



# Crofton School

## CURRICULUM POLICY

### *Our Vision*

We want to become an outstanding school, at which:

- ❖ There is no bullying or unkindness; people are allowed to be themselves
- ❖ Students make impressive progress, whatever their ability
- ❖ Students' individual needs are carefully identified, understood and catered for
- ❖ The curriculum is relevant, ambitious, varied and stimulating; science has a special place in it and permeates the whole life of the school
- ❖ Students become autonomous, independent learners
- ❖ Students become good citizens, aware of their responsibilities and rights
- ❖ Learning is genuinely valued and genuinely fun; students and staff are expert at it
- ❖ Everyone (students, staff, parents and friends) feels valued and included
- ❖ Students are well-prepared for adult life in a time of rapid and unpredictable change

### *Rationale*

This policy reflects our school vision and our status as a specialist Science College. It provides a consistent basis for decisions about the taught curriculum.

### *Objectives*

Our taught curriculum is intended to:

- meet all statutory requirements
- allow all of our students to fulfil their potential

- be fully inclusive and avoid all bias
- meet their individual needs and help them make rational choices
- provide opportunities for all students to gain the appropriate knowledge, skills and qualifications they need in order to participate effectively as citizens of a global society and in the world of work
- promote the idea of 'life-long learning' and prepare students for continuing education
- provide students with an awareness of their own and other peoples' cultures; encourage students to respect the cultures, views and rights of other people
- develop students' sense of morality and understanding of ethical issues
- facilitate students' spiritual development

### ***Implementation, monitoring and evaluation***

Each Autumn Term, the Senior Leadership Team will review the taught curriculum at both Key Stages as part of the self-evaluation cycle. This review will take account of:

- changes in statutory requirements and syllabus changes
- cohort characteristics
- results of internal monitoring (lesson observations, student interviews, attitude surveys, option uptake, self-evaluation questionnaires and others)
- external evaluation of the school (by parents, governors, inspectors and others)
- other local and national initiatives
- exam results

As part of this process, the SLT will also consult with staff and governors.

The SLT may then lead changes in:

- courses offered, including out-of-hours provision
- student grouping arrangements
- cross-curricular provision (especially for Citizenship, Literacy, Numeracy and ICT)
- recruitment and deployment of teaching and support staff