



Montgomery High School

Curriculum Policy for all Students

Approved by Academic Standards Committee:

04/12/13

Agreed review period

3 years

CURRICULUM POLICY FOR ALL STUDENTS

Curriculum Aims

These are designed to provide an enjoyable and challenging framework of teaching and learning. We aim to help all students to become confident and competent individuals, who are increasingly able to take responsibility for their own learning as they move through the school towards Further and Higher Education and the world of work.

The Montgomery High School curriculum:

- provides a range of learning experiences of the highest possible standards, is rich and varied and challenges, inspires and motivates
- suits individual needs and addresses personal learning objectives and unequal starting points, through differentiated programmes of study in each subject
- enables students to fulfil their potential to the highest possible standards irrespective of their intellectual development, background, age, gender, disabilities, culture or race
- equips students with the skills, knowledge, sense of responsibility and experiences to prepare students for life after school, including key functional skills of literacy, numeracy, communication, ICT, personal learning and thinking skills
- prepares students to lead constructive and fulfilling lives, by being balanced, broadly based and relevant
- promotes the spiritual, moral, cultural, mental and physical development of students
- fulfils the legal requirements of the National Curriculum
- includes Religious Education and collective worship, except where parents/carers choose to withdraw students
- facilitates the development of cross-curricular elements including sex education, citizenship, work-related learning, enterprise and environmental awareness
- provides a range of opportunities to expand their personal interests and experience, as well as their social and cultural awareness
- is experienced in a safe, caring and cared-for environment
- promotes the cross curricular dimensions of community participation and cohesion, creativity and critical thinking, technology and the media, healthy lifestyles, cultural diversity/identity, global dimensions and sustainable development
- enables students to develop their self-esteem, self-discipline and self-motivation through continuous self-assessment and evaluation
- ensures continuity and progression

Equipped with this document, Curriculum Area teams develop and extend these themes and statements within their Programmes of Study and Schemes of Work to fulfil this policy

Key Stage Three provides a curriculum in which all students study Mathematics, English, Science, Design Technology, Information Technology, Geography, History, RE, Modern Foreign Language, PE, Music, Drama, Art and Design, Literacy, Numeracy, Citizenship, PSHE (work-related learning, enterprise, thinking and study skills). Modes of delivery of this curriculum package are adapted to meet the needs of different cohorts within a year group.

Key Stage Four provides a curriculum in which all students study the core subjects required by the National Curriculum and in addition have an equal opportunity to choose additional subjects, and modes of study appropriate to their individual needs and capabilities. All students will study Religious Education (unless their parents/carers choose to withdraw them – see below) and a programme of Sex Education, Work-related Learning, Enterprise, PSHE and Citizenship. Opportunities to experience Post 16 and University level study will also be available.

Personal Relationship Education (PRE – Sex Education) will be taught within the statutory requirements of the Science National Curriculum and the National Curriculum framework for Personal, Social, Health and Economic (PSHE) education. Parents/carers have a legal right to withdraw their children from PRE taught outside of the Science National Curriculum – but if they choose to withdraw their children from school provision they have a responsibility to provide alternative PRE. Should parents wish to take up this right, they should initially discuss this with the appropriate Progress Manager, who will organise alternative arrangements. Parents/carers will be informed of this right on an annual basis at the end of each academic year.

RE is taught throughout Years 7 to 11 in line with the Agreed Syllabus. This document may be viewed at the school. Parents/carers have the right of withdrawal of their students from RE lessons, assemblies and collective worship. Should they wish to take up this right, they should initially discuss this with the appropriate Progress Manager, who will organise alternative arrangements. Parents/carers will be informed of this right on an annual basis at the end of each academic year

Important documents to be viewed in conjunction with this policy are:

- Prospectus for Parents/carers, issued on intake
- School policies (Feedback, Target Setting, Assessment Recording and Reporting, PRE)
- Year 9 Options Brochure, issued annually to all Year 9 students and parents/carers
- Parents'/Carers' Guides to Exams.
- Parents'/Carers' Guides to Homework, Marking, Target-Setting and Reporting
- Course Outlines and Independent Study Guides
- Assessment and topic schedules linked to schemes of work

Important annual events explaining further the curriculum to parents/carers are:

- Information evening for incoming Year 7 parents
- Options evening for Year 9 parents/carers
- Options counselling for Year 9 students and parents/carers
- GCSE Coursework/Controlled Assessment Guidance through the Options process
- Year 11 Examination Preparation Events
- College and Post 16 Information Evening
- Options counselling for College Studies (available in November/ December)
- Whole School Open Evening in October
- College Open Evenings
- Annual Interim & Full Reports to parents/carers – Parent/Teacher/Student Interviews at Parents' Evenings

Equality and Diversity Impact Assessment

Date: 4/12/13	Policy/Activity: Curriculum for all Students	Assessor: HT
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
1	Disability	✓	Information accessibility	Make a range of accessibility tools available e.g. 'text to audio', large text, etc, as needed.
	Example: physical disabilities, learning difficulties or medical needs	✓	Access to Specialist facilities	Maintain Accessibility arrangements under constant review
	Young carer/carer			
2	Gender			
	Females/Males			
3	Sexual Orientation			
	Example: Gay, Lesbian			
4	Gender Reassignment			
	Gender Reassignment			
5	Race/Ethnic Group			
	Example: Black, Asian, Chinese, etc			
6	Pregnancy/Maternity			
	Pregnancy or maternity/paternity			
7	Marriage/Civil Partnership			
	Marriage/Civil Partnership			
8	Religion or Beliefs			
	Example: Jewish, Muslim, Christian etc			
9	Age			
	Age			