

CURRICULUM POLICY

Introduction

The curriculum at Great Baddow High School embraces all the learning opportunities a pupil can experience. It includes what is offered in formal, time-tabled lessons as well as the wealth of extra-curricular activities and experiences promoted or supported by the school. The school's specialist status impacts on all areas of the curriculum and the extra-curricular offer.

The staff and governors are committed to the belief that all learners can learn. To ensure that each pupil fulfils his or her potential the school will provide a rich, varied and challenging education in a happy and safe environment.

General Principles

The general principles of the curriculum are as follows:

- that learners are provided with a stable, caring and stimulating environment in which they may develop fully via a curriculum which provides access to a range of high quality learning experiences taking account of different starting points, and which is provided irrespective of gender, ethnic background or disability;
- that learners' horizons are extended and broadened and their knowledge and understanding of the world deepened;
- that learners develop a knowledge of and respect for religious and moral values and be accepting of others;
- that they are provided with opportunities to assume responsibility and take an active part in helping to sustain community life both within the school and in the wider local, national and global community - thereby enriching their own sense of community;
- that learners are prepared for a positive role in life beyond school;
- that learners develop social skills and the ability to question and argue rationally;
- that learners should develop skills for adulthood and for life-long learning including physical, aesthetic and linguistic skills, numeracy, literacy, Information and Communication Technology and application to tasks;
- that all learners are prepared carefully and thoroughly for public examinations, statutory assessments and to achieve accredited qualifications;
- that the school ensures there are effective procedures for establishing and maintaining contacts with parents, primary schools, employers, post-16 providers, universities/HE providers and external support agencies; and
- that effective teaching and learning provides curriculum access for all learners.

Curriculum Aims

The curriculum will:

- meet all statutory requirements and ensure that learners are prepared for public examinations;
- enable learners to recognise and apply discrete and transferable skills, knowledge and understanding;
- ensure relevance, breadth and differentiation of content and methodology to match individuals' needs;
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- enable learners to deal with and manage information presented in a range of different styles;
- help learners to develop morally, socially and culturally and to have regard for the needs, welfare and safety of others;
- help learners to become aware and make sense of the wider world in which they live;
- help learners to develop an enquiring attitude and enable learners to take responsibility for their own learning;
- help learners to develop decision making skills;
- challenge individuals to strive for excellence in their own terms;
- develop cross-curricular skills, especially literacy, numeracy, ICT and personal, learning and thinking skills
- emphasise the role of technology across the curriculum;
- ensure that learners with SEND are catered for and that statutory requirements are complied with;
- ensure that learners can benefit from all resources that the school can offer;
- develop in learners at Key Stage Three the skills necessary to form a sound base for success in courses at Key Stage Four; and
- develop at Key Stage Four the skills, knowledge and understanding necessary to form a sound base for courses post-16.

C. Lynch/FMR	-	September 2012
Reviewed	-	Autumn 2016
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