



Wellfield School

Curriculum Policy

Updated:

September 2018

Chair of Governors:

Mrs H Anderson

Head Teacher:

Mrs L Rodham

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1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Support pupils’ spiritual, moral, social and cultural development*
- *Support pupils’ physical development and responsibility for their own health, and enable them to be active*
- *Promote a positive attitude towards learning*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support*
- *Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals*
- *Develop pupils’ independent learning skills and resilience, to equip them for further/higher education and employment*

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

3. Roles and responsibilities

3.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

At Wellfield School, we have an overriding belief that students education from 11-16 is only part of their education and as such, all subjects we offer have progression routes into post 16 education.

We nominally split the curriculum into lower school (Years 7 and 8) and upper school (Years 9-11) where students choose their options to start in year 9. However, the focus for all subjects from year 7 onwards is the progression from their current point to where they need to be aged 16 in order to maximise their potential according to their ability.

Our students start their option subjects in year 9 giving them the time to study their chosen subjects in more depth, allowing them to develop the skills of contextualised problem solving alongside learning the increased course content evident in the new GCSEs and other courses.

During year 8, our students and their parents are given a wealth of information, guidance and support regarding their choices from year 9 and beyond including.

- Specialist subject assemblies for each option area
- Individual interviews
- Guided choices regarding the suitability of a course based on the student's ability and aspirations
- Careers Advice, Information and Guidance.

Our curriculum offer includes a mixture of GCSEs and Vocational Qualifications, each of which have clear progression routes post 16 at our local colleges, sixth forms and further education providers. We liaise with these providers and ensure that they have a presence at our parents' evenings to give parents additional advice and support.

Students who are at risk of permanent exclusion follow an on-site alternative curriculum in year 11 which offers them a more vocational route while still accessing the core subjects. Compared to external provision, this has proved to be very successful with all learners passing all of their examinations and one student gaining a National BTEC award.

We extend the school day for all of our year 11 with a structured 'Get Exam Ready' program. These sessions are varied in nature depending on the time of year and include deepening of learning, exam practice and subject specific study skills.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Monitoring Visits*
- *Direct communication with subject areas*
- *Via governors' reports and presentations in governors' meetings*
- *Via governors' committee meetings*

Senior Leaders, Subject Leaders and Heads of Learning monitor the way subjects are taught throughout the school by:

- *Work scrutinies*
- *Learning walks*
- *Formal observations*
- *Student interviews*

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years or sooner by the senior leader with responsibility for curriculum. At every review, the policy will be shared with the full governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives