



Curriculum Policy

School Motto "A Learning Community driven by high expectations and respect for all"

Philosophy

The curriculum provides a broad, balanced and relevant personalised education for each student. It promotes the spiritual, moral, cultural, social and physical development of students and prepares them for the opportunities, responsibilities and experiences of adult life. All planning takes into account the statutory framework of the National Curriculum.

Aims

We aim to:

- Provide every student with a curriculum that is rich and varied that is challenging and inspiring, which enables every student to achieve his or her potential.
- Provide every student with access to a curriculum which provides a range of learning experiences of the highest standard, which takes into account unequal starting points and is provided irrespective of gender, ethnic background, age and disability.
- Provide students with a curriculum that is rigorously planned to ensure progression which takes account of needs and aspirations and which values and builds on the unique experience of every individual.
- Realise and extend students' potential when they participate in the curriculum that offers challenge, learning experiences and support matched to individual needs.
- Provide a curriculum that lies at the core of school activities; whilst being broad and balanced it meets in full the National Curriculum requirements and current legislation.
- Provide students with the opportunity to learn the skills, attitudes and competences needed to succeed in life.

To achieve our aims we will:

- Promote the full intellectual, personal, spiritual, moral, cultural and physical development of all students.
- Prepare students for the opportunities, responsibilities and experiences of adult life and for the next stage of education, training or employment.
- Ensure subject areas are well managed by Subject leaders. They are responsible for the effective leadership, management and monitoring of their subject areas and the implementation of the curriculum policies in these areas.
- Allocate members of the Governing Body to these subject areas for the purpose of support and review.
- Ensure the process of curriculum monitoring forms the basis for evaluating the school curriculum. The curriculum evaluation focuses on 'Quality Assurance' and reviews
 - Standards of achievement and progress.
 - Quality of teaching.
 - quality of learning
- Provide detailed schemes of learning for each curriculum subject area which enable students

to meet their targets.

- Provide schemes of learning that follow an agreed content including learning objectives and outcomes, resources, activities, literacy, numeracy, SMSC and the use of ICT across the curriculum.
- Group students by ability where practical and relevant within the school curriculum and timetable.

Curriculum Content

Key Stage 3

The curriculum is delivered by a 50 period fortnight. Each day has 5 1 hour periods and half hour tutor period between P4 and P5.

Year 7 Curriculum

Maths = 8 periods

Science = 6 periods

English = 8 periods

Geography = 3 periods

History = 3 periods

SMSC = 2 periods

Music, Dance, Drama, Art = 2 periods each

CT = 2 periods

French **or** Spanish = 4 periods

Design Technology = 3 periods

PE = 3 periods

Total = 50 periods

Year 8 Curriculum

Maths = 8 periods

Science = 6 periods

English = 8 periods

French **or** Spanish = 4 periods

PE = 4 periods

Design Technology = 2 periods

Music, Dance, Drama, Art = 2 periods each

Geography = 3 periods

History = 3 periods

SMSC = 2 periods

CT = 2 periods

Total = 50 periods

Year 9

English = 8 periods

Maths = 8 periods

Science = 6 periods

History = 3 periods

Geography = 3 periods

SMSC = 2 periods

Design Technology = 3 periods

French **or** Spanish = 5 periods

CT = 1 period

PE = 3 periods
 Art, Dance, Drama, Music = 2 periods each
Total = 50 periods

Key Stage 4 (Years 10 & 11)

Year 10

Year 11

Subject	Triple science	Double science	Subject	Triple science	Double science
English	8	10	English	8	10
Maths	8	8	Maths	8	8
Science	10	9	Science	12	10
SMSC	2	2	SMSC	2	2
PE	2	3	PE	2	2
Options x4	20	20	Options x3	18	18
	Total 50 Periods			Total 50 Periods	

Students choose 3 subjects in year 11 (and 4 in year 10) from the option blocks. These options include the opportunity for students to select vocational courses in conjunction with the Luton Futures consortium and Barnfield College.

