



## **CURRICULUM POLICY**



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## 1. Curriculum vision

To provide opportunities for **all** students to ensure they all achieve and make the best progress they are capable of, no matter what their starting points; a curriculum that nurture every child's talents and provides exceptional opportunities for students to have the 'time of their lives'.

## 2. Aims of the Policy

The purpose of the curriculum is to help students to:

- develop lively, imaginative and enquiring minds
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- have sound numeracy, literacy and ICT skills
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the communities in which they live-both locally and globally
- appreciate human achievements and aspirations
- take their place in society as informed, confident and responsible citizens

## 3. Main Principles

- The curriculum at Finham Park 2 has the following characteristics: well sequenced; breadth; balance; relevance; progression and ambitious; coherence.
- The curriculum builds the following skills: reflection; research; coping; problem solving; and independent learning.
- The curriculum develops creativity, instilling a sense of wonder in all students
- The curriculum promotes knowledge and understanding; mastery of intellectual, physical and interpersonal skills; and personal qualities, values and attitudes.
- The curriculum provides experiences and opportunities to develop social and cultural capital in all students
- The school has a commitment to provide equality of access for all students to academic experiences
- To provide appropriate tasks and learning opportunities to support high expectations and appropriate challenge
- All students have an entitlement to work related learning at KS4
- Parents are provided with curriculum information relevant to their child
- The curriculum is subject to planned evaluation and review



## 4. Outcomes

The curriculum:

- delivers current statutory requirements
- is broad, balanced, relevant and differentiated
- enables students to fulfil their potential
- prepares students to make informed and appropriate choices at all relevant stages of their education
- meets the needs of the full range of abilities within the school
- ensures continuity and progression within the school and between phases of education
- fosters teaching styles which will offer and encourage a variety of relevant learning opportunities
- encourages a respect for the school and its environment so that learning is a positive and pleasurable experience for all
- helps students develop lively, enquiring minds, an ability to question and debate
- helps students acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- helps students to use language, number and ICT effectively
- helps students develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
- helps students understand the community in which they live and also the wider community
- helps students to appreciate human achievements and aspirations

The School therefore endeavours to provide an environment in which young people of all abilities are able to develop the skills and attitudes which will facilitate lifelong learning and sustained personal development.

Although nationally the specialist status for any school is no longer funded, Finham Park 2 remains committed to its specialism in Mathematics, ICT and Computing. As such we are committed to:

- raising standards of achievement, particularly in Mathematics, ICT and Computing;
- extending the range of opportunities available to students which best meet their needs and interests;
- developing a unique identity which reflects the School's specialist status;
- benefiting other schools in the area, both secondary and primary;
- strengthening the links between schools and the wider community.



In addition:

- Each area of the curriculum is allotted sufficient time to make its specific contribution, but not so much that it squeezes out other essential areas. The amount of time allocated to each subject will be reviewed annually.
- There are 50 one hour lessons in a two week (10 day) timetable. Provision is made for all students with special needs. Additional support is provided for students in the classroom and in The Hub. The provision of three foreign languages and the three separate GCSE science subjects, along with appropriate setting, stretches the brightest children and enables them to achieve up to 10 GCSEs by the end of Key Stage 4.

## **5. Organisation and Planning**

- Subjects, will be taught by subject specialists and delivered in specialist rooms where possible and appropriate, taking into account the best needs of the students
- There is an expectation that as part of subjects schemes of learning, long, medium and short term plans are in place and planning time is made available within both the individual teacher's timetable as well as within the meeting calendar. These should be reviewed and updated annually.
- Subject and Faculty Leaders will ensure that planning is completed and shared across their department.
- Review of resources and assessments should be completed regularly.

