



**Integrity, Fellowship and Endeavour**

## **Curriculum Policy**

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## 1. PURPOSE

**1.1** This policy sets out the principles upon which the school's curriculum is built, including what we set out to achieve through the curriculum (**curriculum intent**) and how these aims are to be achieved (**curriculum implementation**).

**1.2** As an Academy, Farmor's School is not constrained by the National Curriculum. The breadth of subject options at both KS4 and KS5 shows our commitment to a broad, rich, relevant and balanced curriculum tailored to both statutory requirements and to our **curriculum intent**. Running throughout this policy are the principles of equity, in terms of both access and opportunity, and enabling students to make positive and well-informed curriculum choices.

## 2. RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with other relevant documents, including:

- Trips and Visits Policy
- Equality and Diversity Policy
- Sixth Form Admission Policy
- Assessment Policy
- Teaching and Learning Policy
- Accessibility Plan

## 3. SCOPE AND DEFINITIONS

### 3.1 Scope of curriculum

The scope of curriculum is broad and includes the different, but complementary, components of the **taught curriculum** and the **co- curriculum**. The taught curriculum covers timetabled subject teaching, including PSHE, and the co-curriculum covers the broader experiences offered throughout the year.

### 3.2. Definition of Curriculum

The curriculum defines the purpose of a school and expresses the entitlement of all young people to the challenge and excitement of new knowledge and new experiences. The curriculum at Farmor's School seeks to nurture the physical, mental, spiritual, cultural and intellectual wellbeing of each child, in a joined-up way.

## 4. CURRICULUM INTENT

This is the statement of what we want to achieve through our curriculum expressed in this policy as values and vision statements. These act as the framework for the programme of education that is put in place for our pupils. Curriculum Intent is also a feature of each subject area, which includes the rationale for the inclusion of each subject in the curriculum and the specific knowledge to be gained at each stage of a pupil's education.

### 4.1. Taught Curriculum Intent

The intent of the curriculum as a whole is to contribute towards the personal development of pupils, their safety, health, citizenship within their community, and general preparation for life. The specific intent of the **taught curriculum** is to learn (acquire) the **Knowledge** of the subject disciplines that will take pupils beyond their everyday experiences. This is knowledge which many will not have access to at home, among their friends, or in the communities in which they live. This **Knowledge** of the taught curriculum is much more than learning facts and encourages pupils to learn to question and to make a meaningful contribution throughout their lives for the wider good of society.

### 4.2. Co-Curriculum Intent

The key aim of the **co-curriculum** is to take part in '**Transformational Experiences**' that will take most pupils beyond their existing experiences, and in many cases will complement the taught curriculum. These are experiences which many will not have access to at home or in the communities in which they live.

## 5. CURRICULUM IMPLEMENTATION

The following section sets out the values which will act as the underpinning framework to guide how we will achieve our curriculum intent for both the **taught curriculum** and **co-curriculum** areas.

## 5.1. Taught Curriculum Implementation

### 5.1.1. Whole School Curriculum Planning

- The curriculum offer is broad, rich, relevant and balanced for **all** students.
- It is the educational right of each child to receive a comprehensive education, committed to academic excellence, regardless of their background or social standing.
- Additional time is given to English and Mathematics to ensure that students have the essential skills needed for life and to access the full curriculum.
- Mixed ability setting is our most common approach to teaching groups for the majority of subject areas.
- Our KS3 programme is delivered over Years 7, 8 and 9 with subject areas Introducing KS4 work from April to June of Year 9.
- The curriculum is the progress model within each subject, and a student's progress is judged with reference to their understanding of the curriculum.
- Teachers are responsible for scaffolding student understanding to access the body of powerful knowledge set out in each subject's programme of study.
- Teachers know *broadly* what their colleagues are teaching, when they are teaching it and why they are teaching it. They know how the curriculum unfolds and how children might best learn it.

### 5.1.2. Departmental Curriculum Planning

- Subject content is carefully chosen and sequenced to support a coherent approach to learning within each subject area.
- Teachers are responsible for scaffolding student understanding to access the body of powerful knowledge set out in each subject's programme of study.

### 5.1.3. Subject Options

- There are opportunities for students to customise their taught-curriculum by choosing and discarding subjects at Years 9 and 11.
- The curriculum for subjects is planned such that students will have been taught the essential knowledge required in a subject for a school-leaver, by the point the subject becomes an optional part of the curriculum.
- Subject options in Year 9 are open to **all** students equally within financial constraints. The dialogue around subject choice, and the final subject options made by pupils, are carefully pitched and monitored to ensure that this is always the case.
- The vast majority of KS4 students will study a core group of subjects made up of English Language and Literature, Mathematics, Trilogy Science and Core PE.
- Options at KS4 are made from a free choice of available subjects, with an emphasis given to breadth and balance over external accountability measures such as the EBacc. While mindful of the Governmental 'England-wide' target of 75% uptake in EBacc subjects, the emphasis at Farmor's School may mean that measures such as the EBacc will have a varying take-up year-on-year, dependent on student choices.
- Subject options for Year 12 are open to **all** students equally who meet the admissions criteria for Post-16 study as set out in the Sixth Form Admissions Policy, subject to sufficient student demand and affordability.

### 5.1.4. Timetable Construction

- The curriculum must be affordable, which will at times necessitate a compromise between the offer that we would *like* and the offer that we can *afford*.

## **5.2. Co-Curriculum Implementation**

### **5.2.1. Trips and Visits**

- Participation in both 'trips and visits' is carefully monitored to ensure participation is equitable and broad. When this is not the case, interventions are made to support access and participation.
- Financial support may be given to specific pupils to support their equal access to school trips and visits.

### **5.2.2. Extra- Curricular Activities**

- Participation in extra-curricular clubs is carefully monitored to ensure participation is equitable and broad. When this is not the case, interventions are made to support access and participation.
- The extra-curricular offer is monitored so that what is offered is equitable to both genders in terms of variety and volume.
- Extra-curricular clubs are regularly run at lunchtimes due to a significant number of students making long bus journeys home at the end of the school day.
- Financial support may be given to specific pupils to support their equal access to all aspects of the extra-curriculum activities.

## **6.0 CONSULTATION**

This policy was written following consultation between Senior Leaders and Governors; it was approved by the Policy Committee on behalf of the Governing Board.

## **7.0 MONITORING, REPORTING AND EVALUATION**

Curriculum will be monitored closely by the Curriculum and Quality of Teaching Committee to ensure that it adheres to the terms of this policy. Should issues arise that are not covered by the terms of this policy, the Curriculum and Quality of Teaching Committee will make recommendations to SLT and the GB for the amendment of the policy. A review will also occur every 3 years.