



INVESTOR IN PEOPLE

Curriculum Policy

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Name and Title of Author:	SLO
Name of Responsible Committee/Individual:	Local Governing Body
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Related Documents:	

Curriculum Statement

The Curriculum at Malet Lambert School is designed to give every child a broad and balanced offer which will provide pupils with the skills and knowledge to accomplish their life choices. We work together with all of our school partners and stakeholders to ensure that every pupil achieves their full potential whatever their ability.

Curriculum Intent

- To equip our pupils with the skills needed for their future and to achieve their full potential.
- To deliver a broad and balanced curriculum reflecting the needs of our learners.
- To raise aspirations, promote resilience and create successful learners
- To promote spiritual, moral, social and cultural development
- To reflect that education is an on-going process which is flexible to the development of our learners.

Achievement

Through our curriculum pupils are able to develop the transferable skills they need in the future and participate in a wide variety of enrichment activities across our curriculum subjects and beyond. Malet Lambert allows pupils to develop independent learning skills, resilience, to self-evaluate, improve and challenge themselves ready for future academic study or employer led programmes. More importantly we develop responsible and informed members of the community with the creativity and adaptability to succeed in the modern world.

Implementation

KS3 – Three years					
Subject periods per fortnight					
Throughout	Y7-9		Y7	Y8	Y9
Maths	8	Art	2	1	2
English	8	Music	1	2	2
Science	8	Computing	2	2	4
MFL	5	Drama	2	2	1
History	3	PE & Games	4	3	2
Geography	3	Rs	1	2	2
		Technology	3	3	2

Y7 includes 2 periods of maths skills and 2 periods of literacy per fortnight.

KS4 – Two years		
Subject periods per fortnight		
	Y10	Y11
Maths	10	8
English	10	10
Science (including separate sciences)	10	10
MFL	4	6
Humanities (history and geography)	4	6
ICT	6	0
PE	2	2
Rs	PSHCE	2
Option subjects	4	6

Our PSHCE, British values and citizenship curriculum is taught through the assembly and tutor programme in addition to one enrichment day per half term.

Rationale

The broad and balanced curriculum at Malet Lambert curriculum enables pupils to develop the transferable skills they need in the future and participate in a wide variety of enrichment activities. Malet Lambert allows pupils to develop independent learning skills, resilience, to self-evaluate, improve and challenge themselves. More importantly we develop responsible and informed members of the community with the creativity and adaptability to succeed in the modern world.

The school aims to ensure pupils:

- are prepared for their next stage in lifelong learning.
- develop a lively, enquiring, imaginative, adaptive, creative and curious mind and to encourage them to question, argue rationally and apply themselves to tasks.
- develop respect for others and to acquire attitudes opposed to discrimination.
- develop a reasoned set of attitudes and values appropriate to the society in which they live.
- understand the world beyond the boundaries of the school, in a local, national and international dimension.
- appreciate and care for the environment in which they live.
- appreciate the achievements and rights of other people and promote both individual and team endeavours.
- develop spiritual and aesthetic awareness.
- develop healthy and fit bodies.
- use language and number effectively.
- be active participants in, and responsible contributors to a democratic society and to achieve as much independence as possible.

- develop interests and skills which enable them to enjoy and make the best use of leisure time.

This policy was informed by the statutory policies for schools document on the 2014 National Curriculum, changes to GCSE and Vocational assessments 2016, 14-19 Pathways, and DfE updates. It embraces policies and procedures for admissions, assessment, careers education and guidance, charging, collective worship, drug education, equal opportunities, health and safety, homework, inclusion, lettings, performance management, race equality, school visits, SEND and SRE.

Roles and responsibilities of the Head of School, Staff and Governors

The **Head of School** will ensure that:

- all statutory elements of the curriculum, and those subjects that the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- pupils have access to a full range of 14-19 pathways.
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- where appropriate the individual needs of some pupils are met by permanent or temporary disapplication of the National Curriculum.
- pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations and what is required to help them improve.
- the governing body is fully informed and involved in decision making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on statutory targets in order to make informed decisions.

The Head of School may delegate as many of the above items as they deem appropriate to the Deputy Headteacher for curriculum

The **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **Governing Body** will ensure that:

- it considers the advice of the Head of School when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- It maintains updated on changes to statutory directives for the secondary curriculum.
- it participates actively in decision making about the development and delivery of a broad and balanced curriculum.
- political issues are always presented to pupils in a balanced way.

Arrangements for monitoring and evaluating the effectiveness of the curriculum and this policy.

The Head of School, the curriculum Deputy Headteacher for curriculum will report to the Governors on:

- the standards achieved by pupils.
- the standards achieved by pupils with special educational needs
- the evidence of the impact of national and school strategies on standard
- the development and achievement from a broad and balanced curriculum meeting statutory requirements
- the views of staff about the action required to improve standards
- the nature of any parental complaints

The Malet Lambert Staff in the school will monitor and evaluate the curriculum using the following methods:

- Observation of lessons
- Work scrutiny
- Learning walks
- Zonal walks
- IEP reviews
- Discussion and minutes from link meetings between SLT and HoD
- Performance management reviews
- Subject Curriculum Reviews.
- Sampling of pupils views through questionnaire or discussion.
- Departmental reviews
- ARs
- Trust Curriculum reviews.
- Exam analysis
- Trust KPIs

The person responsible for monitoring and evaluating this policy is the Deputy Headteacher for Curriculum.