

CHESLYN HAY ACADEMY

GOVERNORS' POLICY

Curriculum Statement

Definition We recognise that the curriculum encompasses all that the students experience as a result of being members of the school community. As such, the formal curriculum is complemented by the informal activities that take place on a voluntary basis. Underpinning all is the quality of relationships enjoyed by the members of the community.

Mission and Aims The curriculum is the major vehicle by which the school seeks to fulfil its mission and aims. As such, we expect the Headteacher, in liaison with the staff, to draw up relevant management policies, procedures, programmes of study and learning schemes that allow this to happen. Below are brief details of the school's curriculum and related matters. Further information is to be found in other policy statements, for example Assessment, Recording and Reporting.

The school curriculum is designed to provide the students with a broad and balanced range of subjects whilst offering them as they get older increasing opportunity to specialise according to their personal strengths, interests and ambitions.

Key Stage 3 In their first three years our students study art, citizenship, design & technology, English, drama, geography, history, computer science, mathematics, music, modern foreign languages, physical education, religious education and science. They also follow programmes in personal wellbeing and economic wellbeing. A new curriculum is being phased in for Key Stage 3 called the Threshold Curriculum and has been collaboratively designed and developed with colleagues across all secondary schools in Windsor Academy Trust.

Key Stage 4 In Years 10 and 11 all students are prepared for an appropriate number of public examinations. The core subjects include English language and English literature, mathematics, physical education and science. All students also continue to follow the personal wellbeing and economic wellbeing programmes.

A wide range of other examination courses are offered annually subject to viable numbers. Currently the range includes art & design, business studies, dance, computer science, construction, drama, French, Spanish, geography, health & social care, history, creative iMedia, music, physical education, religious studies, Spanish and sociology. We also run some alternative programmes for our foundation pathway students.

The sixth form The majority of our Year 11 students elect to become members of our sixth form as they appreciate the benefit of pursuing their education within familiar surroundings where they know the teachers and the teachers know them. The many courses available either lead to university entrance or employment with training. As well as serving those students who have been at the school for a number of years, we also cater for young people who wish to transfer from other secondary schools at 16+.

Currently, there are over 200 students in our joint sixth form. Owing to our large numbers, we are able to offer an extensive range of advanced level academic and applied courses delivered by well-qualified subject specialists on campus. The present range of A level courses include art & design, biology, business studies, chemistry, economics, English literature, geography, government and politics, health & social care, history, mathematics, media studies, music, physics, psychology, sociology and sport. We are also active partners with another local academy. This enables our students to access a broad range of other courses delivered elsewhere whilst

remaining a member of our sixth form. As with Key Stage 4 options, the running of courses depend on viable numbers. Further information about our 16+ provision is available from the school.

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Grouping and teaching methods The emphasis in the school is on meeting the needs of each individual student. For some subjects the students are taught in sets appropriate to their ability whilst at other times the students have the opportunity to learn with the students from their own tutor group. These are arranged on a mixed ability basis. The staff use a variety of teaching and learning methods suited to the age, ability and learning style of the students. These include whole class teaching, group and individual work as well as self-supported study. Regular use is made of school's many computers and other technologies.

Remote Learning Work undertaken outside school is essential to successful learning. It prepares students for lessons and it helps to reinforce what has been taught. It also develops very important self-management habits. All students are expected to complete remote learning in all their subjects on a regular basis. Guidance is given on how much time should be spent on remote learning each night and each week. The Remote Learning Policy provides further information.

Special educational needs We believe that all students are entitled to a broad and balanced curriculum and should be involved in the full life of the school including children who have special educational needs. This is so that they, too, can fulfil their potential as learners, and experience and contribute to the life of the school. Our provision matches needs, takes account of the wishes and feelings of the individual student and is delivered in partnership with parents. We identify students who are experiencing learning difficulties by using information from the primary schools and the results of our screening tests, listening to the concerns of the students and their parents and by noting teachers' observations and assessments. Provision for many students with special educational needs means ensuring staff know that a little extra attention may be necessary. Other students who need more specific help might be taught by specialist learning support staff in small withdrawal groups, or they might be helped in their normal lessons when a second member of staff is present. A full copy of the school's Special Educational Needs Policy is available on request.

