



Curriculum Policy

Purpose

This policy is to be read in conjunction with aims produced by Federation faculties. It provides an overview of the Federation's vision for curriculum entitlement and forms a context for all other policies and statements that relate directly to the curriculum.

Philosophy

The White Hills Park Federation recognises that all students are of equal worth and that they are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. The Federation aims to create an ethos where education can be fun, rewarding and a life-long process. By promoting equality of opportunity the Federation aims to develop the full potential for learning of all its pupils; to promote their cultural, mental, moral and physical growth and to prepare them for the opportunities and responsibilities of adult life including economic well-being and encouraging them to adopt a healthy lifestyle.

Statement of intent

The Federation aims to offer:

Breadth and balance: a broad and balanced curriculum ensures that each area of learning and experience will be given appropriate attention in relation to the curriculum as a whole. Pupils have access to a broad range of learning experiences including creative human, social, linguistic and literary, mathematical, moral, scientific, spiritual and technological both within and beyond a Federation day.

Coherence and relevance: the curriculum is carefully planned to embrace many different areas of learning and experience and takes account of pupils' prior learning and their readiness for new experiences. It prepares pupils as appropriate for public examinations and career routes 16+ while allowing pupils some choices at Key stages 4 and 5 in their learning programme.

Differentiation and progression: differentiation involves matching tasks to pupils which are appropriately challenging. It implies a need for variation in teaching approaches and classroom organisation. Pupils, parents and teachers are continually kept informed of academic progress via the Federation's assessment, recording, tracking and reporting procedures.

Purpose

The 14-19 phase of learning offers the opportunity for a new, more flexible curriculum for learners at Key Stages 4 and 5. Learners should be able to progress along many routes to achieve their career goals. This policy sets out the school's philosophy and statement of intent to implement a 14-19 curriculum which offers relevant pathways to meet the needs of all learners within this phase.

Philosophy

The White Hills Park Federation will provide a curriculum which is broad and balanced and appropriate to the needs of all learners, allowing them to fulfil their potential. We aim through our curriculum and specialist status to raise attainment and aspirations and increase participation across the community. We aim to enable all learners to:

- acquire from experience of a broad-based curriculum the understanding, knowledge and skills relevant to adult life, employment and life-long learning in a fast-changing world
- utilise effective key skills across the full range of learning experiences
- continue to learn to be responsible, healthy adults through our SMSC programme.

Statement of intent

In Key Stage 4 learners should be able to follow programmes that enable them to:

- continue their general studies in core subjects and in those which reflect their strengths and interests
- follow a pathway which can lead to certification in the English Baccalaureate
- combine their general studies with some optional vocational study
- for some learners combine their studies in school with work-based learning at college or in the work place (Alternative Pathways).

They will also be able to access effective advice and guidance to choose appropriate progression pathways post-16 which includes the option to:

- specialise in academic subjects to a higher level
- start more specific vocational study in an area where they have a strong aptitude or interest
- enter workbased learning on a full-time basis, usually as an Apprentice
- enter full-time employment.

Annex 1: 14-19

○ Management and leadership - The curriculum is led by the Head of College

All curriculum developments and programmes are overseen by the Federation Executive. Heads of Department monitor pupil progress through their individual learning programmes and Inclusion Leaders are responsible for pupil personal and social development. The SENCO offers support to individual learners and to staff to enable all pupils to access an appropriate curriculum.

Currently Post-16 provision is managed by the Bramcote College leadership team. All new developments and courses will be determined at Heads of School / College meetings.

○ Curriculum Structure

The curriculum is organised in 25 periods per week comprising 5 x 1-hour sessions each day. Years 7 & 8 form part of a foundation for GCE and GCSE study. GCSE begins in Year 9 or Year 10 and some students will begin GCE in Year 11.

Transport arrangements are in place for learners who travel off-site for part of their timetable.

○ Development plans

The school is committed to completing and regularly updating its self-evaluation of the 14-19 curriculum and is implementing a range of actions to address areas requiring further development. These are outlined in the Federation Improvement Plan.

○ Personal review, planning and guidance

During the 14-19 phase learners are encouraged to review their progress and their plans on a regular basis. School staff will lead this process:

- Subject teachers and College Providers offer information on the options that involve their subjects
- Tutors and Inclusion Leaders provide guidance on courses, qualifications and the progression routes that they open up

Futures provide careers and personal advice for priority groups referred to them through Pastoral Leaders, Careers Guidance coordinator, SENCO, EWO and other multi-agency staff. Learning Support staff and Connexions Advisers provide additional support to learners with statements of special educational needs.

A programme of careers education is organised by the Federation Library Service and equips learners with the knowledge and skills to use the information and

guidance offered. Information on the full range of options available in Key Stage 4 is presented to learners in Year 9 through options booklets, IFP, Provision Plus tasters and parents' options evenings. Information is made available on the possible progression routes from Key Stage 4 to post-16 education, higher education, training and employment. Equality of opportunity permeates the SMSC programme.

Information about financial support available is provided to help learners continue full-time post-16 and about wider opportunities to enhance their personal development. This forms part of the transition skills programme for key stage 4 and 5.

○ **Collaboration and consortium arrangements**

The Federation has a commitment to increased flexibility at Key Stage 4 and engages with local colleges, training providers, Nottinghamshire Education Business Alliance and employers to provide choice and breadth for learners of all abilities.

○ **Work-related learning**

Pupils in the Federation may be able to access a one-week placement for work experience usually in KS5. Work experience is supported by a range of activities aimed at preparing pupils for their placement initially, and the world of work generally. Pupils are involved in activities which include guidance on completing application forms and letters of application, key skills and their relationship to the world of work and pre-placement interviews. Pupils are involved in the Skills Plus programme which further develops their employability skills. Local employers visit the school to conduct pre-placement interviews and participate in Key Skills at Work days.

The SMSC programme, through the Careers elements, also contains a number of activities to support the work experience and makes pupils aware of the local labour market.

○ **Quality Assurance**

The White Hills Park Federation has a systematic and well developed procedure to ensure quality assurance of curriculum delivery. The senior leadership team and all Subject Leaders are actively involved in the monitoring of quality through a range of processes including:

- Graded classroom observations
- Work sampling
- Review of schemes of work
- Monitoring of pupil targets

The school has completed a self-evaluation of all key areas within the school in line with the OfSTED inspection framework. This will be reviewed and up-dated on an annual basis.

○ **Legal requirements**

The school complies with its legal obligations to all learners attending both on and off-site provision by:

- offering only DfES-approved qualifications
- ensuring proper arrangements are made for work experience with respect to:
 - ◆ risk assessment
 - ◆ child protection
 - ◆ data protection
 - ◆ vetting placements
 - ◆ monitoring visits
 - ◆ insurance cover
- ensuring learners wear protective clothing to industry standards
- establishing clear responsibilities and duties of all partners
- implementing systems for registration, emergencies and communications
- maintaining records of parental/employer agreement

The school adheres to LEA guidance for pre-16 learners on work-related learning placements away from school premises.

○ **Related policies**

The 14-19 policy is underpinned by a range of other policies approved by the governing body in relation to:

- ◆ Monitoring and Assessment
- ◆ Health and Safety
- ◆ Careers Education and Guidance
- ◆ Equal Opportunities
- ◆ Work Related Learning.
- ◆ SEN Policy.

The Curriculum Policy and 14-19 Policy will be regularly reviewed by the Curriculum Committee on behalf of the Trust.