

Sheringham Woodfields School

Sheringham Woodfields School
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Registered Charity: Friends of Sheringham Woodfields School - 1127142

CURRICULUM POLICY

Approved by SMT: 6 th May 2021	Approved by Staff: 12 th May 2021	Approved by Governors: 19 th May 2021
Next Review date: Spring 2024	Person(s) responsible for review: SLT	

Definition of Curriculum: Areas of learning taught in a course of study which provide an effective vehicle for learning that meets the needs of all pupils

Purpose

At Sheringham Woodfields School our aim is that our pupils will enjoy learning. We will challenge and support them in order to enable each individual to achieve to the best of their ability.

Our curriculum recognises its statutory duty to provide all of our pupils with a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, social, cognitive, physical and emotional development of our pupils.
- Prepares our young people for the opportunities, responsibilities and experiences of adult life.
- Provides enjoyment, interest and challenge.
- Provides activities that are appropriate to the individual pupils.
- Promotes British values.

We believe that education is about the development of the whole person and make decisions about content and priorities accordingly.

Aims

- To offer our students opportunities to learn in a stimulating environment, both in and outside the classroom.
- To be flexible with our curriculum to take account of the needs of our pupils and how these needs develop and change.
- To balance curriculum with health, social and emotional needs, recognising that effective access to the curriculum cannot take place if primary needs are not met.
- To recognise that certain areas of the curriculum can be accessed in an inclusive setting for some of our students.
- To provide an extensive range of enriching experiences beyond statutory requirements.

The Head Teacher and the Assistant Head: Quality of Education will ensure that:

- All statutory elements of the curriculum are taught and assessed appropriately in order to meet the needs of the pupils.
- A broad and balanced curriculum is available to all pupils.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum.
- The procedures for assessment, reporting and target setting meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making
- The governing body is fully involved in any decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

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

The governing body will ensure that:

- It considers the advice of the Head Teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- The progress of all pupils is monitored and systems are in place to support pupils who are struggling.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Political issues are always presented to pupils in a balanced way.

Planning

All pupils are entitled to meaningful access to the Early Years Foundation Stage until they are five and religious education between the ages of 5 and 16. We include PSHE as part of the core curriculum in addition to English, Maths, Computing and Science. This is an important element of our whole school ethos of a learning environment where everybody is involved in the curriculum and the teaching and learning of our pupils.

The curriculum for pupils not engaged in subject specific study is based on early cognitive skills which can be accessed through a wide range of opportunities and experiences.

We offer our students at KS4 and Post 16 a curriculum which offers them accreditation if appropriate, through a range of levels - from ASDAN programmes through to Entry Level Certificates. We continue to ensure accreditation meets the needs of our learners and develop what we can offer.

The curriculum is delivered by Key Stages to ensure age appropriateness and progression but we are always flexible to ensure we meet the needs of all individuals.

R.E. is delivered through a range of R.E. days through the year and MFL is often delivered in this way too.

Extra curricular activities are offered by

- After school clubs / short breaks
- Outings in the community
- Visiting artists, musicians, drama groups etc.
- Themed days
- Residential trips

Staff planning files show how individual needs are met. Our knowledge of our pupils allows us to balance their curricular, physical and social needs.

Monitoring and Evaluation

The governing body will receive an annual report from the Assistant Head: Quality of Education on:

- The progress pupils have made in core subjects compared with national expectations.
- The progress pupils have made in accredited courses such as ASDAN and early level certificates.

To be read in conjunction with:

- Mission Statement.
- Assessment, Recording and Reporting Policy.
- Teaching and Learning Policy.
- Subject Policies.
- Curriculum and Assessment Guide.