



Queen Anne's
— CAVERSHAM —

CURRICULUM POLICY

At Queen Anne's School, all students in KS3 and KS4 are entitled to a curriculum which is characterised by:

Breadth

- to bring students into contact with the elements of learning (knowledge, understanding, concepts, skills and attitudes) and the areas of learning (aesthetic, creative, cultural, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological)
- to enable pupils to acquire skills in speaking and listening, literacy and numeracy skills

Balance

- to ensure that each element and area of learning will be given appropriate attention

Coherence

- to embrace the different elements and areas of learning so that these do not appear as unconnected but as contributing to overall progress and achievement

Relevance

- to take account of the previous learning of students and their readiness for new experience
- to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including those with learning difficulties
- to prepare pupils for the opportunities, responsibilities and experiences of adult life through an appropriate PSHE and careers programme

Differentiation

- to allow for the different abilities and aptitudes of students within the same year group and class (streamed or non-streamed)
- to acknowledge that students learn in different ways
- to ensure that all pupils learn and make progress
- to ensure that all pupils have access to the curriculum

Differentiation should be reflected in a variety of teaching approaches, resources and classroom organisation. It is imperative that students have opportunities to read, listen and discuss their work. Differentiation is not any one thing e.g. setting tasks or individualised teaching plans but involves

- knowing what is to be learnt
- communicating to pupils what is to be learnt
- having a selection of teaching styles/learning tasks
- giving pupils feedback on achievement
- reflecting on what has to be done

The most important pre-requisite of good differentiation is accurate knowledge of pupils.

See also policies on teaching and learning, pupil development, equal opportunities, PSHE and careers.

Spiritual, moral, social and cultural development of pupils

Queen Anne's school endeavours through its curriculum, PSHE and citizenship programme, religious studies lessons, acts of worship and general ethos to

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and deter them from criminal activity;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide pupils with a broad general knowledge of public institutions and services;
- provide pupils with a broad understanding of the diverse way of life in England; and
- assist pupils to acquire an understanding of their own and other cultures in a way that promotes harmony between different cultural traditions

Teaching and Learning

Queen Anne's School places emphasis on the notion that teaching and learning processes are as significant as curriculum content in determining student progress and achievement. The School will endeavour to

- promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building
- ensure that teaching shall
 - a enable pupils to acquire new knowledge, increase understanding and develop skills;
 - b encourage pupils to apply intellectual, physical or creative effort, to show interest in their work, and to think and learn for themselves;
 - c be well planned with effective teaching methods, suitable activities and efficient time management;

- d show a good understanding of prior attainments, aptitudes and needs of the pupils with lessons that are planned accordingly;
- e demonstrate thorough knowledge and understanding of the subject matter being taught;
- f utilise classroom resources of an adequate quality, quantity and range effectively;
- g regard assessment as an integral and valuable element of the learning process, and demonstrate a framework is in place to assess pupils' work regularly and thoroughly and use information from such assessment to diagnose difficulties and plan teaching so that pupils can progress
- h encourage pupils to behave responsibly

See also policy on Assessment.

The National Curriculum

In order to achieve greater flexibility and breadth within the school's curriculum, Queen Anne's does not strictly adhere to the National Curriculum. Individual departments may, however, wish to follow the National Curriculum syllabus for their own subjects. All departments should be aware of the National Curriculum syllabus and attainment levels within their individual subjects and should bear these in mind when drawing up schemes of work and marking policies.

Schemes of Work

There are schemes of work in each subject which set out how the curriculum is to be delivered. All schemes of work within different subject areas must adhere to the principles outlined in the curriculum policy.

Updated September 2011