

Sandy Upper School Curriculum Policy

At Sandy Upper School, we deliver a planned learning experience for students through an effective curriculum, preparing them for life as well as providing qualifications for further study or employment. The school is compliant with the statutory requirements set out in the National Curriculum and other legislation. There is equality of opportunity for all students within the curriculum. At both key stages and post-16 appropriate courses will be offered. The appropriateness of a course will be tested by its ability to be:

- a. of educational benefit to students
- b. capable of being delivered successfully
- c. credible in the eyes of educational institutions, employers and organizations
- d. attractive to sufficient numbers of students to be financially viable

Inclusion

We recognise that, as a fully comprehensive school, we have a wide range of abilities amongst our students. The school will, therefore:-

1. Review the curriculum annually, including content and accessibility, and ensure that it promotes challenge and provides a variety of learning pathways
2. Seek to provide a flexible approach to the curriculum for students whose attainments fall significantly below, or significantly above, the expected levels at any key stage.
3. Recognise and respond to students who need support to access the curriculum and make good progress.
4. Design the curriculum to be flexible, challenging and engaging i.e. offer age and ability appropriate pathways for students that reflect their interests, aptitudes and ambitions.

Class Organisation and Timetable

As a result of applying research or informed discussion, subjects may choose to group students according to ability or gender for the whole of course or for a specific type of activity. Learning hours will be distributed across the week to minimize the effect of staff or student absence, to provide suitable and manageable lesson duration and allow more regular contact with subject specialist staff.

Outcomes

The curriculum will incorporate regular assessment and reporting as detailed separately in our Written Feedback Policy. Some courses may not lead to a formal qualification but they will, nevertheless, provide students with a broad and balanced educational experience. Such courses may support learning in other areas. The effectiveness of the curriculum will be monitored and tested by the student tracking system, examination analysis and through surveys.

Communication

The curriculum structure and courses will be fully explained to parents, carers and students to enable informed choices and to ensure that students are placed on appropriate courses that they will be required to complete.

Curriculum Review

Within the resources available (teachers, rooms, equipment, finance) the school will offer a broad and relevant curriculum. Departments are required to keep abreast of curriculum developments and initiatives and to include curriculum features within their departmental development plans and departmental monitoring systems. **The curriculum policy will be reviewed annually and this will include a review of both content and accessibility, ensuring that the model promotes challenge and learning pathways that embrace and reflect educational rationale and reform.**

First Implemented	2005			
Review and Evaluation	Rewritten Revised	Staff Responsible	Governor Sub-committee	Review Cycle
Jan 2012 June 2012	Jan 2011 June 2011	EMB EMB	Standards Standards	Annual Annual