John Spence

COMMUNITY HIGH SCHOOL

Curriculum policy

Approved by:	Katie Marshall	**Date:**	14th September 2022
Last reviewed on:	September 2026		
Next review due by:	September 2028		

Contents

1. Curriculum aims 3
2. Legislation and guidance 3
3. Roles and responsibilities 4
4. Organisation and planning 5
5. Inclusion 5
6. Monitoring arrangements 6
7. Links with other policies 6

1. Curriculum aims

Our curriculum aims/intends to:

- Ensure students leave John Spence Community High School Fit for Life
- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements

- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other staff

Curriculum Leaders will ensure that:

- The curriculum intent is ambitious, well sequence and allows students to develop, retain and deepen knowledge.

Teacher will ensure that:

- They implement the curriculum in line with the curriculum intent and school policy.

4. Organisation and planning

The curriculum is designed with a 3 year KS3, and a 2 year, KS4 model. At KS3 students study a fully inclusive broad and balanced curriculum including modern foreign languages, technologies, and the Arts. Students are supported to choose options to study at KS4 to help them progress on their future career path whilst also being suited to the needs of the individual learner. Our curriculum is designed around our core principle that students leave us at 16 years old Fit for Life. To achieve this, we provide extensive opportunities that allow students to develop into skilled, resilient and considerate individuals.

Each subject has an ambitious curriculum, coherently planned and well sequenced, designed in a spiral nature, to build upon the skills and knowledge that has been previously taught, as well as ensuring that understanding is committed to long term memory so that it can be applied in different contexts both within and beyond that subject. Retrieval tasks, targeted questioning, modelling and the use of personalised learning checklists are all used to support progress through a curriculum. Teachers expertly adapt lessons and tasks to ensure all students can access the curriculum. They use a range of assessment strategies well to inform

teaching, checking learners' understanding systematically, identifying misconceptions accurately and providing clear, direct feedback. In doing so, they respond and adapt their teaching, producing the next steps for pupils to make progress. When required a range of targeted interventions are used to support pupils.

Due to our large proportion of disadvantaged learners, promoting reading is an integral part of our curriculum. Form teachers model good reading based upon findings from Suffolk reading trust and opportunities to read appropriate and challenging reading materials, in each curriculum area are sought and delivered.

We consider the personal development of our students to be so crucial we dedicate curriculum time in a discrete lesson we call 'Fit for life', this educates our students on relationship and sex education, drugs, health, british values, law, finance and cultural capital. This alongside our cultural studies and careers programmes combine to encourage students to consider a wide variety of concepts and issues that will help them to navigate life once they leave John Spence. We aim for our students to be respectful, appreciate diversity, demonstrate tolerance and become responsible young people. The importance of community lies at the heart of our Fit for life programme and is shown through our pledge day, community leaders programme, Junior Young Civic Award, Duke of Edinburgh Award and numerous extracurricular opportunities.

5. Inclusion

All pupils have the opportunity to access the full curriculum with teachers setting high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will adapt the curriculum so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Lesson visits
- Observed student voice activities
- Reports from school leaders
- External reports

Curriculum Leaders monitor the way their subject is taught throughout the school by:

- Regular quality assurance activity including
  - Learning walks
  - Student voice
  - Work sampling

This policy will be reviewed every 2 years by Deputy Headteacher (Curriculum). At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Behaviour for Learning Policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives