



Policy No: 8.1

## APPLEFORD SCHOOL CURRICULUM POLICY

This policy, which applies to the whole school, is publicly available on the school website and on request; a copy (**which can be made available in large print or other accessible format if required**) may be obtained from the School Office.

### Applies to:

- The whole School, all staff (teaching, boarding and support staff), proprietors and volunteers working in the School

### Legal Status:

- This is a Statutory Policy
- Complies with Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent College Standards) (England) Regulations currently in force.

### Related Documents:

- Differentiation synopsis (including Gifted and Talented ), Appendix C
- Assessment synopsis, Appendix B
- Teaching and Learning synopsis, Appendix A
- **PSHEE (personal, social, health and economic education) Policy No 21.6**
- **SMSC (Spiritual, Moral, Social and Cultural Education) Policy No 21.4**
- Special Educational Needs and Disability Policy No 22.1
- Department Policy Documents and Programmes of Study
- Preventing Extremism and Radicalisation Policy No 17.5
- Educational Visits, School Journeys and Off-Site Activities Policy No 15.1

### Available from:

This Policy is available to parents on the School website, or it can be viewed in the School office or a copy can be requested.

### Monitoring and Review

- To be continuously monitored and reviewed by the Headmaster and the Managing Director.
- The Managing Director and Headmaster will formally review this policy by no later than two years from the date shown below or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed

Dr P. Gardner  
Managing Director

Mr. D. King  
Headmaster

Dated: May 2018

Review: May 2020

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## Introduction

It is the aim of Appleford School to provide a broad, balanced curriculum based on the seven areas of learning: linguistic, mathematical, technological, scientific, physical, aesthetic and creative and human and social. As an SpLD (specific learning difficulty) specialist school, our curriculum provides full-time education with an emphasis on the development of linguistic and mathematical skills.

Appleford School curriculum has planned activities, supported by the pastoral care system, to promote pupils' learning and personal growth and development. It includes a wide range of co-curricular activities to enrich the experience of the pupils and equip them with a wide range of key and transferable skills in order to thrive now and in the future. Spiritual, Moral, Social and Cultural development (SMSC) and Personal, Social, Health and Economic Education (PSHEE) are integral to all aspects of the curriculum.

## Aims and objectives

The aims of our school curriculum are:

- to enable all pupils to learn and develop their skills to the best of their ability;
- to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential;
- to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach pupils the basic skills of speaking, listening, literacy, numeracy and information communication technology (ICT);
- to enable pupils to be creative and to develop their own thinking;
- to teach pupils about their developing world, including how their environment and society have changed over time;
- to help pupils understand Britain's cultural heritage;
- to enable pupils to be positive citizens in society;
- to teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- to enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- to enable our pupils to become, where possible, independent learners.
- To enable our pupils to leave Appleford as socially competent individuals.

## Values (see also SMSC and PSHEE policies)

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the primary means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual, moral, social and cultural (SMSC) development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value Fundamental British Values (FBV).

We provide personal, social and health education (PSHEE) throughout the school which reflects the school's aims and ethos. (see PSHEE policy)

### **Organisation and planning**

Medium (half-term) and long-term plans exist in each subject within each area of the school.

Within the Lower School (years 4 – 7) we adopt a topic based creative curriculum.

In the Upper School (years 8 – 13) we follow a subject-based curriculum which leads onto qualifications ranging from Entry Level to Level 3.

Pupils study the core subjects of English, Maths and ICT, and are able to select from a range of optional subjects, including Art, Photography, History, Science, Food and Nutrition, PSHEE and SMSC.

Outdoor Adventurous Activities (OAA) commencing in September 2018.

We have also developed links with a range of FE providers to provide a range of supplementary subjects.

In addition to the academic curriculum, all pupils access daily PE sessions designed to promote health and physical fitness, in line with the PSHEE policy. All pupils in year 10 follow a curriculum leading to the Bronze Duke of Edinburgh award.

In years 12 and 13 the emphasis is on preparing each pupil for departure onto Further Education courses or onto employment. The opportunity exists for resits in a range of subjects. In addition to this the school provides a programme of lessons designed to increase independence and promote life skills. All pupils have access to independent careers advice.

