



Policy: Curriculum Policy

1. Aims

- 1.1. Cirencester Deer Park School is a member of The Corinium Education Trust.
- 1.2. The Corinium Education Trust's curriculum statement aims to ensure all pupils are able to access their entitlement to a broad and balanced curriculum. While meeting each individual's personal needs, we share an ambition: we aim to help all of our pupils develop the skills, attitudes and values of confident, resilient and independent learners who achieve the highest possible standards.
- 1.3. The Corinium Education Trust aims to equip all pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the National Curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' National Curriculum in England: framework for Key Stages 1-4, Department for Education, 2014.
- 1.4. The Corinium Education Trust's curriculum statement sets out the aims of a programme of education and enables us to evaluate pupils' knowledge and skills against our expectations.
- 1.5. Across The Corinium Education Trust our curriculum **intent** is planned to promote progression and continuity across our schools and between different phases of education as set out in the National Curriculum.
- 1.6. Alongside the acquisition of knowledge and deepening understanding The Corinium Education Trust's curriculum aims to ensure the development and application of key skills in literacy, numeracy and ICT; promote pupils' spiritual, moral and social development and provide the opportunity to build learning power among all pupils. Our curriculum aims to prepare pupils for life in modern Britain and our world.

2. Curriculum Intent

- 2.1. Cirencester Deer Park School is committed to delivering a broad, balanced and enriching curriculum which enables all pupils to access the knowledge, skills and Cultural Capital which is required to prepare them to lead happy, ethical, productive and fulfilling lives.
- 2.2. Our curriculum is ambitious in delivering and engaging all our pupils with the high quality education to which they are entitled.
- 2.3. Cirencester Deer Park School recognises itself as a knowledge-engaged school, where knowledge is seen as underpinning and enabling the application of a wide range of skills. The National Curriculum provides the guiding principles in terms of the content

of delivery and careful attention has been paid to the aims and purpose of study in each faculty area to allow all pupils to access the core knowledge which is required to make progress in the different subject areas. Additionally, curriculum design promotes challenge and inclusivity, recognising that there are opportunities and high expectations for all our pupils. The planning of the curriculum by all faculties in the form of curriculum maps, has allowed for learning to be sequenced to promote continuity, cohesion and progression.

- 2.4. Literacy and numeracy skills are promoted across the curriculum. At Cirencester Deer Park School all teachers recognise that they are teachers of literacy and numeracy in addition to their own subject areas. In order to support pupils in developing confidence and fluency in literacy, a policy is being collaboratively developed identifying the various strategies which can be used.
- 2.5. The curriculum is designed to create learning opportunities and lessons which encourage deep learning, creativity, critical thinking and problem solving to support pupils in the transforming world to be the decision makers of the future. As a school we will continue to use the principles of the Learning Power Approach – Reciprocity, Resilience, Resourcefulness and Reflectivity, in addition to a range of other teaching and learning strategies to deliver our engaging curriculum to all pupils.
- 2.6. Cirencester Deer Park School recognises that the curriculum goes beyond the subject knowledge content delivered in lessons and that to create a positive culture within our school community and to support pupils' well-being we strive to enable our pupils to be happy and engaged learners. SMSC is embedded in the curriculum and is designed to enable our pupils to develop the essential learning dispositions which will support them throughout their life, namely; empathy, self-reflection and social interactions.
- 2.7. Cultural Capital (introducing our pupils to the best that has been thought and said to help engender an appreciation of human creativity and achievement) is a cornerstone of our curriculum at Cirencester Deer Park School, both in lessons and through the extensive extra-curricular programme. Experiences are offered throughout the year and across the school to provide pupils with the opportunity to gain confidence and to become culturally literate, whether this is through a sporting event, theatre trip or debate. We believe that this holistic approach to curriculum entitlement is essential in supporting our pupils in being the best that they can be.

3. Legal framework

3.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

3.2 This policy operates in conjunction with the following school policies:

- Assessment Policy
- Careers Policy
- Single Equalities Policy
- RSE and Health Education Policy
- SEND Policy
- PSHE and Citizenship Policy

4. Roles and responsibilities

4.1 The Local Governing Body is responsible for:

- Ensuring that the curriculum meets statutory requirements and is broad and balanced;
- Liaising with the Head of School, Heads of Faculty and teachers with regards to pupil progress and attainment;
- Ensuring the curriculum is inclusive and accessible to all;
- Advising on policies related to the curriculum, including statutory requirements on the implementation of national education policies and all other curriculum matters.

4.2 The Headteacher is responsible for:

- Strategic planning and direction relating to curriculum issues, including vision and content, timetabling and time allocation to individual subjects, with other members of the SLT;
- Devising long-term and medium-term plans for the curriculum in collaboration with Heads of Faculty, teachers and other members of the SLT;
- Communicating the agreed curriculum to the Local Governing Body on an annual basis;
- Producing an annual report for the Local Governing Body advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum;
- Ensuring the curriculum is inclusive and accessible to all;
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible;
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable;
- Making any necessary adjustments to the curriculum where required;
- Keeping up-to-date with any relevant statutory updates and taking action where required;
- Creating and maintaining an up-to-date curriculum intent statement.

