



Curriculum Policy

Ref: C006

Contents:

1. Introduction
2. Aims
3. Equal Opportunities
4. Disabilities
5. Differentiation
6. Special Educational Needs
7. Cooperative Academy Status
8. The Chorlton Qualities of Success
9. Physical Education
10. Religious Education
11. Personal, Social, Health, Economic, Citizenship & Careers Advice and Guidance
12. Sex Education
13. Pastoral Curriculum
14. Collective Worship
15. Political Education
16. Community Cohesion
17. Personal, Social, Physical, Spiritual, Moral & Cultural Education
18. Extra-curricular & Enrichment Activities
19. Homework / Independent Assessments
20. Concerns and Complaints
21. Monitoring & Review
22. Our Current Curriculum Offer

Document Control	
Title	G006 Curriculum Policy
Date	September 2015
Supersedes	G006 Curriculum Policy adopted April 2014
Amendments	Policy re-written to include work on promotion of Fundamental British values
Related Policies/Guidance	
Review	2 year
Author	D. Prophet
Date consultation completed	29 th September 2015 to 12 th October 2015
Date adopted by Trust Board	13 th October 2015

CHS Learning Trust (*previously: Chorlton High School*) is a Cooperative Multi Academy Trust
 Registered in England and Wales number 08321679
 Registered Office: Nell Lane, Chorlton, Manchester, M21 7SL

1. Introduction:

At Chorlton High School we are committed to providing high quality educational opportunities for our community. Our vision is based on the belief that a broad and balanced curriculum is a vital component of lifelong learning. We nurture academic success alongside creativity and imagination throughout the school curriculum to help students to secure the knowledge and skills they will need for future success. Chorlton High School is built on and driven by our core values and we are committed to enabling all our students to become:

SUCCESSFUL: Learners who go further, faster and have the foundations for lifelong success.

Students will:

- Be expected to beat challenging national targets so that they can excel against any competition.
- Experience a rich, exciting curriculum that leaves them able to make powerful choices about their future ambitions.

CREATIVE: Learners who are imaginative risk takers who are prepared for lifelong adaptability.

Students will:

- Be expected to embrace a diverse and cutting edge range of creative opportunities both inside and outside the classroom.
- Experience creative teaching that makes learning engaging and allows them to think independently and be confident citizens.

HAPPY: Learners who are recognised and rewarded so their confidence comes from within.

Students will:

- Be recognised regularly for their achievements and for the progress they make and have these achievements celebrated and recorded.
- Develop positive, secure relationships so that they flourish and have a powerful sense of their own potential.

2. Aims:

The school will strive to:

- provide a curriculum that is balanced and broadly based, and promotes character and the personal, social, physical, spiritual, moral, and cultural development of our students and prepares them for the opportunities, responsibilities and experiences of adult life.
- ensure that students develop the essential skills in reading, writing, communication and numeracy;
- provide students with a full and rounded entitlement to learning;
- foster students' creativity and develop essential skills, including independent learning skills;
- promote a healthy lifestyle;
- inspire students to a commitment to learning which will last a lifetime;
- promote high standards in all learning and teaching; and
- promote community cohesion and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Equal opportunities:

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

4. Disabilities:

In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan, which is available to parents on request.

5. Differentiation:

A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs.

6. Special Educational Needs:

The school has a special educational needs policy for statemented and non-statemented students. The school will determine the appropriate courses and required support in consultation with the parents.

7. Co-operative Academy Status:

As an Academy we do not have to teach the National Curriculum. However, we ensure that we provide a broad and balanced curriculum, which covers all of the National Curriculum subject areas and in addition covers Dance and Drama.

As a Co-operative Academy, we have adopted the following Co-operative Values within our school:

Self-help Encouraging all within the organisation to help each other, by working together to gain mutual benefits.

Self-responsibility To take responsibility for, and answer to, our actions.

Democracy To give our stakeholders a say in the way we run our school

Equality Equal rights and benefits according to their contribution

Equity Being fair and unbiased

Solidarity Supporting each other and those in other co-operatives.

Consistent with the values of the founders of the Co-operative Movement, we believe in the ethical values of:

Openness

Honesty

Social responsibility

Caring for others

As a Co-operative Academy we will develop knowledge and understanding of these values across our curriculum

8. The Chorlton Qualities of Success:

At Chorlton High School we recognise the value of developing the characteristics in our students that will allow them to be creative, happy and successful in their futures regardless of the challenges and changes they face. Over the course of their time at Chorlton High School students will be provided opportunities to develop an understanding and appreciation of the key skills of **optimism, empathy, motivation, creativity, curiosity, responsibility, resiliency, reflection, and practice** and of how to apply them successfully.

9. Physical Education:

All students are expected to take part in the school's physical education programme, which is delivered to all Year Groups. Students can only be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school. At Key Stage 4 all students follow a GCSE or equivalent programme of study.

