



C1: Curriculum Policy

Rationale

The Governing Body and Headteacher are required to produce and review annually the Curriculum Policy. The aims and philosophy of the Commonweal School provide the context for this Curriculum Policy. The school has a duty to ensure that a broad and balanced curriculum is followed with some exemptions.

Aims

- To provide appropriate opportunities for all students to learn and achieve
- To promote students' spiritual, moral, social and cultural development
- To prepare all students for the opportunities, responsibilities and experiences of life.

Guidelines

1 The school will provide:

- the statutory elements of the curriculum
- a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression within national framework
- areas of learning which develop knowledge, understanding, learning to learn skills and attitudes necessary for self-fulfilment and development as active and responsible citizens
- a curriculum which is free from any form of indoctrination
- library and ICT resources which support curriculum delivery and facilitate independent learning
- a wide range of extra-curricular activities
- a curriculum which conforms to the principles of equal opportunities for all, recognising an individual's race, disability, sex, sexual orientation, gender identity, pregnancy and maternity, religion or belief

2 In planning and teaching the curriculum teachers and teaching assistants will have due regard to:

- Setting suitable learning challenges – teaching staff will aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible
- Responding to students' diverse learning needs – teachers will take specific action to respond to students' diverse needs by creating effective learning environments; offering appropriate courses; securing motivation and concentration; providing equality of opportunity, using appropriate assessment approaches and setting targets for learning
- Overcoming potential barriers to learning and assessment for individuals and groups of students - in many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of students may need access

to specialist equipment and approaches or to alternative and adapted activities consistent with school-based intervention augmented by advice and support from external agencies or with an EHCP

- 3 Students can be disapplied from the curriculum. The three main purposes for which curriculum subjects can be disapplied are:
- To allow a student to participate in extended work-related learning
 - To allow a student with individual strengths to emphasise a particular curriculum area
 - To allow a student making significantly less progress than other students his/her age to consolidate his/her learning and progress across the curriculum

Evaluation and Review

The governing body has responsibility to ensure that the curriculum is balanced and broadly based, to ensure that the curriculum is fully implemented, to consider any disapplication for students, to agree the curriculum policy drafted by the Headteacher and to monitor the implementation of the policy.

The Headteacher has responsibility to determine, organise and implement an appropriate curriculum for the school, to ensure that the curriculum is implemented, to advise the governing body on disapplication, to advise on a policy for the curriculum of the school and to implement and review the policy once every school year.