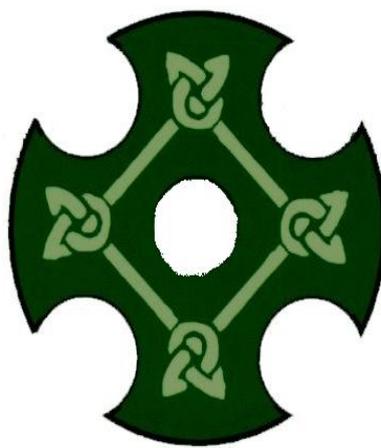


BRECON HIGH SCHOOL



CURRICULUM POLICY

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Rationale

The curriculum policy is a statutory requirement. The curriculum policy is essential to ensure ongoing developments to the curriculum and to help stakeholders to understand the underlying principles behind decisions already made and those made in the future that impact on the curriculum delivered. The policy should reflect the aims of the school and is based on a set of principles that lie at the heart of education:

- All pupils of the school are entitled to a balanced, broad, coherent, relevant and personalised curriculum to suit their own specific needs and requirements.
- The learning process should be stimulating, enjoyable and worthwhile in its own right.
- All pupils should be enabled to fully access the curriculum irrespective of gender, ethnicity, belief, social or cultural background, academic ability, specialised need, learning difficulty or disability.
- For each pupil success and positive experiences are essential in line with the 5 outcomes of Every Child Matters and the principles of SEAL.

In addition all pupils must have access to the entitlement areas laid down in the National Curriculum 2008. The curriculum consists of all activities planned by the school to promote the intellectual, social, moral, spiritual, cultural and physical developments of the pupils with the aim of preparing pupils for their life beyond.

Purposes

- To ensure all pupils are offered a balanced, broad, coherent, relevant and personalised curriculum to suit their own specific needs and requirements.
- To provide a vocationally relevant curriculum to world of work opportunities within and beyond Brecon and Powys.
- To shape future organisational decisions related to curriculum plans/models.
- To provide all stakeholders with an understanding of the underlying principles on which curriculum decisions are made.
- To state clearly the responsibilities of each group of people, to ensure the best outcome for each individual pupil.
- To ensure all forms/ styles of learning are valued and given emphasis with the appropriate accreditation/recognition.
- To allow the curriculum to develop for the benefit of pupils of the school and the pupils of partnership schools where relevant.

Guidelines

This policy has been devised in the light of the revision and restructuring of the National Curriculum since 2008. The purposes of these changes have been to identify the skills for each subject and the range of contexts, activities, opportunities and activities through which these skills should be developed and applied. The content has also been updated to ensure relevance to the twenty first century and manageability for learners and teachers.

Responsibilities

The Governing body

- To review regularly the school curriculum policy and make amendments to reflect any changes nationally.
- To have an overview of local and national issues that will affect and shape any future curriculum.
- To have an overview of the local needs and ways the school curriculum may address these needs.
- To have an overview of curriculum issues both in and outside school at Key Stage 3 and 4.
- To have an overview of curriculum issues relating to Key Stage 2 and post 16 and the effect this has on the curriculum within 11- 16 providers and 14-19 providers.
- To have an appropriate understanding of the school's curriculum model and the impact this has on the curriculum on offer to pupils of the school and impact on pupil achievement and progress.

The Headteacher

- To have an understanding of local and national issues that will affect and shape of any future curriculum.
- To have an understanding of the local needs and ways the school curriculum may address these needs.
- To have an understanding of issues relating to Key Stage 2 and post 16 and the effect this has on the curriculum within 11- 16 providers and 14-19 providers.
- To ensure an appropriate and relevant curriculum is on offer to pupils of the school and to monitor its impact on the pupils with regard to standards, achievement and progress.
- To annually review the curriculum model/plan.
- To ensure a timetable is devised to reflect the needs of the pupils and financial restraints within which the school operates.
- To work in partnership with the South Powys curriculum strategy group to provide 14 – 19 partnership provision based on need and capacity.

The School Leadership Team

- To have an understanding of local and national issues and consider how this may affect the shape of any future curriculum.
- To have an understanding of the local needs and consider ways the school curriculum may address these needs.
- To have an understanding of issues relating to Key Stage 2 and post 16 and considers the implications for 11 - 16 and 14 - 19 learning.
- To annually review the curriculum model/plan and present this to Governors and consult with other appropriate groups within the school and those within the 14-19 partnership.
- To question staff and suggest ideas to develop the curriculum.

- To devise a timetable to reflect the needs of the pupils and financial restraints within which the school operates.
- To have a working understanding and evaluate the impact of the curriculum on offer in the curriculum areas they line manage.

The Head of Department

- To have a good understanding of local and national curriculum developments in their subject area consider how this may affect the shape of any future curriculum.
- To have an understanding of the local needs and consider ways these needs may be addressed within their subject area.
- To have an understanding of issues relating to Key Stage 2 and post 16 and consider the effect this has on the curriculum within their subject area.
- To analyse pupil attainment data to evaluate relevance and effectiveness of curriculum provision.
- To implement changes within their subject area to improve the curriculum being delivered based on pupil needs, abilities, aspirations, local and national agendas.
- To actively seek to develop the curriculum for their subject area.
- To ensure the curriculum is delivered in line with other school policies including the Learning and Teaching policy.
- To review the curriculum in their subject area regularly.
- To support the devising of a timetable to reflect the needs of the pupils within their subject area and the restraints of the whole school.
- To monitor the curriculum regularly through line management of their curriculum area.

The Classroom Teacher

- To deliver the curriculum in line with the school's Learning and Teaching policy.
- To ensure they have at least a good working knowledge of the area they are responsible for delivering.
- To ensure that they are teachers of literacy and numeracy.
- To continually develop their knowledge of the curriculum they are responsible for delivering, particularly in light of the introduction of the new National Curriculum and new GCSE Syllabi.
- Contribute their practical experience of the curriculum in action to the development of the curriculum.
- To differentiate the curriculum delivered to enable access to all learners.

The Support Staff

- To develop a working knowledge of the curriculum in which they support pupils.
- To use any individual skills to enhance and differentiate the curriculum.
- To contribute their working knowledge of the curriculum in action to the development of the curriculum.

Procedures

The curriculum model/plan will be reviewed annually by the SLT and presented to Governors and staff. Monitoring will take place throughout the year by a variety of means including Line Management meetings and analysis of appropriate data. Complaints made by parents will be dealt with informally and then through the usual school complaints procedure if an informal resolution is not achieved.

Pathways

A pathway is essentially a group of subjects which are made part of the curriculum for a specific cohort of pupils. A differentiated pathway allows for a more bespoke approach to curriculum design for targeted pupil groups. Once differentiated, the needs of the pupils following a specific pathway can be more easily targeted, with the inclusion or exclusion of specific subjects. The creation of a fully differentiated "Alternative" pathway at KS4, for example, allows targeted pupils access to a more appropriate range of courses.

Learning Skills

Learning skills are a fundamental part of the 14-19 reform which develops lifelong learning attitudes and skills. In part skill development is a response to the increasingly rapid changes in the work place, in part due to changing technology and as a result of changing societal needs in the context of globalization.

Essential Skills Wales (Communication, Application of Number and ICT) and the Wider Key Skills (Problem Solving, Improving Own Learning and Working with Others) will be delivered across the curriculum and accredited throughout Key Stages 3, 4 and 5.

The Welsh Baccalaureate (Foundation, Intermediate and Advanced Certificate) is a compulsory element of study for all students in both Key Stages 4 and 5.