



Budmouth College

Curriculum Policy

Governors' Committee responsible:	Curriculum & Student Welfare
Link Senior Leader responsible:	Cheryl Evans
Date reviewed:	6 th January 2017
Next review date:	January 2018

Working Together, Creating Opportunities

The Policy has been reviewed using the equality impact assessment initial screening record and positive impact is explicitly intended and very likely.

This Policy should be read in conjunction with the following Budmouth College policies:

- Complaints Against the Curriculum Policy
- Special Educational Needs Policy
- Collective Worship Policy
- Assessment, Recording and Reporting Policy
- Examinations Policy
- Early Examination Entry Policy
- General Complaints Policy procedure
- BTEC Quality Management Review Handbook

All *policies* can be found on the College 'R' drive in the Policies folder.

03/04/2017

Equality Impact Assessment – initial screening record

1. What area of work is being considered?

Curriculum Policy

2. Upon whom will this impact?

All Students

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		✓	
Gender		✓	
Disability		✓	
Religion, Faith or belief		✓	
Sexual Orientation		✓	
Transgender		✓	
Age (N/A to pre-school and school children)		✓	
Rurality		✓	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	✓		
Gender		✓	
Disability		✓	
Religion, Faith or belief	✓		
Sexual Orientation	✓		
Transgender	✓		
Age		✓	
Rurality	✓		

Does the initial screening highlight potential issues that may be illegal? YES / NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? YES / NO

Initial screening carried out by

Cheryl Evans

Signed

Date *6th January 2017*

Comment by Headteacher:

Date.....

Section 1

Policy Statement:

We will develop and manage the Budmouth College 11-19 curriculum in accordance with the Vision for the College, in order to meet the needs and aspirations of all students.

Person Responsible: Ms Cheryl Evans – Vice Principal

Review Date: Annually by Governors and Senior Leadership Team.

People Involved: Senior Leadership Team
Subject Leaders
Governors Curriculum and Personnel Committee

Section 2

This policy will focus on the following:

This section will contain what traditionally is known as "Aims and Objectives".

<p style="text-align: center;">Budmouth College</p> <p style="text-align: center;">Curriculum Statements of Intent</p>
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1. There will be equality of opportunity for all students with the provision of appropriate learning support for students with Additional Learning Needs; thus promoting the development of inclusive learning opportunities for all students.
2. There will be appropriate grouping of students in order to achieve their personal aspirations and to facilitate an entitlement to highest level of individual attainment, including access to the English Baccalaureate.
3. We will provide a curriculum which promotes academic, vocational and technical learning opportunity, and enables students to follow personalised learning pathways. This will provide appropriate progression routes to higher education, further education, training and employment with training.
4. We will continue to work within the Chesil Education Partnership (CEP) and with Dorset LA to deliver the most appropriate range of 13-19 qualification routes.
5. We will participate actively within the CEP with our feeder primary schools, the secondary/special schools, FE providers (including our own post-16 provision), training providers and local employers to afford students the experience of seamless transition.
6. We will work with our CEP partners to deliver the 'September Guarantee' and provide access to appropriate post-16 provision for all students in relation to the Raised Participation Age (RPA).
7. We will enrich the curriculum with an extra-curricular programme that includes a broad range and variety of interests and activities, and interacts with the local community at every opportunity.
8. We will ensure that all students achieve a minimum of basic levels of competence in literacy, numeracy and computing.
9. We will ensure that all forms of student achievement are recognised and celebrated.

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10. We will promote the students' spiritual, moral, social and cultural (SMSC) development, upholding British values.
11. We will create a school culture of continuous improvement of our curriculum provision via a rigorous process of departmental monitoring, review and self-evaluation, leading to action planning and target setting. This will be an intrinsic part of the annual cycle of self-evaluation and planning to produce the whole college Self-Evaluation Form (SEF) and College Improvement Plan (CIP) documents.
12. We will develop and maintain an assessment regime which is formative, summative and includes Assessment for Learning (AfL) strategies to enable targets to be set for the students, staff and whole college.
13. We will operate a strategic planning process which ensures that the curriculum is appropriately resourced in order to achieve the highest possible levels of efficiency and effectiveness.
14. Curriculum development planning will inform future financial planning.
15. We will ensure that all aspects of curriculum planning are reviewed annually and take into account Government qualification reforms, initiatives and national strategies.
16. We will continue to develop our Citizenship/PSHEE curriculum, the delivery of SMSC education and Enterprise activities for all students, preparing them for life in modern Britain.

Section 3

Supporting Information

This section will contain additional information and procedures which support the policy statement in action.

<p>Budmouth College Curriculum Principles</p>

The Curriculum refers to all aspects of the formal, informal and hidden curricula, and relates to all the planned learning which is provided for the students.

1. It will comply fully with legal requirements for students of statutory school age.
2. It will be broad, balanced, differentiated and personalised to meet the needs of all students.
3. Time allocations to subjects and grouping arrangements will enable all students to achieve their full potential.
4. It will provide access to the full range of curricular experience for all students.
5. Continuity will be ensured by taking account of students' earlier experience and post-16 requirements.
6. It will be relevant to students' needs, interests and abilities.
7. There will be a programme of independent, impartial information advice & guidance and careers education, and provision for work experience.

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8. There will be suitable alternative provision for students for whom parts of the national curriculum are not appropriate, ensuring that this provision is balanced and broadly based.
9. There will be a programme of extra-curricular activities which extend and complement the formal curriculum, and which is open to all students.
10. There will be an independent learning programme to complement work in lessons.

Section 4

Evaluation

This section will contain details of the evaluation process including success indicators and dates of the policy in action.

Success Indicators

- Improvement in Key Stage 3, Key Stage 4 and Key Stage 5 results.
- Development of a broad, flexible, challenging and relevant curriculum.
- Good levels of attendance, behaviour and engagement.

Evaluation

- Curriculum Governors Committee Review.
- Departmental Monitoring reviews and Team SEF documents.
- Whole College SEF document
- Senior Leadership Team curriculum review, analysis and evaluation.