



St Laurence School Policy on Curriculum 2017

This policy should be read alongside the Curriculum information published on the school website

Introduction

Within the context of Spiritual, Moral, Social Cultural development of the child (SMSC) and the School's aspiration to "Care – Inspire - Succeed", the Governing Body affirm the School's aims to provide a curriculum, both formal and informal, which promotes its common purpose, shared aims and core values. The Governing Body are committed to meeting the needs of all students and raising standards by developing a supportive atmosphere and by managing resources effectively. The Governing Body believe in the importance of developing creativity and in the value of developing links with the immediate and wider community. The Governing Body aims to ensure that the School meets all the statutory requirements for the curriculum, within the broader context of its status as a school with a Christian foundation. The school pays proper regard to legislation and to its own policies for equal opportunities, special educational needs, health and safety and SMSC outcomes.

Aims

The School Curriculum aims to:

- Create 'successful learners' who enjoy learning, make good progress and achieve.
- Play its part in shaping confident individuals able to lead safe, healthy and fulfilling lives.
- Focus on developing the students' attitudes, attributes, skills, knowledge and understanding to help them become responsible citizens.

Provision

The school aims to provide the highest quality education by ensuring the curriculum:

1. Is broad, balanced and challenging, seeking to promote our mission and values: *"...offering a broad and challenging education to meet the needs of all students. We are committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive curriculum."*
2. Provides quality and continuity of learning within each subject area (e.g. there should be sufficient frequency of lessons for each subject in the timetable cycle).
3. Reflects the crucial importance of strong foundations by emphasising and enabling the development of learning, effective assessment and rapid progress through key stage 3.
4. Provides coherent learning pathways from age 11-18 for students of all abilities, across the whole spectrum of needs.
5. Is inclusive, reflecting comprehensive values.
6. Promotes student progress beyond the average expectation relative to prior attainment
7. Promotes the development of reflection, resilience and independence in learning (this includes affirming the importance of home learning)
8. Acknowledges and protects our heritage as a performing arts specialist school while promoting the pursuit of excellence across the whole range of subjects.
9. Places appropriate emphasis on English and Mathematics, recognising these as fundamental to academic achievement and career progression.
10. Places appropriate emphasis on the other "facilitating subjects" (Science, Geography, History, Languages) recognising that, however controversial the idea, these are subjects in which students need a particularly good grounding.
11. Emphasises the development of spiritual, moral, social and cultural awareness and places a high value on religious education, in keeping with our academy object.

Approval: Standards Committee

Review: February 2019



12. Has a structure, particularly at key stages 4 and 5, which promotes student ownership through guided choice of learning packages, but places the emphasis on quality of experience and achievement rather than quantity of qualifications amassed.

The school is also committed to:

- Recruiting, training and developing professionals who work continuously to improve their own teaching skills and understanding of how students learn most effectively;
- Defining a clear framework for the leadership and management of the curriculum;
- Working in partnership with all stakeholders;
- Ensuring that teachers plan lessons that engage, motivate and encourage all students;
- Providing opportunities for students to develop as independent learners able to think for themselves, take risks and learn from mistakes and have positive self-esteem;
- Providing a wide range of opportunities for students to develop individual interests and strengths, and challenging them to become involved in activities beyond the timetabled day.

Organisation

Details of organisational aspects are published annually in the curriculum maps and in course brochures at KS4 and 5. Copies of these are available from the school or the website.

Monitoring and Evaluation

The quality and effectiveness of the curriculum will be monitored and evaluated through:

- A rigorous school self-evaluation programme.
- An analysis of a range of accountability measures.
- Regular reports on curriculum development and impact to the appropriate Governors' committee by the appointed member of the senior team.