and well being outcomes for our pupils.

More specifically curriculum objectives are:

- To enable pupils to enjoy and achieve regardless of ability or special need
- To contribute effectively to pupils' intellectual, physical and personal attainment and development.
- To be appropriate for the age, ability, gender and ethnicity of pupils.
- To prepare pupils for the next stage of their education, training or employment.
- To provide continuity and progression throughout the key stages.
- To provide a suitable and effective learning environment to meet the special needs of the pupils.
- To provide equality of access and opportunity for all pupils to learn and progress.
- To provide access to extra-curricular activities for the purpose of enrichment.

The school will deliver the National Curriculum, appropriately modified, at all key stages. However the aim of the Oaks and Frewen College is to provide more than this. The curriculum creates a safe, rich and challenging environment where pupils can grow in self-esteem and friendship and view learning as a positive experience. Extending beyond the National Curriculum every pupil has a programme that is relevant, balanced and caters for individual needs, incorporating all the themes of 'Every Child Matters'.

We want a curriculum which responds to the needs of our students and is seen as relevant to their needs post-16. The curriculum should:

- Be balanced, relevant and differentiated.
- Promote the spiritual, moral, cultural, mental and physical development of all students.
- Provide the opportunities for students to work at a pace best suited to their own needs.
- Be delivered in ways which help the students to learn and work towards becoming independent learners.
- Prepare students for the responsibilities and opportunities they will face in adult life.

Breadth of the curriculum

The subjects and courses provided in the school at each key stage are designed to be broadly based in order to promote effective learning and personal growth. The variety of subjects and experiences offered provide opportunities for all pupils to find enjoyment through experiment, discovery, self-motivation, independent learning and new spheres of accomplishment. Achievement is encouraged through the use of individual IEPs and target-setting, whereby pupils may achieve success on a regular basis (see Teaching and Learning Policy). Awards given for achievement at many levels encourage progress and acknowledge academic and personal progress (see Behaviour Policy – Rewards). Schemes of work exist for all subject areas at all key stages, though the curriculum is regularly reviewed. All departments annually review what is taught and how it is taught. The school's curriculum aims to provide all pupils with an educational experience in the following disciplines:

- linguistic,
- mathematical,
- scientific,
- technological,
- human and social,
- physical,
- aesthetic and creative.

Linguistic

The school aims to develop pupils' communication skills and to increase their command of language through listening, speaking, reading and writing. All teachers actively support the development of language and literacy as an integral part of their subject teaching. English Language and English Literature are offered at GCSE and an entry Level course is available.

Mathematical

As a core subject, mathematics is taught throughout the school. It is a compulsory subject at GCSE or Entry Level. The school aims to develop a knowledge and understanding of mathematical principles by using a variety of teaching methods including practical activities, exploration and discussion.

Scientific

Science is also a core subject throughout the school and the curriculum aims to increase pupils' knowledge and understanding of nature, materials and forces. It aims also to develop those skills associated with science as a process of enquiry: for example, by observing, forming hypotheses, conducting experiments and recording findings.

In the College Science at GCSE is offered as a single award (one GCSE).

Technological

The school's technological curriculum encompasses two main subjects, both of which are taught throughout the school, up to GCSE level. Pupils of all ages are taught how to use information and communication technology (ICT). Equally, design technology (DT) gives pupils the opportunities to work with tools, equipment, materials and components to produce good quality products and to evaluate the processes and ideas by which products are made. Both ICT and D&T are taught to GCSE. ICT is also offered as a short course. Food and Nutrition combines scientific, technological and creative elements and is taught to GCSE level.

Human and Social

This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects that make the strongest contribution to this area are History, Geography and RE which are taught throughout the school to KS3. Geography is an option subject at GCSE.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their performance. In the Oaks, pupils are offered indoor P.E., Games and swimming.

In the College, pupils in Years 7-11 have weekly physical education lessons and Outdoor Education. The Duke of Edinburgh Award begins in Y9 as a compulsory part of the curriculum. Competitive matches against other schools in football, rugby and cricket, together with participation in athletics, are an active feature of the Physical Education curriculum. GCSE pupils may also take Physical Education as an academic subject.

Aesthetic and Creative

All subjects are capable of contributing to the aesthetic and creative, an area concerned with the processes of making, composing and inventing. However, the curriculum includes specific subjects that are particularly suited to eliciting personal, imaginative and practical responses. In both schools, the subjects of art, music, drama and literature are prominent and are studied up to GCSE level. In the primary school music and movement is taught as part of the PE curriculum.

The aesthetic and creative are also promoted in the school by way of productions, giving opportunities to pupils of all ages to perform in music and drama. Annual events at which pupils take a leading role include the Carol Service, Prize Giving and concerts. School assemblies in both schools regularly involve pupils performing. Similarly, both the junior choir and individual music lessons contribute to the aesthetic and creative experience provided by the curriculum.

Personal Development

The curriculum also contributes to pupils' personal development. Most subjects offer opportunities to explore issues that impact upon the personal growth and development of pupils. Contact between pupils and form tutors, for example during registration periods, promote personal, social and health education.

