



Kingdown School
Believe | Aspire | Achieve

CURRICULUM POLICY

Author	Dave Locke
Adopted by Governing Body – Curriculum Committee	February 2011. To be reviewed at next Academy Council meeting
Last Amended	6 th March 2017
For Review	Every 3 Years (alongside Teaching and Learning, Recording and Reporting Policies)

Rationale

It is the purpose of the Curriculum Policy to support the aims of the school.

Purpose

The Policy establishes:

- A set of guiding principles and values which shape and inform the curriculum of Kingdown School
- A coherent curriculum organisation within which effective teaching and learning can take place
- Links to the Teaching and Learning and Assessment, Recording and Reporting Policies.

The Policy, approved by the Governing Body, is aimed at an audience comprising parents/carers, students and staff.

Guidelines

Principles and Values

In drawing up the Curriculum Policy, the Governing Body seeks to ensure that curriculum provision at Kingdown School is informed and guided by the following set of principles and values:

- There are equal opportunities for all students irrespective of gender, race, disability, class, and creed.
- Kingdown School is an inclusive school and this is reflected in admissions to the school, the range of educational opportunities available, the nature of curriculum provision and support for learning for those students who need it most.
- The School's inclusiveness is extended to provide open access, wherever appropriate, to all students to all school courses.
- The curriculum framework provided builds on the curriculum experience of the primary school and is coherent from Year 7 to Year 13, ensuring strong routes for progression throughout the school wherever possible.
- In delivering the curriculum it is critical that strong social, moral, spiritual and cultural values are incorporated into what is taught and into the way it is taught across all subject areas. Fundamental to these values are qualities of trust, mutual respect, honesty and openness, aimed at securing the self-esteem and dignity of every member of the school community.
- The curriculum will promote the fundamental British values, through helping students to understand democracy and the rule of law, individual liberty, and the mutual respect for and tolerance of those of different faiths (or of those without faith).
- The curriculum provided is broadly based and balanced at each Key Stage; flexible alternative routes are available in recognition of the different needs and interests of many students.
- In making varied and flexible provision, Governors wish to secure genuine parity of esteem for all students. The students are of equal worth.
- Every child matters and so the curriculum will be responsive to the needs of the individual but also mindful of the needs of the whole community.
- The curriculum is appropriately differentiated throughout to take account of the differing abilities, needs and interests of the students. Differentiation is manifest in curriculum provision, teaching and learning strategies, grouping and seating arrangements, activities and resources and levels of support.
- Support for learning meets the needs of all students and comes partly through effective differentiation but also from Learning Support provision in the form of teaching assistants, alternative courses and outside agencies.
- Raising attainment and achievement is at the heart of the curriculum provision and its implementation.