

Cantonian High School

Ysgol Uwchradd Cantonian



THE BEST FROM EACH
SUCCESS FOR ALL

Curriculum Policy

September 2009
Revised October 2012
Revised December 2013
Revised June 2015
Revised November 2016
Revised June 2017
Revised June 2018

This policy was adopted by Governors on 05 July 2018

Aims

The school aims to:

- ensure that pupils develop the essential literacy, numeracy and digital competency skills;
- provide pupils with a full and rounded entitlement to learning;
- foster pupils' creativity and develop essential skills, including learning skills;
- promote a healthy lifestyle;
- inspire pupils to a commitment to learning which will last a lifetime;
- promote high standards in all learning and teaching.

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society, and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Personal, social, health and citizenship education reflecting the school's aims and ethos is delivered through pastoral sessions and collapsed timetable days, which capture opportunities for enterprise education.

Appropriate careers guidance is offered to pupils. This includes work experience for Year 12.

Appropriate programmes of activity are developed for pupils who are above or below the compulsory school age as part of the school's transition arrangements.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

Setting

Setting by experience and ability takes place for all core subjects i.e. English, Maths and Science across key stages 3 and 4. At key stage 3, other subjects are grouped together with the core and follow the same setting arrangements. Optional subjects are generally mixed ability. In some instances setting may occur, e.g. when there is more than one teaching group.

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to emphasise a particular curriculum area;
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the pupil and parent.

Religious Education

Schools must provide Religious Education (RE) and sex education from key stage 3. Parents have the right to withdraw their children from Religious Education.

Collective Worship

Please refer to Cantonian High School's Collective Worship Policy.

Sex & Relationship Education

Please refer to Cantonian High School's Sex & Relationship Education Policy.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE & Games

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school. A doctor's note will be required for continued removal from lessons.

Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme as part of the school's lesson 6 provision. The school has also developed its 'Breakfast Club' provision for all pupils.

Homework

The school expects homework to be set as appropriate, to develop pupils' independent learning skills. Homework should be planned as part of the lesson, differentiated and relevant. All homework is clearly set out in planners for Years 7 to 9 and can also be set on Class Charts. For Years 10 and 11, homework is set on Class Charts. As guidance, the school expects pupils to spend the following times on homework:

Years 7 & 8	45 to 90 minutes per day
Year 9	1 to 2 hours per day
Years 10 & 11	1 to 2 hours per day
Years 12 & 13	Depends on the subjects, please refer to individual schemes of work.

Special Educational Needs

The school has an Inclusion Policy for statemented and non-statemented pupils. The school will determine the appropriate courses in consultation with the parents.

Key Stage 3 SRB Provision

Rationale: All pupils of the school irrespective of race, gender or ability have a right of access to an education which is broad, balanced and relevant and which meets statutory requirements. This prospectus should show what all aspects of life are like for students at Cantonian High School's SRB provision.

Aims: The child's achievement and wellbeing are at the centre of all we do. Our aims are to:

- Create and maintain an environment that is safe, warm, friendly and welcoming.
- Provide a stimulating and challenging curriculum that builds on outstanding teaching, outstanding TA support and high expectations of pupils.
- Work with parents and outside agencies to meet the needs of our learners.
- Establish an environment that builds upon the existing baseline of each individual need, and one that has the capability to challenge academically.
- Foster within the school an ethos that prioritises regard for others, where the rights and dignity of pupils and staff are upheld, and where teamwork is nurtured to the advantage of all.
- Encourage pupils to make the 'right choices' in their lives.

Academic Support

Every pupil is screened on entry to the school to identify any need for academic support – if a need is identified, the student is offered support sessions with the ALN support team and an Individual Learning Plan set in place – these are available to all staff to support lesson planning and to monitor progress. All pupils placed on the ALN register are monitored twice a year and there is a graduated response in place to support the level of need. The Specialist Teacher for Literacy assesses the pupils for Access Arrangements to ensure appropriate support for examinations is in place. All teachers are aware of pupils on the ALN register and differentiate appropriately within taught lessons. Pupils can be recommended for Literacy/Numeracy support at any time by staff and requests from parents. All pupils with English as an Additional Language are screened and progressed monitored annually by the EMTAS specialist teacher and individual or 1:1 support arranged as appropriate to the need of the student.

