

CURRICULUM POLICY

Philosophy

We aim for Biddenham students to leave us well prepared for future success in all aspects of their lives. We are committed to developing a learning community where students are motivated, questioning and strive to understand and organise their learning; a place which is safe, purposeful, challenging and fosters mutual respect.

High quality teaching enables students to play an active role in their learning, to understand the purpose of their lessons and to develop as individuals. Opportunities will be provided for all students to receive appropriate levels of challenge and support, to broaden their cultural, social, sporting, creative and technological horizons, to develop independence and to be prepared for living and working in a diverse 21st Century society.

Our core principles are:

Personalisation: We believe in providing a rich and varied curriculum ensuring breadth of experience for all. Our curriculum is designed with consideration of the aspirations and needs of our students and the local and national economic community to which we belong. This allows us to offer maximum choice and facilitate the provision of inspiring and relevant learning experiences.

Inclusion: We strive to identify and tackle the barriers preventing access to education for every student.

Success: We believe that every student should have the opportunity to enjoy their learning and achieve at the highest level so that they feel proud of what they have accomplished during their time at Biddenham.

Broad goals

Given these beliefs our broad goals are to:

- Create an inspiring curriculum where our students are independent, resilient, lifelong learners.
- Progressively refine a curriculum which achieves a balance between personalising learning and providing rich, varied and cohesive learning programmes.
- Develop a coherent curriculum journey, across key stages 3 to 5, that makes explicit the knowledge and skills to be learned and the links between subject disciplines
- Ensure that our curriculum provision is suitable for all learners.
- Ensure that there are ongoing improvements in the quality of curriculum delivery (teaching and learning) and assessment using appraisal allied to professional development and through the development planning process.
- Ensure that students' aspirations are broadened and that they can make informed choices about their future learning, through a comprehensive Careers and Employability programme, delivered implicitly as part of subjects and explicitly through the PSHE curriculum.
- Ensure that students have access to a broad range of extracurricular activities to enrich and extend learning beyond the curriculum, developing a positive sense of wellbeing and personal, learning and thinking skills.

Development strategies

To achieve these goals, next year we will:

- Continue to review the whole school curriculum and redesign where necessary to consider appropriate sequencing and thematic links in relation to knowledge and skills across subjects.
- Monitor and review departmental improvement plans and work in departments through a coherent process of line management.

- Monitor, review and update schemes of work and assessment plans.
- Invest in quality learning resources, to support effective teaching and learning.
- Improve the quality of teaching through an effective system of observation and feedback, through planned development weeks.
- Embed Unifrog across the school to support Careers, Employability and Destinations.

Date of Next Review: September 2024