Gifted and talented As part of our commitment to meet the needs of all children, all subjects have a gifted and talented programme that caters for the most able. The students are offered lesson and home learning extension activities and have the opportunity to participate in special events that often take place outside the normal school day.

Personal wellbeing The personal wellbeing programme we offer addresses issues that relate to the personal, social and health education of our young people. Two key areas are sex and relationships education and drugs education.

The sex and relationships education programme is part of the positive, person-centred education that is at the heart of the school's purpose. The programme seeks to ensure that all students accept their own and others' sexuality positively in order to enjoy relationships based on mutual respect, dignity and responsibility. The biological aspects are largely taught within the science curriculum whereas the emotional, legal and moral aspects are covered in personal wellbeing programme supplemented by work done by other subjects such as religious education. Great care is taken to teach this work in a manner which promotes a responsible attitude towards sexual behaviour and the value of family life. Further information is available from the school.

The drugs education course is designed to enable the students to learn about drug, alcohol and tobacco use and misuse including medicines and volatile substances. They consider the significant personal and social consequences of misuse for themselves, their families and others. As a result they are better placed to make informed decisions about their own lifestyles.

Economic wellbeing Our economic wellbeing programme allows our students to consider important areas such as enterprise, financial capability, work-related learning and the vital matter of careers education. Our careers provision is founded on the broad principles of self-discovery, career exploration and career management. Students are encouraged to match their personal skills and qualities to broad career areas and the programme helps them to make informed decisions at key times. These include Key Stage 4 option choices in Year 9, finding appropriate work experience placements in Y10, considering post 16 options in Year 11 and making career decisions in the sixth form. Officers from Staffordshire Connexions (formerly the Careers Service) regularly visit the school to provide a range of counselling and advice. We also make use of outside speakers, our large careers library, computer programmes and DVDs to provide the students with the widest base from which to make their individual decisions.

Religious education Religious education is a compulsory part of the school curriculum in England and Wales. Our course enables our students to consider what we can learn about and from religion. Students study Christianity and other world faiths as well as investigating social and world issues and this leads to a GCSE qualification. A copy of the syllabus is available from the school. Any child withdrawn from our religious education programme or our acts of collective worship through parental request will be supervised as appropriate.

Spiritual, Moral, Social and Cultural Development The School creates opportunities to enrich the students' spiritual, moral, social and cultural development across subjects and in the wider life of the School. Further information is to be found in the appropriate policy statement.

Extra Curricular As part of our commitment to develop the whole person the school offers a range of activities for the students that take place during lunchtime, after school, at weekends and during the school holidays.

Sport Our physical education staff have coaching qualifications in many sports. As the hub of the South Staffordshire School Sports Partnership, we also have access to other external coaches. This allows us to run our large out of school hours learning programme. Our teams compete regularly in local, county and regional tournaments and a large number of students have represented Staffordshire in a variety of sports with some achieving success at regional and national level.

Expressive arts Opportunities to get involved in art, dance and drama activities feature regularly and individual music tuition is available for a range of instruments. Many students reach high grades in examinations and some play in various school and county orchestras and bands. Annually, there are a number of evening performances, shows, exhibitions and concerts to which parents are invited.

Societies and clubs A number of other societies run at various times during the year such as the Computer Club and the STEM Club. As with all extra opportunities, these are advertised termly so that students know what is on offer.

Learning beyond the school The school has an outstanding reputation for the number and variety of off site learning opportunities that it provides annually. To aid their studies, students are given the opportunity to take part in day visits to such places as art galleries, exhibitions, museums and theatres as well as other locations

such as airports and factories. For a number of years Year 7 students have visited the Standon Bowers or Anglesey outdoor pursuits residential centre, Year 8 students have participated in the Spanish Sports Tour and Year 9 students have spent a week in Venice. Other annual trips abroad have included modern language visits to France and Spain. We recognise that such trips can be beyond the means of some families. For those students who might need some support we are able to access funds to contribute to the costs through the Brewood Educational Endowment Charity.

Relationships Key to what we seek to achieve is realised through the day-to-day life of the school. It is the responsibility of everyone to contribute to the creation of a friendly, happy and caring community.

Lead SLT member: PHA

Date of next review: 08.21

Reference: Curriculum PHA 08.20