



## 2b Curriculum Policy

Policy written 12.10.12

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### **Aims of the Policy:**

- To satisfy the whole school aims relating to curriculum, teaching and learning.
- To promote the intellectual, social, physical, moral and spiritual needs of all our pupils
- To deliver effective teaching and learning strategies in order to stimulate high achievement and the realisation of each child's potential.
- To promote the personal, learning and thinking skills pupils will need to succeed in education, life and work.
- To develop a dynamic curriculum with the capacity for flexible responses to national and local educational initiatives and social change.
- To recognise that at Cundall Manor "Every Child Matters" and that this should be incorporated into all aspects of curriculum planning. We will aim to help enable all our pupils to be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being regardless of background or circumstance.
- To deliver the curriculum in a variety of teaching approaches that suits the needs of different students including those with particular needs and any who may have a statement of special educational need. To match tasks to students and balance the challenge with likelihood of success for each student.
- To ensure that where pupils have missed out during the COVID period, all necessary adjustments to the curriculum are made in order to address gaps in knowledge and skills.

### **Principles**

The curriculum model at Cundall Manor School ensures pupils experience a curriculum which delivers:

- **Breadth** – A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological). It also acknowledges the value of learning outside the confines of the classroom across subjects and within the community at large.
- **Balance** – A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.
- **Coherence** - A coherent curriculum will be planned as a whole and embrace the different areas of learning and experience so that they do not appear as discreet and unconnected but as contributing to overall progress and achievement.
- **Relevance** - A relevant curriculum will take account of the previous learning of the pupils and their readiness for new experiences. Subject matter will be appropriate for the ages and aptitudes of the pupils, including those with a statement.
- **Personalised Learning** - The curriculum has to allow for differences between children, even of the same age and within the same class. This is particularly important following the COVID period where some pupils did much more work than others.

The curriculum does not, in any way, undermine the fundamental British values of democracy, the rule of law or individual liberty. It endeavours to promote mutual respect and tolerance of those with different faiths and beliefs.

The curriculum will emphasise the culture and achievements of England and its people, but it will also allow for pupils to learn about the achievements of other cultures, including those outside Europe. All subject areas should enrich their syllabuses with an appropriate balance of work by authors, speakers, artists, scientists etc from other cultures.

### **Teaching and Learning**

Cundall Manor School places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining student progress and achievement.

Cundall Manor School will endeavour to:

- Promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building, fostering in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.
- Ensure that teaching enables learners to make progress and achieve whilst acquiring speaking, listening, literacy and numeracy skills.
- Ensure that all pupils' work is assessed regularly and thoroughly and the information is then used to plan teaching so that pupils progress.
- Ensure that all pupils are given adequate preparation for the opportunities, responsibilities and experiences of adult life,

To this end, lessons should be well planned and delivered to ensure that:

- There is use of effective teaching methods, activities and management of class time.
- The lesson aims and the learning achieved are reviewed at the end of the lesson or a block of lessons planned to achieve a specific goal.
- A variety of teaching styles is used, where appropriate.
- Personalised Learning and Thinking Skills (PLTS) are addressed where appropriate.
- Social, Moral, Cultural and Spiritual (SMCS) issues are addressed which preclude the promotion of partisan political views in the teaching of any subject in the school with pupils being offered a balanced presentation of opposing views.
- Pupils are healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being regardless of background or circumstance.
- Each child has the opportunity to learn and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. Where a pupil has a statement, the school provides an education which fulfils its requirements.
- Remote education plans should be in place for pupils who cannot attend school on account of COVID-19, such as those subject to individual self-isolation requirements or groups of pupils ('bubbles') who are required to isolate following confirmed cases of COVID-19.
- Any gaps in pupils' progress has been identified and remedied and any adjustments made (such as choices about what to prioritise). There is a plan as to how a class/year group can get back on track.

All teaching, whether in class or remote must adhere to these guidelines of teaching standards.

## **Schemes of Work and Department handbooks**

Will contain information on and should be written to:

- Deliver a curriculum which effectively works towards the pupils next external examinations.
- Broaden and deepen pupil experience where appropriate
- Deliver work pitched at the correct level. That is, to extend the thinking of the individual, while also offering opportunities for success and progress.
- Identify opportunities to address PLTS, SMCS issues and outcomes of ECM where possible.
- Identify content and methodologies to cater for the less able pupils.
- Include standardised assessment in line with the whole school Assessment, Marking and Reporting policy

While we take care to ensure that the achievement and contribution of every pupil underpins the delivery of all academic subjects it is expressly addressed in our PSHE programme where the aims are to encourage pupils to:

- Take an interest in topical and controversial issues.
- Engage in discussion and debate within a supportive and safe environment.
- Learn about their rights and responsibilities.
- Enjoy healthy, safe, responsible, fulfilled lives.
- Understand the nature of work.
- Become informed consumers.

