

# POLAM HALL SCHOOL

## Curriculum Policy

The Governing Body applauds the principle expressed in the 1988 Education Reform Act that the curriculum should promote the spiritual, moral, cultural, mental and physical development of pupils, and prepare pupils for the opportunities, responsibilities and experiences of adult life.

It also approves of, and is happy to adopt as its own, the objectives that the curriculum should be

**broad** so that it introduces each pupil to a wide range of concepts, experience, knowledge and skills;

**balanced** so that each area of the broad curriculum is allowed sufficient time for its contribution to be effective

**relevant** so that all subjects contribute to a sound general education

**differentiated** so that what is taught and how it is taught is matched to and develops individual pupils' abilities and aptitudes

**flexible** so that it ensures the best opportunities for the success of each pupil at every stage of their development

The Head and Governing Body are required to

- provide an up-to-date statement of the Curriculum policy, including the policy with respect to sex education
- ensure that the school provides appropriate religious education and collective worship
- provide the statutory information required by parents and others

The Head is required to

- implement the curriculum on a day-to-day basis
- decide when the curriculum shall not apply, or apply differently, to an individual pupil for a temporary or longer term period.

The Governing Body recognises that the teaching and development of the curriculum is properly a matter for the Head and the school's professional staff to determine (unless the Head is proposing to introduce an experimental and/or controversial form of teaching and/or curriculum content).

Although the national curriculum no longer requires all children to follow Modern Foreign Languages at KS4, it is normal school policy that all pupils do so. An alternative curriculum is available for selected pupils in KS4.

The Governing Body also affirms its intention to facilitate the development of appropriate cross-curricular subjects, themes and skills by the identification of

- commonality and inter-relationships between subjects eg such general skills as information handling, organizing work, communication skills, working with others and the development of appropriate personal qualities
- themes which straddle the curriculum and to which many of the core and foundation subjects can contribute eg. economic and industrial awareness,

consumer affairs, health education, information technology, media studies, careers education, environmental issues, citizenship, spiritual awareness.

Partisan political views will not be promoted in the teaching of any subject.

Arrangements for complaints about the curriculum are incorporated in the documentation relating to Complaints and Appeals. The detailed form of implementation of the Governors' policy will be set out in the annual timetables and reviews of the School Development Plan.

**Signed**

**Chair**

**Head**

Last reviewed September 2009

Basic description of current provision:

Each pupil from Year 7 to Year 11 inclusive has 25 hours of teacher contact time. From Year 7 to Year 9 the range of subjects taught allows them to experience all types of education – linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative.

By Year 10 pupils make decisions as to which GCSE courses they wish to follow in addition to our core subjects. Core subjects are English, English Literature, Mathematics, Science (taught as separate subjects and leading to either 2 or 3 GCSEs), PE, and in most cases French. Pupils choose 3 optional subjects. This means that not all pupils will necessarily cover all the aspects of education as stated in the first paragraph.

In the 6<sup>th</sup> form the range of subjects studied is reduced but the opportunities independent study and the responsibility for organising and monitoring one's own progress increases. Students will usually have some time within the school day for private study.

Careers education and guidance is an integral part of our education. Choices are a fundamental element of secondary education and at each stage of a pupil's development where a choice is involved we ensure that the pupils can make their decisions based on sound information. The process begins formally in Year 9. From Year 11 onwards there is increased emphasis on careers guidance so that our students are equipped with the relevant information for their future education beyond Polam Hall at whatever point they move on.