



Three Ways School

Curriculum Policy

Policy Ratified on	4 December 2017
Reviewed & Ratified	11 February 2019
Policy Ratified by	FGB
Policy Review Date	Annual
School Policy Lead	Headteacher

Rationale

The curriculum at Three Ways School takes account of the differing abilities and experiences of our pupils and will provide an education appropriate to individual needs. It will give pupils the opportunity to develop and learn within a supportive atmosphere and foster positive attitudes to learning that lead to success and achievement.

The curriculum at Three Ways School will promote the spiritual, intellectual, personal, social and physical development of all our pupils. It consists of the National Curriculum, Personal, Social, Health and Moral Education and Religious Education as well as cross curricular themes and key skills. PSHE and Citizenship is seen as a core subject for our pupils. Extra curricular activities also form an important part of the curriculum.

Three Ways School provides all pupils with the opportunity to achieve their potential within a supportive atmosphere and through personalised learning. Development of positive attitudes to learning will lead to success and achievement. Education is a life long process and developing the key skills for all our pupils will enable pupils to continue to access learning opportunities. The 6th form Centre will prepare pupils effectively for adult life.

Purpose

The Three Ways Curriculum will:-

- deliver the National Curriculum offering a broad and balanced curriculum at a level appropriate to pupil attainment
- provide stimulating activities and tasks
- set challenging, achievable targets for individual pupils
- develop effective communication skills
- develop IT skills in order to engage pupils in the advancing world of technology e.g. iPad use
- encourage the tolerance of opinions and beliefs and reflect the multicultural nature of society
- develop self confidence and skills towards independent living
- encourage a caring, respectful attitude towards each other within the community
- ensure continuity and progression
- help pupils develop lively enquiring minds
- enable access for all pupils
- use extra curricular activities to enhance the education offered to pupils
- engage professionals within the community, including sports coaches, artists, musicians etc

Procedures

Class teachers are responsible for:

- termly planning
- differentiation to meet individual needs of pupils
- using a range of teaching and learning strategies, techniques and resources
- attending training as appropriate
- assessment for learning

Subject leader/leaders are responsible for:

- writing and implementing the policy
- identifying the content coverage across the Key Stages
- writing the Scheme of Work reflecting the different needs of individual pupils and groups.
- monitoring development

- assisting in the planning of the curriculum
- modelling good practice and a range of teaching and learning styles
- keeping up to date with developments and initiatives
- highlighting training opportunities

Monitoring and Evaluation of the Curriculum will be achieved by:

Head and Curriculum Co-ordinator (Deputy Head)

- meetings with subject leaders
- auditing of scheme of work documentation
- auditing of planning
- auditing school resources
- analysing SAT result, 'P' levels, 'B' squared data and accreditation
- observing lessons with specific focus

Subject leaders:

- observing lessons
- work sampling and moderating
- talking to pupils
- planning development
- auditing planning
- audit of subject resources
- analysing SAT result, 'P' levels, 'B' squared data and accreditation

Resources

The Curriculum areas will be maintained through an allocated budget managed by the Curriculum Co-ordinator.

Resources will be allocated to curriculum areas in line with the priorities indicated in the School Improvement Plan. Subject leaders will manage and monitor the budget when their subject is in focus.

Equal Opportunities

The school supports the rights of all pupils and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality.

The achievement of all pupils is highly valued.

All pupils have an entitlement of access to the National Curriculum.

Health and Safety

Health and Safety issues are described fully in the school's Health and Safety Policy. All subject leaders have a responsibility to ensure that Curriculum policies and procedures pay due attention to Health and Safety issues.

Professional Development

All staff are provided with equal opportunity of access to professional development and training in relevant curriculum areas and within budget resources. Training needs will be linked to Performance Management, Staff Interviews and the School Development Plan.