



Highlands School

Curriculum Policy

Date of Last Review	Nov 2018
Next Review Due	Nov 2020
Governors Committee	C&S

Highlands School Curriculum Policy

Students at Highlands are entitled to a curriculum which contributes to a well balanced education, developing the abilities and life skills of individual students. Every student is entitled to experience a curriculum that is a positive and enjoyable means of learning, is rich and varied, that challenges and enables them to achieve their potential and to take a full part in adult and working life. This entitlement is for every student regardless of age, gender, race, religion or disability.

The curriculum shall demonstrate:

- **Breadth** introducing students to the elements of learning, defined as knowledge, understanding, concepts, skills and attitudes, through aesthetic and creative, human, social and political, linguistic and literary, mathematical, moral, and ethical, physical, scientific, spiritual and technical aspects.
- **Balance** allowing each element an appropriate portion of the whole curriculum
- **Coherence** with planning as an entity, ensuring progression and the opportunity for each student to maximise their achievement
- **Relevance** in that it will be appropriate to the individual and respond to previous experience and change as we move through the 21st Century
- **Flexibility** to allow students to follow different, flexible learning pathways.

Highlands students are entitled to a curriculum delivered through a variety of appropriate of learning and teaching styles which create conditions for effective learning. This will include provision for students with specific needs, whether they require support, extension work or alternative pathways. A level of differentiation should be experienced which provides appropriate tasks for each student and a challenge that will maximise achievement. Highlands students can be successfully prepared for external examinations before the end of Year 11 and so the curriculum should provide opportunities for students to sit some external qualifications in Year 10. Each student should be sufficiently equipped to make informed and realistic decisions about their own learning and progress.

The curriculum will meet the requirements of the National Curriculum and examination boards. Post 16, the school will aim to provide as wide a range of accreditation as is feasible and will continue to support the role of Vocational courses in the curriculum. However, the National Curriculum and accredited exams are not the whole curriculum and the staff at Highlands are committed to providing a wider range of compulsory and voluntary opportunities both within and outside of the classroom. Extracurricular activities enrich a student's experience and are an integral feature of the school's ethos. All students and teachers are encouraged to participate, whether it be through sporting, cultural, musical, visits, exchanges or any other of the varied experiences offered.

Assessment is an integral part of the curriculum and the school will meet the assessment demands of the core and foundation subjects of the National Curriculum and other procedures statutorily documented using both formative and summative methods of assessment. This will be achieved in a variety of ways including external and internal tests, formal assessment tasks, examinations and the

recording of achievement. Departments are expected to use assessment to inform their planning of schemes of work whilst individual teachers will use assessment to inform lesson planning and differentiate for groups of students and individual students as appropriate. Teachers will then use that assessment to provide feedback to students on the next steps they need to take in order to progress and ensure that students act upon this feedback. Students will take an active part in assessment and recording achievement and where possible, parents will be involved. There will be regular communication with parents through an annual parents' evening for each year, half termly interim reports, academic tutoring days and other procedures which may be activated at any time.

The school will use a range of ways to group students in different subjects which are found to be effective by heads of faculty. This will include fine setting by ability and mixed ability groupings as appropriate in different year groups and different subject areas. Streaming will not be used.

Any major changes to the curriculum will involve consultation with all major stakeholders. The curriculum will be supported by appropriate professional development for staff and the school will endeavour to make available appropriate resources to support effective learning and teaching.

See also:

- *Sex and Relationships Education Policy*
- *Charging and Remission Policy*
- *Examination Policy*
- *SEN Policy.*

For more details of the curriculum and extracurricular activities see the latest versions of:

- *Curriculum guide for KS3*
- *KS4 Curriculum and Options guide*
- *6th form guide*
- *Education Extra Programme guide.*