However, the formal curriculum also has an important role to play in this area. At KS3 & 4, PHSE and Citizenship are delivered as an integrated part of the curriculum, covered within departmental schemes of work and supplemented with input from tutor time, assemblies, outside agencies, and whole or half day events.

Careers Education begins in Y9 and includes a two-week Work Experience placement in Y10 and individual careers planning interviews in Y11. A pilot Enterprise Education project in Y11 develops the theme of work-related learning begun in KS3 and ECM strands. This programme is delivered in conjunction with the school's independent careers advisor and Connexions who offer individual and collective advice to pupils. In addition, tutors offer advice to pupils on further education choices, employment and training.

Progression and continuity

Each subject area follows National Curriculum guidelines in order to provide progression throughout the key stages. Subject coordinators in the primary school and subject leaders in the College school liaise with each other to ensure continuity between key stages 2 and 3 and between 3 and 4.

Balance of the curriculum

The curriculum is planned to provide sufficient allocation of time for each subject or course of study as well as for the development of specific skills in areas of special need. In the primary school the time allocated to subject areas and activities follows recommended guidelines. Further details relating to the curriculum at the Oaks may be found in the Oaks Policy Handbook.

In the College, the allocation of subject time is largely historical but is monitored regularly. During the course of the year there are also enrichment days when students study different subjects in different ways (various time slots, outside speakers, trips, different groupings). All departments contribute to these activities.

A range of extra-curricular activities also exists to support and diversify the curriculum and varies throughout the year.

Delivery of the curriculum

Size of teaching groups

The curriculum is organised so that teaching groups are small in number, from 2-10 pupils, according to subject. There is also provision for individual tuition. In the College, the maximum size of an option group is usually eight. If demand for a certain subject is likely to exceed this figure, the group will be split.

Setting

In Year 7 students are taught in mixed ability groups for the majority of the time. In subsequent years there is an increasing amount of setting according to ability. This is done in order to match the learning experiences to the ability of the student so that they reach the highest possible standards of achievements and receive the appropriate levels of teaching. Currently setting takes place as follows:

- Year 7-11 Mathematics
- Year 7-11 English

Teaching week

The teaching week is designed around a single teaching week cycle of the following hours:

- Key Stage 1 & 2 - 25 hours
- Key Stages 3 & 4 – 26.5 hours

In KS3 pupils will study:

- English
- Mathematics
- Science
- ICT
- Humanities
- Religious Education
- PSHE/Citizenship
- Design and Technology
- Art
- Music

- Drama
- Food and Nutrition
- Physical Education

In KS4 pupils will study:

- English
- Mathematics
- Science
- ICT
- PSHE/Citizenship
- Careers Education
- Physical Education

In addition, three options from:

- Geography
- Design and Technology
- Art
- Music
- Drama
- Food and Nutrition
- Physical Education

Special Needs

Frewen specialises in providing for pupils with dyslexia, dyspraxia, dyscalculia, speech & language problems, Aspergers and sensory/motor difficulties.

The Special Needs policy aims to enable all pupils to develop their skills and abilities. It seeks to ensure access to the Full National Curriculum through differentiated approaches and personalised programmes which take into account the pupil's individual needs, strengths and weaknesses.

Literacy, and language and communication skills are integrated into teaching/programmes of study across the curriculum.

By addressing pupils' special needs and by providing supportive pastoral structures, both day and boarding, Frewen also encourages the development of self-confidence and self-esteem.

Personalised Learning

Personal programmes also include mentoring, Literacy, Occupational Therapy, Speech & Language Therapy, Sound Therapy, Sensory Integration Therapy and Music lessons throughout KS3 and 4. Y9 prepare for English Speaking Board examinations, as an important element in their literacy and personal development and start work for the Duke of Edinburgh Award. (See Personalised Learning policy)

Management of the Curriculum

The overall framework for the curriculum is the responsibility of the Senior Leadership Team as directed by the Governors. The content and delivery of specific subjects is the responsibility of the subject leaders, according to subject policies. Monitoring of the curriculum is undertaken systematically by the SLT under the direction of the Principal. Subject leaders make an annual report to the Principal and this forms part of the annual report to the Governing body.

The Curriculum Policy is further supported by other key policies in order that all pupils may enjoy what they do and achieve well at Frewen:

- ECM Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Subject policies
- Staff Performance Management Policy, including Continuous Professional Development
- Extra-curricular activities Policy

Evaluation

This policy will be reviewed at least annually by the SLT

The indicators we will monitor to see whether we are being successful:

- Pupils' attainment, as shown in assessments and external exams, and compared with national standards, standards for statistically similar schools and targets agreed by the governing body.
- Value-added shown in assessments and external exams, against national standards and standards for statistically similar schools.
- Progress of pupils against individual targets in IEPs.
- Attendance rates.
- % of pupils participating in extra-curricular activities.
- Pupils' views.
- Parents' views.
- Staff views on pupil progress and success of performance management policy.
- Governors' views from visits to school and other contacts.
- By year group or key stage in the school.
- By subject/curriculum area.
- For boys and girls.
- For pupils from different ethnic backgrounds.
- For children in care.

See relevant sections of the SIEF (Self Evaluation Form) Standard 1.