Careers Education information and guidance (CEIAG) is an integral part of the curriculum for Yrs 7-11. Topics covered include job searches, self-assessment, decision making, interview techniques, application forms etc. Students have full access to Believe in Young People resources for impartial careers information and guidance plus advice. There is also an annual careers fayre and options evening.

Religious Education (RE) is taught in accordance with the Education Reform Act 1998 which states that Christianity and other main world religions must be taught throughout the school. RE is taught in RE lessons.

Collective Worship The Collective Act of Worship and SMSC are non-denominational in character. Parents are welcome to discuss or receive copies of our detailed Policy and Practice. Parents may, if they wish, withdraw their child from the arrangements for worship and RE. Such requests should only be made to the Head teacher.

Personal, Social, Health Citizenship and Economic Education (PSHCE) During lessons, events, assemblies and tutor time, students experience and work on a variety of activities that deal with: personal development, health issues, well-being, financial guidance, citizenship, environmental issues, economic and industrial understanding, careers information and guidance and work-related learning.

Sex Education is not taught as a separate subject but through science and RE. Students are encouraged to have due regard to moral considerations and the value of family life. The Sex Education Policy is available. Parents have the right to withdraw their children from sex education.

There is also a two week programme of PSHCE, CEIAG, SRE, parenting and work related learning in year 11. This includes the opportunity to participate in work experience.

Special Educational Needs A small number of students sometimes have difficulties with aspects of the curriculum. Visits to partner schools, parent interviews, and results of reading tests, CATs and KS2 results and information from subject teachers help us to identify students who may need extra help. Where particular needs are identified the class teacher provides wave 1 intervention. A Special Needs support teacher or Teaching Assistant may give extra help to the student in subject lessons or advise the Faculty on appropriate material and content where necessary. The Lifelong Learning Department and Assessment & Psychology Service help us to evaluate and monitor the progress of students experiencing more significant difficulties after consultation with parents. Parents are welcome to contact the Special Needs Coordinator (SENCO) at the school if they wish to discuss their child's particular learning needs.

Gifted and Talented Students Ashcroft uses a variety of methods to encourage more able students to reach their potential. These include high ability sets, extended tasks, extra tuition in voluntary clubs and differentiated class and home work. We also offer Gifted and Talented student's specific CEIAG advice and opportunities. Higher ability students are guided to take Bacallaureate options to ensure full access to higher education.

Augmented Curriculum Some students may access alternative providers where appropriate. This offers a personalised pathway to meet their educational needs.

Assessment Reports on each student's progress in all of their subjects are sent home regularly. Each student's tutor and subject teacher are responsible for monitoring progress. A parent evening is held each year whereby parents and students can meet with their subject teachers. Parents may request interviews with individual subject teachers at any time. Parents are asked to help by keeping all reports, monitoring their child's progress and contacting the school should any issues arise. There is also a Year 7 tutor evening and a Year 9 Options Evening.

Students will be assessed at least every half term. Teachers will also provide clear feedback on ways in which each student can raise their standards even further at least every three weeks.

Examination Courses Both parents and Year 9 students will be fully consulted about examination courses for the final two years of compulsory schooling. A detailed brochure is prepared, and each student receives a guided options interview. Each subject also presents in assemblies and takes part in the annual options fair.

Success Criteria

- The Curriculum meets the statutory framework requirements of the National Curriculum.
- Students reach or go beyond their target grades.
- A number of pathways are available at KS4 and the choice of courses changes to meet the needs of the students.
- % of students internally and externally excluded reduces as the curriculum matches students' needs more clearly.
- % of NEET (Not in Education, Training or Employment) students reduces.
- Feedback from students, parents and the community indicate that students have acquired the competences to improve their life chances.

Approved by Governing Body of Ashcroft High School:	September 2017
Policy Review date:	September 2018
Governors' Committee:	Full Governors
SLT staff responsible:	Ms H Wratten
Statutory Policy: Yes / No	Yes