10. Religious Education:

Religious education is available to all students. Chorlton High School follows the Locally Agreed Syllabus as outlined by Manchester Local Education Authority. Parents have the right to withdraw their children from religious education.

At Key Stage 4 all students follow GCSE Religious Education across Years 9 and 10. In Year 11 they follow a Life Skills Curriculum, which incorporates the statutory requirements of RE.

11. Personal, social, health, economic, citizenship & careers, advice & guidance:

Our PSHE and Life Skills curriculum challenges pupils to become creative, happy and successful individuals. By focusing on three key strands, which include 'Health and Well-Being', 'Living in the Wider World' and 'Relationships', we aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. In Year 7-10 pupils have a PSHE lesson each half term, including a regular diet of PSHE through the pastoral curriculum, which is also supplemented through discrete delivery across the academic curriculum. In Year 11, Life Skills is taught weekly. The curriculum is mapped across the year and identifies links to whole school initiatives.

Careers, education, information, advice and guidance is abundant at our school. Our Achievement Team organise a range of careers events to inspire our young people to consider the career opportunities available to them in subjects they feel passionate about. These experiences result in students feeling that they have a clear understanding of the different pathways open to them and the opportunities working in specific professions can provide them. Our careers events are supported by professionals from our local community and whet young people's appetites for professional life.

12. Sex Education:

The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. It has been drawn up in consultation with staff, students and parents, and takes into account the views of representatives from the community. It has regard for the government's Sex and Relationship Education Guidance.

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

13. Pastoral Curriculum:

All students have a morning registration period from 8:30-8:45am. Each student at Chorlton High is in a Tutor Group with a Tutor who acts as the key point of contact for parents and staff for all matters relating to the students in that Form.

Our Form Tutors work closely with their tutees and have an overview of academic progress and emotional well-being. Each Year group is led by a Head of Year who has overall responsibility for the progress, monitoring, safety and welfare of students in the Year group. A Learning Mentor is also attached to each Year group. The Mentors work closely with the Heads of Year to offer one to one support and group work sessions to students, as well as offering another point of contact for parents.

Students' progress and personal development are tracked on an individual and cohort level, to maximise their achievements, and ultimately their life chances. Heads of Year regularly monitor and review the performance of individuals and groups of students to 'Join the Dots' and ensure they are provided with the optimum conditions for success. Effective impact driven progress tracking, intervention processes and student support services ensure that the curriculum, extended learning experiences and pastoral care have a very positive impact on pupils' outcomes.

All Pastoral Team members have a role to play in delivering the Pastoral Curriculum. This varies from Year to Year, but centres around development & monitoring of attainment & effort, monitoring of attendance & punctuality and monitoring of behaviour and rewards. Tutors and HOYs all also play a role in securing student understanding of the Chorlton 'Qualities for Success' through a variety of initiatives across KS3 & 4 along with supporting Cooperative and charitable developments across the year. Tutors will also support delivery of the half termly PSHE focus for the Year Group by planning and delivering related sessions in Tutor time. Some Tutors will also work with members of their Year Group as Academic Mentors to further secure student outcomes.

14. Collective Worship:

The school has a programme of collective worship involving Year Group assemblies & Tutor Group led assemblies. The worship is not of any particular denominational characteristic, it is based on sound moral principles and recognises the rich diversity of the schools' cultural make up. Due to the limiting nature of the school's building we are unable to offer a formal daily collective act of worship for all students.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Headteacher in writing if they wish to withdraw their child from collective worship.

15. Political Education:

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

16. Community cohesion & promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs:

Through the curriculum the school works towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is mapped across all aspects of the academic, PSHE/Life Skills, enrichment & pastoral curriculum ensuring our students have the opportunity to develop the knowledge and skills that will allow them to contribute to a cohesive community both in and outside of school.

17. Personal, Social, Physical, Spiritual, Moral, & Cultural Education:

At Chorlton High School we recognise the need to develop not just young people who are academically successful, but young people who are equipped to successfully apply their ability to the ever-changing landscape they are part of. To allow for this it is vital that PPSMC education makes an integral contribution to the curriculum our students follow. To ensure our PPSMC provision is consistent and comprehensive we have mapped our current offer across the four aspects of our curriculum; the definitions are informed by the Sept 2014 Ofsted guidance on SMSC and the 2014 RSA 'Schools with Soul' publication.

18. Extra-curricular & Enrichment activities:

At Chorlton High School we have a tradition of offering high quality opportunities and activities outside the academic curriculum. These activities can range from extra-curricular activities through to intervention classes and are an important feature of school life and contribute enormously to our students' social and academic development.

Our aim is to nurture and develop each student. We therefore ensure all students take part in a range of Extended Learning Experiences (ELE Days) throughout the year where we collapse the regular timetable and offer a range of creative and exciting opportunities for our students. These innovative and exciting days not only develop learning and foster creativity, but also widen

students' experiences and open up new horizons and opportunities to discover talents, passions and hobbies that they may never have considered before. We also aim to give the students real life experiences and foster opportunities for them to work with a range of experts and practitioners from the local community and beyond.

