Curriculum Policy

Hampton Gardens

Policy last reviewed:	March 2024
Next review due:	March 2027
Member of staff responsible:	Sharon Gilligan, Deputy Head of School
Ratified by:	Hampton Gardens Local Governing Body

HAMPTON GARDENS SCHOOL: CURRICULUM POLICY

RATIONALE

This policy aims to provide an overarching framework which translates the vision and values of the school into effective learning and teaching.

'Curriculum' relates to both the taught and statutory curriculum, but also embraces all that is learnt through school, both within and beyond the school day. This policy, therefore, has a strong bearing on other policies, such as teaching and learning, assessment and inclusion.

This policy works within the legal frameworks relating to;

Safeguarding and Prevent, Religious Education, Sex and Relationships Education, Drugs Education, Work Related Learning and the school's obligations in relation to students with SEN-D.

Whilst Hampton Gardens is a Free School, its governing body has agreed to provide a curriculum which fulfils the National Curriculum and ensures all students have access to English Baccalaureate subjects up to the end of KS4 and Russell Group Facilitating Subjects at Post 16. In addition, we are committed to providing a relevant, stimulating and appropriate curriculum, which will include elements of vocational learning for some students at KS4 and KS5.

The Hampton Academies Trust will deliver aspects of the KS4 and KS5 curriculum across both Hampton Gardens School and Hampton College, with the aim of ensuring a breadth of choice and wider opportunities for all learners.

GUIDELINES

The Head of School will ensure that:

1. All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school. This will include how the subject is taught and assessed.
2. The amount of time provided for teaching the curriculum is adequate and is reviewed by the governing body annually.
3. Where appropriate, the individual needs of some students (e.g. with SEN-D) are met by disapplication of the National Curriculum and by following a personalised programme.
4. The governing body is involved annually in decision making processes that relate to the breadth and balance of the curriculum.
5. That Post 16 provision is reviewed annually
6. The governing body is involved in target setting and in monitoring progress towards targets.
7. That the curriculum complements high quality IAG at the school

It is the responsibility of the Head of School to ensure that reference is made to this policy in associated policies, and, where changes are made to this policy, that other policies are checked and amended.

Teachers will ensure that:

- The curriculum is implemented in accordance with this policy.

The Governing Body will ensure that:

1. It considers the advice of the Head of School when approving the curriculum policy and when setting targets.

2. Progress towards annual targets is monitored.

3. Parents/carers receive timely reports on the progress of their child against clearly defined expectations

4. Examination results and school performance are published in the prospectus and on the school website.

5. It participates actively in decision making about breadth and balance in the curriculum.

6. The choice of subjects available to students at KS4 and KS5 is reviewed annually

7. Political issues are always presented to students in a balanced way.

8. That due regard is given to PREVENT, safeguarding and students well-being, when controversial topics are covered in the curriculum/ assemblies etc.

Aims of the Curriculum

The curriculum offer should be broad and balanced and should:

- Be delivered within the context of the school's vision and values
- Cater for the needs of individual students, from all groups, including the more able and those experiencing learning difficulties
- Prepare students for further study and their place in the 21st Century workforce
- Ensure each student's education has continuity and progression
- Facilitates the acquisition of knowledge and understanding
- Develops students intellectually, emotionally, socially, culturally, morally, physically and aesthetically

Outcomes for students

The curriculum and its delivery should support students to:

- Develop the skills and knowledge to keep themselves safe
- Develop their literacy and oracy; communicating effectively in speech or in writing for a variety of purposes and audiences
- Be able to listen and respond to others appropriately
- Present their ideas clearly and persuasively in a variety of ways
- Develop their use of numeracy skills, including using the concepts of number, shape and space, algebra and data handling
- Learn to think logically and solve problems
- Develop resilience and independence
- To be able to work independently or in groups
- Harness new technologies to aid their learning
- Develop enquiring minds
- Treat others with respect
- To be creative and inventive in their approach
- To engage in active learning, such as through experimentation, simulation or other practical activities
- Develop physical agility and coordination through movement
- To be able to make reasoned judgements and choices, based upon their evaluation of information from a variety of sources
- Have an understanding and appreciation of British Values and have the opportunity to participate in debate and democratic processes
- Apply their knowledge of Science and Technology
- Have an appreciation of the Arts
- Have the opportunity to learn another language
- Develop historical, geographical and social understanding
- Have a knowledge and understanding of the major world religions and to have respect for those who follow a faith and those who choose not to
- Have the opportunity to design, invent, compose and make/realise their ideas in a variety of ways and through a variety of media
- Have the opportunity to be entrepreneurial and link their learning to business and industry

ARRANGEMENTS FOR MONITORING AND EVALUATION

The Governing Body will receive regular reports from the Leadership Team which will include;

- Standards (progress and attainment) reached in each subject and in each year group – where possible shown against national averages and/or similar schools.

- End of Key Stage results and breakdowns, including for all groups, compared with local and national benchmarks.
- Details of students disapplied from the National Curriculum and information about their progress.
- Evidence of intervention work and its impact.
- Staff views about the curriculum and standards.
- The nature of any parental complaints related to this policy.

LINKS TO OTHER POLICIES

Teaching and Learning, Special Educational Needs, Assessment and Reporting, Safeguarding and Prevent, Student Behaviour.

APPROVED BY GOVERNORS:

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SIGNATURE	**NAME**	**DATE**