

Frome College

Curriculum policy

November-2018

Approved by:	Marie Getheridge, Chair of Governors Teaching & Learning Committee.	Date: 28.11.18
---------------------	---	-----------------------

Last reviewed on:	November 2018
--------------------------	---------------

Next review due by:	November 2021
--------------------------------	---------------

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Organisation and planning	3
5. Inclusion	3
6. Monitoring arrangements	4
7. Links with other policies	4

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all students
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained colleges in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved
- The college implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the college chooses to offer, have aims and objectives which reflect the aims of the college and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The college's procedures for assessment meet all legal requirements
- The governing board is involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-college targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other Staff

Other staff will ensure that the college curriculum is implemented in accordance with this policy.

4. Organisation and Planning

- The organisation of the curriculum reflects the needs of its learners. Partnerships exist to broaden opportunities for all students and the extra-curricular offer serves to enhance opportunity for all students.
- The college will plan for specific needs of cohorts and individuals through the use of prior attainment.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Summaries of progress checks
- Summaries of assessment and mock examinations
- Curriculum updates

Subject leaders monitor the way their subject is taught throughout the college by:

- Planning scrutinies,
- learning walks,
- book scrutinies,.
- Student voice
- Lesson observations

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by Teaching and Learning Committee

7. Links with Other Policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives