THE AVON VALLEY SCHOOL AND PERFORMING ARTS COLLEGE

CURRICULUM POLICY

Date of Policy: October 2023

Date of next review October 2027

Who the review will involve: Headteacher, Governors, Senior Leadership team, Staff

Senior member of staff responsible for overseeing that this policy is implemented and regularly reviewed: Deputy Headteacher- Assessment and Progress

DEVELOPMENT AND DISSEMINATION POLICY

This policy was formulated by a working party consisting of the Deputy Headteacher, Senior Leadership Team and Staff.

RATIONALE

The school curriculum comprises all learning and other experiences that each school provides for its pupils. This includes: the National Curriculum; Religious Education; Collective Worship; Sex Education; Personal, Social and Health Education (PSHE) and Enterprise and Careers education. Avon Valley School is committed to providing a curriculum which is designed to meet all statutory requirements, with an emphasis on the development of positive attitudes towards learning and the necessary skills involved.

AIMS

- To provide a curriculum which is broad, balanced, relevant and purposeful for students of all abilities
- To provide a curriculum which is dynamic and flexible to changing needs
- To promote high quality teaching and learning in a stimulating learning environment
- To provide outstanding curriculum opportunities within the specialism of the Performing Arts

RESPONSIBILITIES

The Headteacher and Governing Body have ultimate responsibility for the curriculum in the school. The decisions made are predominantly based on recommendations made by the Deputy Headteacher (Assessment and Progress)

The school curriculum is reviewed annually and recommendations are investigated and costed before being presented to the Headteacher and Governing Body. The Deputy Headteacher (Assessment and Progress) is responsible for keeping up to date with information on curriculum reform and changes in statutory provision.

Faculty Leaders are responsible for the planning, implementation, assessment, monitoring and results for each faculty area. They are also responsible for liaising with the Inclusion Department/ Aim Higher Coordinator in order to provide suitably differentiated work.

Progress within each curriculum area is discussed at the annual Curriculum Reviews held between the Headteacher, the POD Manager, and the Faculty Leader. Fortnightly POD meetings have scheduled as an agenda item the progress of students in KS3 and KS4.
Heads of Year and Tutors are responsible for the monitoring of student progress in subject areas and along with the Faculty Leaders, they should support students in attaining any targets that have been set in a curriculum area.

Assessment, Data and Reporting is managed by the Deputy Headteacher (Assessment and Progress). All Faculty/Subject Leaders and teaching staff are responsible for providing data about student progress within subject areas. The data is analysed to allow tracking and monitoring to take place and information is disseminated to all stakeholders who require access.

CURRICULUM in Years 7-9

The Year 7, 8 and 9 Curriculum is comprised of the following subjects:

Maths; English; Science; Computing; PE; Performing Arts (Dance, Drama and Music); Art; PSHE; Technology; French or Spanish; Geography; History and RE.

Students are taught in mixed attainment groupings in key Stage 3, except maths where students are placed into ability sets.
Alongside the formal curriculum lies the ARC programme at KS3 and KS4. The ARC programme links together the Personal Learning and Thinking Skills (PLTS) and the Social and Emotional Aspects of Learning (SEAL). The course is through a programme of Splash days which are timetabled to take place every term.

CURRICULUM in Years 10-11

Core provision
The core curriculum provision from Year 10 consists of: Maths; English Language and Literature; Single and Additional Science (Synergy); An EBacc subject (MFL, Geography, History or Computer Science); PE; and PSHE.

Option Choices
The option choices available allow students to follow vocational pathways through the choice of Technical Award in Catering, Health and Social Care, Sport Studies etc or more traditional academic routes through the choice of Triple Science, Geography, History and Modern Foreign Languages.

The option choices are changed according to demand on a yearly basis to ensure that students are able to access the most appropriate and desirable courses. The current curriculum allows students to follow a pathway leading to the English Baccalaureate.

For a very small number of students who have particular difficulties following the main KS4 curriculum, an Alternative Curriculum may be followed, with individual plans for a very small number of students. This personalised approach ensures that all students are included whatever their needs.

Students follow college courses, extended work experience opportunities and alternative provision appropriate to students' needs and interests.

Work undertaken within the curriculum, both at school and at home, is subject to assessment. For information on homework, marking and assessment please access the separate policies available for these areas.

Further information on the PSHE curriculum can be found in the RSE policy.

EXTRA-CURRICULAR ACTIVITIES

Avon Valley School recognises the importance of extra curricular activities and the impact that they have on the development of our students. The school offers a wide range of activities with a particular focus on the Performing Arts. We encourage all students to be involved in extra curricular activities in keeping with our equal opportunities policy.

REVIEW

This policy will be reviewed annually.