

THE FOREST SCHOOL

POLICY TITLE	Curriculum Policy
PERSON(S) RESPONSIBLE FOR POLICY	Assistant Head Curriculum

WHO IS GOVERNED BY THIS POLICY

Staff, Pupils

POINT (S) OF CONTACT

Assistant Head for Curriculum/Timetabling

LINKS TO THE FOLLOWING POLICIES AND PROCEDURES:

Health and Safety, Safeguarding, Behaviour

MAIN ECM OUTCOMES (EVERY CHILD MATTERS)

Stay Safe, Enjoy and Achieve, Make a Positive Contribution

INTRODUCTION

Forest School is committed to providing a broad and balanced curriculum which will enable pupils to make progress in their learning, achieve high academic standards and enjoy learning for its own sake and develop the skills and understanding to live safe, healthy and fulfilling lives.

PURPOSE

- To provide an education that enables all pupils to reach their full potential and take their place as full and active members of society
- To provide a rich, varied and balanced curriculum that allows all pupils to develop their skills, knowledge, understanding and interests within a supportive and challenging environment

PRINCIPLES

The Forest School believes that learning is an enjoyable, life-long process through which everyone can achieve their potential and exceed their expectations.

The Forest School believes that the individual learner is at the heart of the curriculum and that an effective curriculum is broad, balanced and relevant to all pupils, and personalised to meet their individual needs.

The Curriculum Policy embraces the principles of the National Curriculum, including the cross-curricular elements of Citizenship, Drugs Education, Sex and Relationships Education, Literacy, Numeracy, Careers Education and Collective Worship.

DETAIL

We have designed our curriculum to ensure that all pupils reach their potential. Our curriculum is designed to:

- Provide a smooth progression from primary school, through secondary and beyond
- Build on pupils' prior experiences, skills, knowledge and understanding
- Offer both support and challenge to all pupils, taking into account their different needs and learning styles
- Encourage pupils to recognise and develop individual skills and enthusiasms
- Support children and young people in making increasingly informed, independent decisions
- Put an emphasis on the skills of literacy, numeracy and communication
- Provide a curriculum that is relevant to all pupils
- Identify particular needs and provide resources to address them, including appropriate extension for gifted and talented pupils
- Recognise and value the different talents and abilities of all pupils
- Create a stimulating environment which celebrates pupil achievement and encourages excellence
- Provide suitable resources for staff to deliver the curriculum effectively

Where children admitted to the school have a statement of special educational needs agreed by the local authority, the School undertakes to provide the curriculum in accordance with the terms of the statement and participate in an annual review.

Our curriculum is supported by effective assessment and monitoring systems that inform planning and ensure pupils make good progress. Pupils are involved in the evaluation of their work against their targets so that they are aware of what is expected of them. Parents are fully informed of both achievements and targets for improvement. Pupils and parents are given informed advice regarding options and post-16 routes.

Our curriculum is considerably enhanced by the wide range of extra-curricular activities and the broad provision of extension opportunities offered to pupils, including foreign visits, field trips and many after-school clubs. This breadth of provision is further supported by 5 Enrichment Days throughout the year, where the timetable is suspended to allow for cross-curricular and PSHE activities.

ROLES AND RESPONSIBILITIES

The Assistant Headteacher (Curriculum) and senior leaders should:

- Ensure that all statutory elements of the curriculum, and those subjects which the school chooses to offer, indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed
- Identify that the amount of time provided for teaching the curriculum is adequate and is reviewed annually
- Decide whether to disapply aspects of the curriculum to provide more time for other aspects such as the work-related learning or basic skills
- Agree effective teaching and learning groups and put in place systems for determining where a pupil will be best placed to achieve their full potential
- Ensure that the teaching and learning in all areas of the school is adequately differentiated to meet the needs of all pupils
- Monitor and regularly review the quality of teaching and learning offered across the school and report to Governors

Directors of Learning / Subject Team Leaders should:

- Ensure that all Schemes of Work and Programmes of Study are drawn up and implemented in accordance with this, and related, policies

Subject teachers should:

- Ensure that all teaching and learning is in line with the agreed Schemes of Work and Programmes of Study for their Team and is in accordance with this, and related, policies

Pupils should:

- Aim for high standards of achievement at all times
- Take responsibility for their own learning and, where necessary, ask for help and guidance in improving their work

Parents should:

- Support and encourage their child's learning through working in partnership with the school

The Headteacher should:

- ensure that the policy is implemented and report to Governors
- carry out the statutory duties of the Headteacher with regard to the curriculum as defined by the DfE

The Governors should:

- consider the advice of the Headteacher when approving and setting statutory and non-statutory targets
- monitor the progress towards annual statutory targets
- ensure that political issues are always presented to pupils in a balanced way
- Carry out the statutory duties of the Governors with regard to the curriculum as defined by the DfE

MONITORING AND EVALUATION

The Governors will monitor the effectiveness of the procedures found within the Curriculum Policy annually. They will monitor the quality of the curriculum on offer, its ability to meet the needs of all pupils and standards of attainment, through the termly Monitoring Review process and the exam analysis delivered annually to the Governors. Prior to any review of the policy the Governors will seek and consider the views of pupils, staff and parents on the effectiveness of the policy.