



SCHOOL CURRICULUM POLICY

Drafted by: Directors of Study

Committee Member responsible: Jon Brown

Reviewed by: Curriculum Planning Group
and School Life Committee

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Signed: Seren Wildwood
Clerk of School Committee

Sibford School Curriculum Policy

1 Curriculum Principles

QFP 23.78

We seek to affirm in each child at school, each member of the meeting, each person we meet in our daily lives, the person that he or she may with God's help grow to be.

When we find ourselves teaching - as we all do in our relationships within meeting - can we draw upon that respect for one another and faith in one another's potential that will enable the other to feel taller and more capable? At Rufus Jones's memorial meeting one of his students simply said: 'He lit my candle'. That is a high aim for us all to aspire to in educating ourselves and our young people.

Barbara Windle, 1988

QFP 23.79

No examination has yet been devised the passing of which will guarantee wisdom or culture. For these are slow-growing breeds, matters of character as well as of intellect and sentiment, the outcome of long exposure to the influences of truth and beauty.

Caroline C Graveson, 1937

2 Curriculum aims

Our Curriculum provides full time education for pupils aged 3 to 18. The school believes in providing an education for the 'whole person'. We aim to give pupils a broad and balanced curriculum which includes experience in linguistic, mathematical, scientific, technological, horticultural, human and social, physical, aesthetic and creative education. We believe that our curriculum extends beyond the classroom and includes a wide range of extra-curricular activities and experiences.

We aim:

- To help our pupils to acquire knowledge, skills and competencies and to develop a sense of values through which these might flourish
- To encourage pupils to enjoy learning and to celebrate progress and achievement
- To make the programmes of study accessible and relevant
- To prepare pupils for external examinations as part of a broad and balanced curriculum with opportunities for outdoor learning
- To encourage pupils to make a positive contribution to the school community and the wider world
- To identify and nurture the talents of each pupil, wherever those talents lie
- To encourage trust and respect
- To encourage initiative and independent thinking
- To encourage pupils to be committed to, and responsible for, developing skills for lifelong learning.
- To foster self-esteem and consideration of others
- To encourage pupils to lead safe, healthy and fulfilling lives
- To provide appropriate guidance for pupils in making decisions about their future careers and further education

The curriculum policy is reviewed by Committee on a three yearly cycle.

This policy is supported by detailed schemes of works and departmental handbooks, individual teacher plans, the assessment policy and protocols on curriculum organisation, evaluation, marking and target setting.

Detailed curriculum booklets are given to parents to explain syllabus, subject content and assessment objectives at GCSE and for Sixth Form courses

Curriculum Organisation

The school year runs for 34 weeks. The curriculum is taught in 26 hours and 35 minutes each week.

In the Junior School, pupils follow a broad curriculum with an emphasis on outdoor learning. Pupils experience a wide range of subjects and their learning is enriched by the opportunity to use various facilities in the Senior School such as the science laboratories, food technology room, the Sports Hall and the Music School. Appropriate in-class support is arranged for those pupils who require it.

Subjects taught at Key Stage 3 are broadly in line with the National Curriculum. Pupils also have one lesson of outdoor education each week.

At KS3 pupils are set according to their ability in English, Science, Maths and Humanities. Carousels allow a wide range of subjects to be taught for example: textiles, food, dance and outdoor education. Appropriate in-class support is arranged for those pupils who require it.

At KS4 pupils must study the core curriculum consisting of: English, Maths, Science, Religious Studies, PSHE and Physical Education. In addition to these subjects pupils may choose four options; pupils requiring a support programme, including English as a Second or Other Language, will select three GCSE options. The option blocks are arranged in the light of the pupils' preferences; when certain options are particularly popular they may appear in two blocks. Further details of the GCSE courses on offer may be found in the GCSE options booklet that is issued to parents in December of each academic year and posted on our website. Appropriate in-class support is arranged for those pupils who require it.

At KS4 pupils are set according to ability for English, Maths and Science. Pupils are generally taught in mixed ability groups for all other subjects.

At KS5 students typically opt to study four subjects at AS level. At A2 level students usually study three subjects. The option blocks reflect the students' preferences. PSHE and Games are also timetabled for Sixth Form students. Further details of the AS and A2 courses on offer may be found in the A level options booklet that is issued to parents in October of each academic year or from the school website.

Intermediate level courses are available. It is also possible for KS5 students to re take GCSE English or Maths. Support for students with specific learning difficulties is available on a one-to-one basis.

Students are taught in mixed ability groups at this level; the small group size means that students receive a high level of support.

At all Key Stages the curriculum is delivered using a wide range of approaches including active learning, enquiry and practical activities; these are selected in the light of a shared understanding of how learners learn. Support is offered, as appropriate, to learners who have special educational needs. Pupils are able to experience a wide range of learning experiences both in and out of lesson time through a wide range of educational visits, lunchtime and extra-curricular activities and the employment of specialists from outside the teaching staff to enrich learning. Staff and pupils make use of current technology to enhance teaching and learning.

Curriculum evaluation

Subject Leaders/ Heads of Department and Heads of Faculty review examination results annually. These reviews highlight progress made and identify areas for development to ensure that the curriculum/course followed is appropriate for the candidates.

An analysis of value added data allows subject teachers and Directors of Study to assess the success with which the curriculum is delivered.

The Professional Development Review process may highlight issues relating to the curriculum that can be addressed through targeted In Service Training

Sibford School's internal review process ("Spotlight") is a useful tool in curriculum evaluation and monitoring departmental schemes of work.

The Curriculum Planning Group meetings consider and discuss curriculum changes in the light of national developments and the needs of our pupils.