

The Curriculum policy should be read in conjunction with documents setting out the requirements for Careers Education, Work Related Learning, SEN and GT, Healthy Schools, Assessment, Reporting and Recording

Curriculum Policy

***'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school'.* (quoted in Kelly 1983: 10; see also, Kelly 1999).**

At Sandy Upper School, we strive to develop successful learners who are confident individuals and responsible citizens. We acknowledge that learning can take place in both the “formal” context of scheduled lessons and also through the planned but “informal” opportunities offered in the school setting. This Curriculum Policy is written in response to “Curriculum 2000”, the new National Curriculum, Every Child Matters and the National Framework for Education 14-19.

- **The Education Act of 1996 requires a broad and balanced curriculum that:-**
 - i. Promotes the spiritual, moral, cultural, mental and physical development of our pupils.
 - ii. Prepares our pupils for the opportunities, responsibilities and experiences of adult life.

- **The National Curriculum provides opportunities to:-**
 - i. improve attainment and standards, behaviour and attendance
 - ii. increase involvement in education, employment or training
 - iii. foster civic participation
 - iv. increase healthy lifestyle choices
 - v. focus on the attributes and attitudes of successful learners
 - vi. improve functional skills (literacy, numeracy and ICT) and enhance PLTS (Personal, Learning and Thinking Skills)
 - vii. increase knowledge and understanding of the big ideas which shape the world

The Sandy Curriculum

We recognize that learning takes place in a range of locations, of which formal lessons make up the greatest percentage. Learning can also take place during events, extended hours activities and out of school. Our broad principles, therefore, must apply to **all** the learning which takes place for our students wherever possible. The curriculum as an entire planned learning experience, underpinned by a broad set of common values and purposes should include:-

- a range of approaches (enquiry, active learning, practical activities etc)
- links to the learning beyond school including community and business links
- opportunities for learner choice and personalization
- learning time linked to learning need e.g. deep learning, frequent/regular learning
- opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development
- inclusion of the whole curriculum dimensions of:-
 - identity and cultural diversity
 - healthy lifestyles
 - global dimension
 - enterprise
 - creativity and critical thinking
 - community participation
 - technology and the media

Statutory Expectations KS3

The following diagram sets out the “themes” which are the statutory expectation of the new National Curriculum. The second line of the diagram highlights the subjects in which delivery is expected.

Communication, language & literacy		Creative Development		Knowledge & understanding of the world			Mathematical development		Personal, social and emotional development			Physical development	
A&D	Cz	D&T	E	G	H	It	M	MFL	Mu	RE	PSCHE	PE	Sc

At Sandy Upper School we currently choose to deliver the themes through formal subject lessons.

Statutory Expectations KS4

At Sandy Upper School, our Key Stage 4 curriculum becomes more personalized with a significant percentage of our students choosing to follow a vocational pathway, including the new 14-19 Diploma.

At Key Stage 4, the statutory curriculum must include in English, Maths, Science, Functional Skills (including ICT), Religious Education, Careers Education, Citizenship, Sex Education, Work Related Learning and PE.

Key Stage 4 students have an entitlement to follow a course within each of the following “families”:-

- Arts
- Design and Technology
- Humanities
- Modern Foreign Languages

Additionally, Key Stage 4 students have the following entitlements:-

- To follow a triple science course if they attain or exceed Level 6 (from 2008)
- To follow one of the 14 applied “diploma lines” (from 2011)
- To follow one of the 3 academic “diploma lines” (from 2013)

Assessment

The curriculum at Sandy School must be supported by assessment which is fit for purpose and which makes teaching and learning more effective so that learners understand quality and how to improve. Good assessment should:-

- Be integral to effective teaching and learning
- Maximise student progress
- Link to national standards consistently interpreted
- Draw on a wide range of evidence
- Give helpful feedback for the learner and other stakeholders
- Inform future planning
- Embrace peer and self assessment
- Promote a broad and engaging curriculum
- Help identify clear targets for improvement
- Use tests and tasks appropriately

First Implemented	2005				
Review and Evaluation	Rewritten Revised	Staff Responsible	Governor Sub-committee	Review Cycle	Signature
	May 2009	EMB	Standards	Annual	

Appendix One: Curriculum Model 2009

Key Stage 3

E	M	Pe	PSCHE/RE	Sc	MFL 1	MFL 2	Dr	G	H	A	Df	Dt	It	Mu
6	6	4	3	6	3	4	2	3	3	2	2	2	2	2
			Incorporates citizenship, sex ed, work related learning etc		A minority of students may be "disapplied from this block to receive learning support					These subjects encompass textiles, food, resistant materials & graphic design				

- Row 1 indicates the subjects studied
- Row 2 indicates the number of hours allocated per subject
- Block outlines indicate the subject groupings for timetable purposes.

Key Stage 4

E	M	Sc	PE	RE	PSCHE	Option A	Option B	Option C	Option D
6	6	9	5	2	2	5	5	5	5
				Incorporates citizenship, sex ed, work related learning etc Leads to 2 x Short course GCSE = 1 GCSE		Subjects delivered:- Art, Business Studies, Hospitality & Catering, History, ICT, Btec Sport, French, Geography, Music, Media Studies, GCSE PE, Resistant Materials, Child Development, Graphic Products, Triple Science, Learning Support, Princes' Trust, Drama, Spanish, German, Dance			
						Students may pursue a vocational course at Level 1 or 2	These students will select 2 further option courses		
						Students may pursue a 14-19 Diploma			