### **5.1 Key Stage 3- Years 7 and 8**

In Year 7 and 8, students follow the National Curriculum. The core curriculum is as follows:

- Mathematics, English, Science,
- IT
- PE
- Modern Foreign Languages (French, Spanish or Mandarin)
- History, Geography, RE and PSHE
- Art, Drama, Music and Design Technology (Food Preparation and Nutrition and Product Design)
- Enrichment



In addition:

- A majority of classes are mixed ability except where setting is considered most appropriate.
- Additional staffing is provided in mathematics and English for students that need extra intervention or support

Our enrichment programme is designed to introduce students to areas that are not normally covered by the National Curriculum at Key Stage 3. Students opt for the areas they would like to study. Enrichment allows students to experience a subject area that they may wish to pursue at Key Stage 4 or beyond.

We offer up to 30 places to year 7 students on the prestigious Mandarin Excellence Programme (MEP) which is studied to GCSE.

## 5.2 Key Stage 4- Years9 -11

KS4 Programmes of study start in year 9. All students study (the core curriculum):

- Mathematics, English language and literature, Science (combined or separate science- Biology, Chemistry & Physics) and either Geography or History
- Most students study a Modern Foreign Language (French, Spanish or Mandarin)
- Physical Education, Religious Studies and Personal Social Health Education (all non-examined).
- The majority of students will take an Ebacc curriculum as long as this is appropriate for them

In addition to the core curriculum students make 3 options choices

3 subjects are chosen from the following:

PE	Drama
Art (Fine Art or Photography)	History
Separate Sciences	Geography
Music	Computing
Business Studies	Philosophy & Ethics
Technology- Food Technology, Product design, and Engineering	Interactive Media

## Alternative Routes



Students have access to a range of vocational courses through Work Related Learning and through partnerships with local colleges. Students not completing a language GCSE will be offered additional maths and English support as well as an ASDAN qualification.

## **5.3 6th Form -Post 16 Curriculum** TBC

Students either follow an A level pathway or vocational BTEC pathway. The pathway will be dependent on the wishes of the student and prior academic achievement. It will be overseen by the Head of the Sixth-form in consultation with Subject Leaders and will be conditional upon meeting entry requirements.

### **a) A level**

In year 12 students are expected to choose a minimum of 3 A levels and an enrichment course. Students have access to a broad range of A levels delivered at Finham Park 2 but also to all A levels offered across the Finham Park Multi Academy Trust (as well as across schools within the Coventry partnerships).

### **b) Vocational BTEC Route**

Some students wish to follow a more vocational route of level 3 BTEC courses. The expectation is that students will follow the equivalent of 3 A level subjects in year 12 and 13.

All students follow the Enrichment programme which offers a wide range of opportunities to ensure they have a broad range of experiences to take to the next stage of their career or future study.

## **6) Legislation and Guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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](#).



## 7) Roles and responsibility

### 7.1 The Local Governing Body (LGB)

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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- 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
- Ensures students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 7.2 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements



- The LGB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The LGB 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

### **7.3) Middle Leaders**

Subject and Faculty leaders will ensure that the school curriculum is implemented in accordance with this policy.

### **8) Inclusion**

Teachers set 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 plan lessons so that students with SEN and/or disabilities can access every National Curriculum subject, wherever possible, and ensure that there are no barriers to any 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.

### **9) Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Data reports and Self Evaluation Form provided from the Headteacher
- MAT Health check reports provided by the Executive Headteacher termly

Subject leaders monitor the way their subject is taught throughout the school by:

- Lesson Sampling (observations)



- Work scrutinies
- Learning Walks
- Student voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Deputy Headteacher (curriculum).



## CURRICULUM POLICY

Written by V Maginnis  
Reviewed: R Plester  
Updated: J Brake

July 2010  
2012, 14, 17, 18  
Feb 2020

Next review date:

Feb 2021

Approved by Governors:

10 March 2020

**Signed:**

A handwritten signature in black ink, appearing to be 'R Plester'.

**Headteacher**

**Date:** 10 March 2020

**Signed:**

A handwritten signature in black ink, appearing to be 'Credley-Johnson'.

**Chair of Governors**

**Date:** 10 March 2020