4.3 Heads of Faculty are responsible for:

- The overall provision of the curriculum at the school, including implementation of the school's Curriculum Intent, and their own Faculty Intent;
- Ensuring schemes of work reflect National Curriculum requirements in Key Stage 3 and exam board specifications in Key Stage 4;
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life;
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies;
- Managing staff within their faculties, providing appropriate support, challenge, advice and information as necessary;
- Implementing the school's schemes of work;
- Supporting and facilitating advice to colleagues on issues relating to the subject or curriculum area;
- Monitoring pupil progress within the faculty and reporting on this to the Head of School;
- Ensuring the curriculum is inclusive and accessible to all;
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

4.4 **Teachers are responsible for:**

- Implementing this policy consistently throughout their practice;
- Devising lesson plans that are reflective of the school and faculty curriculum intent;
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content;
- Collaborating with the Headteacher and the Special Educational Needs and Disabilities Coordinator (SENDCO) to ensure that the curriculum is inclusive and accessible to all;
- Working closely with the SENDCO and TAs to ensure those in need receive additional support in lessons;
- Celebrating all pupils' academic achievements.

4.5 **The SENDCO is responsible for:**

- Collaborating with the Assistant Head responsible for SEN and teachers to ensure the curriculum is accessible to all;
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- Carrying out SEN assessments where necessary and ensuring pupils receive the additional help they need;
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5 Curriculum Content, Organisation and planning

5.1 The curriculum offered will:

- ensure all pupils follow a broad, balanced curriculum;
- be personalised and adapted to meet the needs of all pupils;
- ensure equality of opportunity for all pupils with the provision of additional learning support where appropriate;
- provide pupils with access to the full range of curricular opportunities and experiences, including those which take place outside the normal school day;
- include suitable alternative provision for pupils for whom parts of the statutory curriculum are not appropriate;
- be planned to promote progression and continuity across the school and between different phases of education;
- ensure that pupils continue to develop key skills in literacy, numeracy and ICT;
- promote pupils' spiritual, moral and social development;
- develop opportunities to build pupils' learning power among all pupils;
- prepare pupils for life in modern Britain;
- comply with statutory requirements.

5.2 The school's curriculum will be delivered over 190 days and equally throughout the school week. In Key Stage 3 all pupils will follow an entitlement curriculum giving access to the full range of National Curriculum Subjects. In Year 7 this will include English, Maths, Science, Design, Technology, Computer Science, Geography, History, Religious Philosophy, French or Spanish, Art, Music, Drama, PE and Citizenship/PSHEe. In Year 8 many pupils will have the opportunity to follow a second modern foreign language, German.

5.3 Pupils who enter the school with low levels of literacy and numeracy may follow the alternative LIFT (Learning in the Fast Track) programme until they are able to access the core curriculum.

- 5.4 In some subjects, such as Maths, Languages, Science and Computer Science, pupils may be grouped by ability for some or all of the Key Stage 3 programme.
- 5.5 Towards the end of Year 9 pupils will receive guidance on suitable choices for Key Stage 4. This will include independent advice from careers advisers.
- 5.6 In Key Stage 4 all pupils will continue to follow the core subjects of English, Maths and Science, and the majority will do so along with Religious Studies, Citizenship, PSHEe and PE. Through guided choice, pupils choose from a wide range of courses. This enables them and the school to personalise the curriculum to suit their aptitudes, needs and interests.
- 5.7 Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another.
- 5.8 Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.
- 5.9 TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help.

6 Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

- 6.1 Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 6.2 Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment.

7 PSHEe

- 7.1 As part of the curriculum, the school will make provision for PSHEe where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.
- 7.2 All provisions made regarding PSHE lessons will be made in line with the school's PSHEe Policy.

8 Careers education

- 8.1 The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.
- 8.2 The school will ensure that every pupil is exposed to the world of work by the age of 14.
- 8.3 The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, inviting visiting speakers, with whom pupils can relate to.

9 Equal opportunities

- 9.1 There are nine protected characteristics within the Equality Act 2010, these are:
- Age

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

9.2 Care is taken within all schemes or work to ensure that all pupils have access to the curriculum content.

9.3 The school's curriculum will celebrate diversity and the Strategic Leadership Team has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

9.4 When planning and implementing the curriculum, the school will have due regard to the Single Equalities Policy at all times.

10 Supporting pupils with SEN

10.1 The curriculum is designed to provide access and opportunity for all pupils who attend the school.

10.2 Pupils with SEN will receive the additional support they require both academically and with their personal development, in line with the school's SEN Policy.

10.3 Pupils with SEN will not be discriminated against in any way.

10.4 The SENDCO will work closely with teachers to help them break down any barriers pupils with SEN have to education.

11 Extra-curricular activities

11.1 The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

11.2 Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

11.3 All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

11.4 All trips will be overseen by the Assistant Head with responsibility for Trips and Visits.

12 Monitoring and review

12.1 All members of staff at Cirencester Deer Park School are routinely required to familiarise themselves with this policy, and related policies. Professional development for teaching staff at Cirencester Deer Park School will include specific training on curriculum and the development of it.

- 12.2 The impact of the curriculum policy is monitored through reviews of pupil assessment data and the progress of pupils. The efficacy of the curriculum is considered when looking at ways to continually improve pupil learning experiences and outcomes.
- 12.3 This policy will be reviewed every three years by the Cirencester Deer Park School Local Governing Body. The next scheduled review date for this policy is March 2023.

Document History

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Review date	Significant amendments	Made by	Next review
March 2020	New Policy to reflect the National Curriculum and Ofsted's Education Inspection Framework from September 2019. Replaces previous policy 2014-2020.	LL	March 2023
June 2022	Interim review: No change.	LL	March 2023