There is also an extensive menu of extra-curricular activities on offer with opportunities to take part in workshops, field trips and research. We also offer students the chance to experience different cultures and experiences through our range of national and international trips and visits to educational venues linked to curricular areas. Theatre trips, visits to exhibitions and museums plus excursions to local colleges and universities also occur regularly and provide further opportunities for students to enrich and extend their learning beyond the classroom.

Our school's sporting and Arts provision is impressive, successful and popular. Extra-curricular groups also benefit from working with professional coaches and artists. We also field a large number of teams in a range of sports and students participate regularly in Manchester schools competitions and tournaments, competing at city wide and regional levels. Provision in the Arts is exceptional with students being able to access and experience a broad and eclectic range of art forms at the highest level. Students regularly perform or exhibit their work in professional venues such as the Lowry, Contact Theatre and the Bridgewater Hall, allowing them to showcase and celebrate their talent.

19. Homework/ independent assessments:

In Year 7 and 8, students will be set Independent Assessments. These are independent study activities that build up to an assessed piece of work in each subject. In general students will complete 3 Independent Assessments per half term for each subject they study.

In Years 9, 10 and 11 students will be set homework for each subject they study. This should equate to between 1 ½ and 2 hours of homework per subject per week.

Independent Assessment tasks and Homework tasks are published on the school's VLE.

Students' level of assessment is published to parents on a half termly basis; their effort with IAs & Homework is reflected in their overall effort level.

20. Concerns and Complaints:

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Form Tutor, Head of Year or the Curriculum Leader for a particular subject area.

If the issue is not resolved parents are able to make an official complaint in writing to the Headteacher.

21. Monitoring and Review:

The Deputy Headteacher for Curriculum is responsible for ensuring the day-to-day implementation of this policy. A representative from the school's Governing Body, who will report on a half termly basis to the full Governing Body, will monitor the implementation and effectiveness of this policy.

22. Our Current Curriculum Offer:

At Key Stage 3, all students follow a broad and balanced curriculum, which stretches and challenges but also provides the scaffolding to ensure that students achieve and exceed their potential. As students' progress through the Key Stage there is increasing opportunity for them to craft and personalise their curriculum, underpinned by high quality provision in the core subjects: English, Mathematics and Science. Throughout Year 7 and 8 students also study; Modern Foreign Languages, Computing, History, Geography, RE, a range of Technology subjects, Art, Drama, Dance, Music and PE giving them a varied and stimulating daily diet of lessons and experiences.

At Key Stage 4, which begins in Year 9, all students follow the core curriculum and can opt to study from an unrivalled range of additional and specialist subjects. We offer a wide range of courses allowing students to follow the route most appropriate to their needs, interests or future career path.

The School operates a fortnightly timetable of 50 hours per fortnight. The vast majority of students have the opportunity to study Core & Additional Science. Approximately the top 35% of students are directed to Triple (Separate) GCSE Science. A range of GCSE and Technical Awards qualifications are available to students across KS4. The school provides detailed guidance on the pathways that students follow. Using prior and current attainment data alongside one to one conversations, students are guided to follow either a GCSE rich EBACC pathway or a pathway, which will include study of GCSEs and Technical Awards including Humanities, MFL or Computer Science. A small minority of students are directed onto a range of GCSEs and Technical Awards more appropriate to their needs. Curriculum time in hours per fortnight and subjects offered at KS4 are indicated in the table below:

Subject	Y7	Y8	Y9	Y10	Y11
English	8	8	10	8	8
Maths	8	8	10	8	8
Science	6	6	6	10	10
Art	2	2	-	-	-
Dance	2	2	-	-	-
Drama	2	2	-	-	-
Music	2	2	-	-	-
French	2	2	-	-	-
Spanish	2	2	-	-	-
Geography	3	3	-	-	-
History	3	3	-	-	-
RE	2	2	4	4	-
Life Skills	-	-	-	-	2
Computing & Technology	4	4	-	-	-
PE	4	4	4	4	2
Option A	-	-	4	4	5
Option B	-	-	4	4	5
Option C	-	-	4	4	5
Option D	-	-	4	4	5

GCSEs offered at KS4		Technical Awards at KS4
English Language	Core & Additional Science/Combined Science	Business Studies
English Literature	Biology	ECDL
Mathematics	Chemistry	ICT
Statistics	Physics	Music Technology
Art	ICT	Sport
Art – Photography	Computer Science	Theatre Technology
Art – Textile Design	Media Studies	Travel & Tourism
Dance	Business & Communication Studies	
Drama	PE	
Music	Resistant Materials	
French	Product Technology	
Spanish	Food Technology/Cooking & Nutrition	
Geography	Child Development	
History	Textile Technology	
Religious Studies		
AS/A 'Level offered at KS4		
AS General Studies		
A2 General Studies		