

Policy Title: Curriculum Policy



Eastbourne Technology College believes that all learners are entitled to a planned curriculum which is broad, balanced, relevant, differentiated, coherent, participative and which has continuity

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Groups consulted: Governors
Staff

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Audience: Staff
Governors

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Policy format: Full

Policy relates to : Assessment Policy
Marking Policy
Assessment Standard Operating Procedure

EASTBOURNE TECHNOLOGY COLLEGE CURRICULUM POLICY

Aim:

All learners are entitled to a planned curriculum which is broad, balanced, relevant, differentiated, coherent, participative and which has continuity. In practice, this curriculum will need to be flexible and evolve to meet the changing needs of a changing society.

Objectives:

- To provide a broad range of opportunities to enable all students to discover specific areas of strength or interest
- To develop a sense of pleasure in learning to engender a lifelong interest
- To provide students with skills, knowledge and understanding necessary to enable their next steps in education/life
- To encourage the development of self-awareness and self-respect, and respect and tolerance of others, in order to foster attitudes that will bring personal happiness and fulfilment and a cohesive society.
- To develop the skills needed to work in a variety of settings e.g. independently, within a group.
- To provide learning opportunities which are stimulating and challenging to all learners what ever their starting point.

Principles:

Breadth

The school is committed to ensuring a broad entitlement curriculum for all students from Year 7, in which all subjects are equally valued and through which enrichment activities feature strongly.

Balance

We ensure that our entitlement curriculum is balanced across subject areas, and in the involvement of learners in different modes of learning.

Relevance

We seek to promote relevance through the nature of the activities in which the students are involved, and through the content of the wider curriculum.

Differentiation

What is taught and how it is taught is matched to learners' abilities and aptitudes without depriving any student of their right to access the broad and balanced entitlement curriculum.

Coherence

The complexities of the Key Stage 3 curriculum makes it important for the school to ensure coherence in key areas e.g. literacy, numeracy, assessment and marking, ICT, differentiation, skills acquisition.

Continuity

Continuity in learning within the school is achieved through Schemes of Work and the consistent implementation of whole school policies.

Across schools, we have a vision of a 11-16 curriculum and are committed to doing what we can to ensure that this is a reality. To this end, time will be provided to enable key staff to play a full part in liaison meetings and work with colleagues elsewhere in order to:

- produce suitable bridging projects
- moderate standards of work
- ensure the smooth transfer of data
- facilitate transfer and induction
- provide information for parents about progression routes.

Access and Inclusion

The school will endeavour to identify and remove any barriers which might hinder the progress, achievement and well-being of individuals or groups of students.

Through its professional development programme the school will continue to place the development and sharing of approaches to teaching and learning as the priority. The meeting structure will also facilitate this, the purpose being to equip all teachers with a sure understanding of how students learn and a range of appropriate strategies.

The school will actively seek to involve parents in their children's learning by:

- providing advice on curriculum development
- giving information about the curriculum
- consulting on a range of planned developments
- ensuring parents receive information about children's progress five times a year
- publishing a regular newsletter
- responding positively to valid concerns.

Curriculum Development

In order to address the principles outlined above, the curriculum at ETC is constantly reviewed and amended. Some of the most recent developments have been:

- The introduction of an Integrated Year 7 curriculum embracing several subjects with a focus on the development of personal, social and learning skills
- Implementation of KS 4 courses in Year 9 in a range of subjects including English, Science, Design and Technology. ICT, and Performing Arts
- Implementation of the Engineering Diploma
- Introduction of BTEC courses (e.g. Science, Sport, Music)

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- Development of Key Skills courses
- Enhancement of off-site provision (e.g. courses at Sussex Downs College and Plumpton)
- Opportunities for individual students to complete A and AS level courses

Cross Curricular

Eastbourne Technology College has appointed a number of co-ordinators to develop and support teachers in the development of cross-curricular skills.

Community Managers and the PSHE co-ordinator have key roles in developing the cross-curricular themes e.g. careers, health education, citizenship.

All staff have a duty to promote cross-curricular dimensions such as equal opportunities both through their teaching and as role models.

Approaches to Learning and Teaching (see Learning and Teaching Policy)

Teachers adopt a wide range of approaches in their classroom practice to enable access for all students whatever their preferred learning style, and to encourage and enable students to:

- use their imagination and powers of creativity
- enquire effectively
- seek solutions
- resolve problems
- experiment
- generate questions and provide their own answers
- compare ideas and points of view
- reflect upon their learning and articulate their understanding, achievements and needs / next steps.

Teachers re-enforce positive attitudes to self and learning by celebrating achievement through positive feedback to students and displays of their work.

Teachers ensure that students have the opportunity to work individually, in groups and as a whole class during the course of the year. They will also seek opportunities for learning to take place outside the classroom.

Subject Leaders provide Schemes of Work which facilitate these aims and are sufficiently explicit to ensure a range of approaches to classroom practice.

Assessment and Marking (see Assessment Policy)

The school's policy clearly distinguishes between formative and summative assessment. The aims of the policy are to ensure:

- assessment is integral to curriculum planning
- assessment objectives are made explicit to students
- students should have opportunities during the year to comment on their own work and progress

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- a variety of methods for assessing understanding and progress are deployed
- adequate records of assessment outcomes are kept to enable teachers to address the needs of individuals or groups and adapt schemes of work accordingly, to pass on meaningful information to other staff, and to provide information to parents or a new school.

The Pastoral Curriculum

The Pastoral Curriculum is delivered:

- a) Through a programme of timetabled lessons
- b) On dedicated Lifestyle days (one per year group per year)
- c) As part of cross-curricular provision
- d) Through mentor time activities

The Pastoral Programme provides a coherent programme dealing with five main areas – Sexual Health, Careers, Health, Citizenship and Drugs Awareness. Its aim is to enable each student to deal with identifiable problems and recurrent incidents and be able to participate effectively in all learning experiences. In short, its aim is to make for a happy, confident and secure student who experiences challenge and success at E.T.C.

Monitoring and Evaluation of the Curriculum

The College's Curriculum Policy and the detailed schemes of work are the subject of periodic review in the light of changing needs and adjustments to the National Curriculum.

This process is informed by data which is collected in a number of ways. For example,

- monitoring student performance and progress,
- formal meetings, working groups and informal gatherings,
- observations of classroom situations e.g. Learning Walks
- whole school or faculty/cluster reviews,
- student destination and examination statistics,
- student voice and research,
- governor involvement
- feedback from other stakeholders including parents, local business, further education providers and the community as a whole.
- external information (e.g. OFSTED, LEA Monitoring)

Resourcing the Curriculum.

The curriculum is resourced financially, primarily through a formula funded capitation allocated to each subject area. In support, there is a curriculum development fund and Technology College Status funding. The Resource Centre and I.T. rooms provide support for all areas of the curriculum and staff and students are encouraged to make full use of these in order to widen their knowledge of the subjects they are studying and to develop skills.

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The school aims to make full use of the local community, in its widest sense, as a means of enriching and extending the curriculum.