

CARMEL EDUCATION TRUST

CURRICULUM POLICY

THIS POLICY APPLIES TO ALL TRUST SCHOOLS, THE CARMEL TEACHER TRAINING PARTNERSHIP AND CARMEL TEACHING SCHOOL ALLIANCE

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1. Introduction

The educational vision for the Carmel Education Trust recognises that:

- The world is rapidly changing and will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility
- Young people have, and will have increasingly, greater access to information and learning material independently of school
- Adulthood entails more than economic participation it is about making a meaningful contribution to our communities and upholding the values of British society
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business.

The Curriculum Policy of Carmel Education Trust is based on the following aims, to:

- Provide a curriculum which is shaped by the distinctive nature of our family of Catholic schools
- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful progression and transition through the different phases of education through to adult working life in a 21st century global society.
- Be committed to continuous improvement.
- Nurture the talents of all and celebrate success.
- Prepare for key transition points.
- Involve parents/carers and the wider community.
- Be in a learning environment that is above all else inspiring.

2. Curriculum aims

The curriculum of each Trust School should inspire and challenge learners and prepare them for the future. The Trust's aim is to develop a coherent curriculum within each of our schools that helps all young people to become successful and confident individuals.

Specifically, their curriculum should help young people to:

- Achieve high standards and make good/excellent progress
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- Enable students to make progress based on ability
- Have and be able to use high quality personal, learning and thinking skills and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to become lifelong learners
- Value their learning outside of the curriculum and relate to the taught curriculum.

3. The curriculum outcomes

The curriculum within each of our schools will:

- Lead to skills and qualifications that are of intrinsic worth to students and relevant to the needs of employers
- Educate the whole person in preparation for their contribution to society
- Fulfil statutory requirements
- Meet the needs of young people of all abilities allowing them to fulfil their potential
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Where phase appropriate prepare students to make informed and appropriate choices at the end of Key Stage 3, Key Stage 4 and beyond.

- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the School and between phases of education, increasing students' choice during their educational career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and numbers effectively.
- Help students develop personal moral values based on Catholic teaching, which encompasses respect for other faiths, beliefs and ways of life, furthering tolerance and harmony between different cultural traditions and encouraging respect for democracy.
- Help students understand the world in which they live.
- Ensure children are taught about safeguarding through teaching and learning opportunities including PSHE and SRE.

4. Roles and responsibilities

Each Headteacher/Head of School will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of this policy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- Where appropriate, the individual needs of some students will be met by alternative curricular provision in order to secure progress.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- Local Governing Bodies will:
 - i. regularly review the amount of time provided for teaching the curriculum
 - ii. be fully involved in decision making processes that relate to the breadth and balance of the curriculum

- iii. be advised on targets in order to make informed decisions
- iv. consider the advice of the Headteacher/Head of School when approving its curriculum and setting targets

Heads of Department / Curriculum Leaders / Key Stage Co-ordinators will ensure that:

- They have an oversight of curriculum structure and delivery within their area of responsibility
- Detailed and up-to-date schemes of learning are in place
- Schemes of learning are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are monitored on a regular basis and that actions are taken where necessary to improve these
- Long term planning is in place for all subjects/courses and schemes of learning designed to contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- Schemes of learning are designed to secure progression
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular key stage, course or subject.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment
- They keep the appropriate senior leader informed of proposed changes to national curriculum delivery
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

Teaching staff and learning support staff will:

- Ensure that the academy curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects and areas of responsibility.
- Have access to, and be able to interpret, data on each student to inform the design of lessons in order to best meet the needs of each group of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

5. Curriculum Design and Review

The following questions are designed to be used as an aid by each School/Academy in the detailed design of a curriculum specific to their own local context:

- How do we ensure that the outcomes for learners take account of their personal development and well-being as their academic achievement?
- How do we create a curriculum that meets the needs of every learner in a relevant, flexible and responsive way?
- How do we create a curriculum that engages learners and promotes personal learning strategies?
- How can we embed problem solving, enquiry and creative thinking in the curriculum?
- How do we provide a variety of experiences and opportunities in order to develop learning in new ways?
- What projects can we provide which cross subject boundaries, involve practical and collaborative learning and problem solving?
- How can we develop knowledge creation by providing opportunities to make connections between different bodies of knowledge?
- How can we make our curriculum both reflect and incorporate aspects of the local community?
- How do we actively promote fundamental British values within the curriculum?
- How do we incorporate the global dimension within the curriculum?

Appendix 1 provides a set of questions to aid schools in undertaking a review of their existing curriculum. **Appendix 2** describes the process for using this Policy to support the review and development of the curriculum in our Schools.

6. Monitoring, Evaluation and Review

The Local Governing Body will receive an annual report on the:

- Standards reached in each subject compared with national and local benchmarks.
- Standards achieved at the end of each Key Stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

Curriculum Review

The following questions are intended to assist Trust Schools in conducting a curriculum review.

- Is our curriculum fulfilling the needs of all learners?
- Is our curriculum promoting pupils' emotional and physical well-being and their spiritual, moral, social and cultural development?
- Can we identify groups of learners who are not accessing parts or all of the curriculum? Which aspects do they have difficulty with and why?
- How are we building on all learners' successes in the curriculum to support aspects with which they have difficulty?
- How are we using technologies to engage learners and improve their learning?
- How are we using practical "hands-on" experiences to promote learning across the curriculum?
- How well are we using the investigative and enquiry processes in all subjects?
- How far do we present learners with new challenges and opportunities? How does this happen for groups and individuals?
- How motivating is our curriculum for all learners?
- Is there continuity and progression?
- How well are we involving other stakeholders and taking account of their views, particularly the learners themselves?
- Does the school's resource provision support all areas of the curriculum and all pupils' needs?

Process of Developing the Curriculum