More Able and Talented

Annually, subjects identify pupils who are especially gifted or talented within their areas. A record is kept of these pupils. Teachers are aware of pupils on the register and differentiate for them appropriately within lessons and through subject extension programmes. These pupils are also targeted when special enrichment activities take place and their academic progress is monitored by the SLT lead.

Key Stage 3 & 4 Step 3 & 4 Provision

Step 3

Our On Track, behaviour support and nurture provision, will provide targeted pupils with support and catch up opportunities and the opportunity to achieve key qualifications. These include Sweet, Vision to Learn and Cope. Pupils accessing our Step 3 provision will access the support at key times during the day/week and are integrating into mainstream lessons throughout the week for certain lessons such as Maths, English and Science (depending on need).

Step 4 (Pupil Support Base)

All pupils follow a bespoke curriculum, designed to fulfil their potential. At KS3 & KS4, pupils study core subjects which are delivered by specialist teachers. Lessons are delivered to pupils within the support base. In addition to the core subjects, pupils study other vocational qualifications which include COPE, Vision to Learn, Sweet and The Jamie Oliver qualification. Pupils also follow a number of other courses that will prepare and equip them for later life. These include a social skills programme which focuses on key requirements and skills that will support their development.

Literacy & Numeracy Across the Curriculum

Literacy

We aim for all of our pupils to become literate and articulate communicators. We use marking codes across all subject areas to support the development of spelling, punctuation and grammar. We use live marking to enable pupils to check errors and make corrections during the lesson. All teachers develop activities to support the progress of pupils' oral and listening skills. Subject Areas provide a range of opportunities to develop pupils' understanding and purpose of different text types. Teachers of English, History, RE, Arts, Drama, PE, Music, History, ICT and Languages are responsible for developing the literacy strands of the Literacy and Numeracy Framework (LNF). Half termly, teachers focus on a particular element of basic skills within lessons. Home learning booklets for KS3 are also used to extend and challenge the progress of our pupils.

Numeracy

Subjects are responsible, where appropriate, for developing pupils' numeracy when opportunities arise during the course of the lessons. This can be done through asking pupils to use mental maths, basic mathematical formulae, tables and graphs to present data, and estimates and calculations. Teachers of Maths, Science, Enterprise and Geography are responsible for developing the numeracy strands of the Literacy and Numeracy Framework (LNF). Diagnostic tests are used to identify areas of weakness across the school in the national tests of numerical reasoning and procedural maths.

Digital Competency Framework (DCF)

In line with the national agenda, the school is supporting pupils to develop their skills, knowledge and attitude to enable them to be confident and creative in their use of technologies and systems. These include developing skills in the use of text, tables, images, audio files etc. across all subject areas.

Use of ICT Across the Curriculum

ICT is delivered at key stage 3 and is offered as an option at key stages 4 and 5. Pupils should also be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.

Health & Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with **Science, Design & Technology, Information & Communication Technology, Art & Design, and Physical Education**. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a. about hazards, risks and risk control;
- b. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- c. to use information to assess the immediate and cumulative risks;
- d. to manage their environment to ensure the Health and Safety of themselves and others;
- e. to explain the steps they take to control risks.

Subjects Offered – please see Appendix

Concerns & Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form Tutor and/or Head of Year. If the issue is not able to be resolved at this informal stage then parents are entitled to follow up as a formal complaint in writing to the Head.

Monitoring & Review

This policy will be monitored by the curriculum Deputy Headteacher, who will report to the Headteacher on its implementation on a regular basis.

The Headteacher will report to the governing body's Curriculum & Standards Committee on the progress of the policy and will recommend any changes.

Agreed by Headteacher: 

Agreed by Chair of Governors: 

Date of Issue: Summer 2018

Date for Review: Summer 2019