**All planning at Appleford School is informed by SEND outcomes (see SEND policy) and supported by the Head of Learning support, who provides guidance and direction with Specific Learning Difficulties (Spld).**

### **The role of Heads of School**

The Heads of School report directly to the Headmaster and are members of the SLT.

Heads of School:

- enforce school policy
- line manage academic and support staff
- manage the delivery and development of the school curriculum
- liaise with Head of Learning Support
- ensure consistent delivery of high quality teaching and learning, reflecting best practice and in line with the Appleford School ethos, through lesson observations, performance management, CPD and departmental audits
- prepare pupils for transition (including examinations where relevant)
- track progress of pupils
- contribute to the development of timetables
- report annually to SMT

### **Heads of Department**

In liaison with the Heads of School and the Headmaster:

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- provide strategic lead and direction for their department/subject
- support and offer advice to colleagues
- are familiar with and adhere to school curriculum policy
- provide up-to-date schemes of work, long-term and mid-term planning
- assess and track pupil progress and maximise outcomes
- resource the department appropriately and efficiently and in line with school policy
- support Heads of School with quality assurance of teaching and learning through appropriate systems of planning, assessment, marking and reporting; (see Assessment and Reporting for Learning Policy)
- annually, evaluate the subject within the school and in conjunction with current research, identify subject priorities for future development
- hold regular meetings with subject staff in order to maintain or improve quality of provision
- Our well-developed learning support department influences the provision and learning through direct involvement across the school.
- All teaching staff are supported in their duties through appropriate non-contact time and CPD (continuing professional development).

### **Monitoring and review**

The Headmaster and the Heads of School share responsibility for the day to day organisation of the curriculum and lead the monitoring of the way in which subjects are taught throughout the school. The Headmaster ensures that all classes are taught the requirements of the curriculum, and that all lessons have appropriate learning objectives.

Heads of School and Heads of Department monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Heads of Departments also have responsibility for monitoring the way in which resources are stored and managed.

### **PREVENT AT APPLEFORD: PROMOTING FUNDAMENTAL BRITISH VALUES**

The DfE have recently reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The Government set out its definition of British values in the 2011 Prevent Strategy, and reiterated these in 2014. At Appleford these values are reinforced regularly and in the following ways. We keep an up to date audit of all such teaching and learning opportunities through annual curriculum reviews.

#### **Democracy**

At Appleford, pupils have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class and at Planet (house) meetings. The views of the council are heard by a panel and the council is able to effect change within the school. Debating opportunities are also provide within the school curriculum to explore fundamental British values and appreciate the democratic process.

#### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

#### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and

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exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect**

As a THRIVE school, mutual respect and kindness are at the heart of Appleford's values. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

### **Tolerance of those of Different Faiths and Beliefs**

Appleford is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the pupils. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHEE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Pupils visit places of worship that are important to different faiths.

At Appleford, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

### **Spiritual, Moral, Social and Cultural Development (SMSC):**

- At Appleford, we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. SMSC is integral to all aspects of our curriculum. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Appleford School builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how Appleford promotes SMSC and prevent extremism, please see our: *'SMSC' and 'Preventing Extremism and Radicalisation' Policies.*
- Personal Social, Health and Economic Education (PSHEE) and Citizenship:
- (Also please refer to our PSHEE policy)
- Each child's PSHEE informs all aspects of the school day. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain that is appropriate to their age and needs. This programme rests with the Heads of School.
- We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in the modern democratic society. We explore ways to promote an awareness of the emotions of others and how our behaviour affects others. Our structured activity sessions are specifically tailored to the needs of the various groups, from working with a child who is developing coping strategies to facilitating turn taking and initiation.
- We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our students. Our range of artistic, sporting and other cultural opportunities is available to students through the curricular and extra-curricular programme, and their participation in these opportunities. We also provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school, local and wider communities.
- Students are supported in their preparation for formal examinations at various stages of their education. They receive specific support in study skills that includes guidance on revision technique, making notes, examination technique and management of stress. Students are encouraged to learn about their own academic strengths and weaknesses and effective ways of approaching learning, so that they themselves become able to identify and deploy suitable methods across different tasks

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