The Scheme of Work for PSHE will give more detail as to the exact content across the year groups. The Form 1 to 4 PSHE programme is based around the Jigsaw PSHE programme for key stage 2. The Form 5, 6 and Leckby PSHE programme is based around 3D PSHE and Eldmire and Thornton PSHE programmes are based around the Boardworks PSHE programme for key stage 4. All of these fully reflect the schools aims and ethos.

Appropriate careers guidance for all key stages 3 and 4 pupils is given as part of the PSHE and Enrichment programmes. Parents are informed of any local careers fairs as they occur and are encouraged to attend. Every two years we hold our own sixth form providers evening to allow pupils from year 7 and up to see what options they have once they leave us at sixteen.

## **Curriculum Content**

Children attending the nursery follow a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

The following Curriculum Diagrams give detail of the subject content and their respective time allowances from reception to Year 11 at Cundall Manor School.

Key Stage 1													
Reception	Phonics	Maths Activities	English Activities	Topic	Forest school	Swim	PE	Art	Singing	Spanish	Music	Assembly	
	200	320	320	200	80	40	40	40	40	40	40	40	1400
PP1	Maths	English	Topic	PE	Music	Art	French	Swim	PSHEE	Assembly			
	320	480	240	80	80	40	40	40	40	40	40		1400
PP2	Maths	English	Topic	Music	PE	Science	Art	French	IT	Tennis	PSHEE	Assembly	
	320	480	100	80	80	40	60	40	40	40	40	40	1400

Key Stage 2															
Form 1	Assembl y/ Form Period	Maths	English	Science	Topic	French	Music	Art	Drama	Swim	PSHE	Forest Enrich	Games		
Periods	140	320	320	120	200	80	80	80	40	40	40	40	360		
Form 2	Assembl y/ Form Period	Maths	English	Science	Topic	French	Latin	Spanish	Music	Art	Drama	Swim	PSHE	Forest Enrich	Games
Periods	140	320	320	120	160	80	40	40	80	80	40	40	40	80	360
Form 3	Assembl y/ Form Period	Maths	English	Science	Topic	French	Span or Latin	Music	Art	Drama	Swim	PSHEE	Forest Enrich	Games	
Periods	140	320	320	120	200	80	80	80	80	40	40	40	40	360	
Form 4	Assembl y/ Form Period	Maths	English	Science	Topic	French	Span or Lat	Music	Art	Drama	Swim	PSHEE	Forest Enrich	Games	
Periods	140	320	320	120	200	80	80	80	80	40	40	40	40	360	

Key Stages 3 and 4																	
Form 5 Year 7	Assembl y/ Form Period	Maths	English	Science	History	Geog	RS	French	Spanish or Latin	Music	Art	Drama	PE	ICT	PSHEE	Enrich	Games
Minutes	140	200	200	240	80	80	80	120	120	60	80	40	40	60	40	40	360
Form 6 Year 8	Assembl y/ Form Period	Maths	English	Science	Hist	Geog	RS	French	Spanish or Latin	Music	DT Text Life Skills	Drama	Swim	ICT	PSHEE	Enrich	Games
Minutes	140	200	200	240	80	80	80	120	120	60	60	60	40	60	40	40	360
Leckby Year 9	Assembl y/ Form Period	Maths	English	Science	History	Geog	RS	Busine: French	Spanish or Latin	Music	Art, D T or Text	Drama	PSHEE	D of E	Enrich	Games	
Minutes	140	200	240	240	80	80	80	80	120	120	80	80	80	40	40	40	240
Eldmire Year 10	Assembl y/ Form Period	Maths	English	Science	Option 1			Option 2	Option 3	Option 4	PSHEE	Enrich	Games				
Minutes	140	240	280	360	DT Music RS PE Geog			Bus Art Hist Sep Sci	Geog Drama Textiles Hist	French Latin Spanish AL	40	40	240				
Thornton Year 11	Assembl y/ Form Period	Maths	English	Science	Option 1			Option 2	Option 3	Option 4	PSHEE	Enrich	Games				
Minutes	140	240	280	360	PE Drama RS			Bus History Te Geog Sep Sci	RS Art Geog DT Music	French Spanish Accelerated Le	40	40	240				

In Pre-Prep most of periods are 40 minutes in length.

For the rest of the school periods are 20 minutes in length with lessons being made up of two or more periods.

**Option subjects at GCSE level include:**

Art  
Biology  
Business Studies  
Chemistry  
Classics  
DT  
Further Maths  
History  
Latin  
Music  
Physics  
Physical Education  
Spanish  
Statistics  
Textiles