



CURRICULUM POLICY

VISION AND BROAD AIMS OF THE SCHOOL

1. In fulfilling its aims Battle Abbey School has a commitment to provide a framework for entitlement, access and achievement so that pupils are equipped for the many challenges of their future lives. The School offers a curriculum that is balanced and broadly based and which promotes the spiritual, moral, cultural, physical and intellectual development of the pupils. This curriculum seeks to prepare the pupils for opportunities, responsibilities and experiences of adult life. It is also the aim of the School to maximise the potential of each pupil, to develop self-confidence and to promote a spirit of tolerance towards others. The aims of the curriculum should:

- be appropriate to the needs, attainments and aptitudes of all individuals
- develop knowledge, skills, concepts and attitudes in ways which are relevant to the needs of individuals and the communities in which they live
- ensure equality of access and quality of outcome
- reflect and celebrate the cultural and ethnic diversity of the School's community
- combat all forms of discrimination

ENTITLEMENT

2. **The Whole Curriculum**. The curriculum comprises all the learning opportunities offered by the School. The School acknowledges that learning happens formally and informally, inside and outside school and is affected by relationships with family and friends, the demands of society and local conditions. The National Curriculum is defined by the Education Reform Act 1988 and the Revised Orders 1999. Religious education and sex education also form part of the statutory curriculum.

3. **Curriculum targets**. All Battle Abbey School pupils are entitled to a curriculum which will develop their ability to:

- become active and independent pupils
- maximise their progress and pursue lifelong learning
- develop an intellectual curiosity about the physical, social and artistic world in which we live
- apply their knowledge and skills to the process of solving problems
- promote their own physical and mental well-being and pursue a healthy lifestyle
- develop confidence in and reliance on their own abilities
- develop the ability to make choices, take decisions, and undertake initiatives

In their relationships the pupils should learn to:

- respect others and be effective in establishing personal and social relationships and in working with other people in a team
- appreciate the variety and value of cultures in the community and use them positively in the support of others
- understand the functioning of society and the individual's roles, rights and responsibilities and obligations within it
- respect and promote the rights of others, including those who may not be in a position to advocate and promote their own rights
- acknowledge the existence and effects of discrimination and seek to take relevant action
- demonstrate an awareness of the environment and our responsibility for its conservation
- reflect on how members of society receive, share and pass on principles and values for themselves and future generations

The School will:

- Provide a broad and balanced curriculum so that all students are given experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- Ensure that all students with a statement of special needs, those who are gifted and talented, those who have English as a foreign language and those with learning difficulties and disability, can participate fully in school life, both academically and socially
- Provide a curriculum through which students will acquire skills in speaking and listening, literacy and numeracy
- Provide personal, social and health education which reflect the school's aims and ethos
- Provide career guidance and support
- Produce schemes of work and guidance which are designed so that all students have the opportunity to learn and make progress
- Monitor learning and progress in accordance with the school reporting and assessment procedures
- Provide at Sixth Form level a programme of activities which is appropriate to their needs and age which will help to prepare them for the opportunities, responsibilities and experiences of adult life

Careers education is taught as part of the PSHE programme in Yrs 7-9 and more formal sessions are taught in Yrs 10-11. Students in the Sixth Form have formal careers sessions to help guide them in their decisions about the next stage of their education and future career. Where pupils have a particular ability or disability, the curriculum may be adapted so as to meet the pupils' needs most effectively. A pupil with a formal statement or an identified special need will have an IEP constructed by the SENCO to ensure that the pupil's needs are met to the best of the School's ability.

ACCESS

4. **Equality of access to the curriculum.** Battle Abbey School is committed to curriculum policy and practice which is anti-discriminatory and promotes access to positive experiences and achievement for all pupils. For race and gender equality there are laws which assist us.

5. **Monitoring.** The School monitors equal opportunity (see Equal Opportunities Policy) in order to:

- ensure policy implementation (both for whole school and subject policies)
- identify inequalities of access to part or all of the curriculum
- ensure equality of access to part or all of the curriculum
- identify trends in pupil outcomes
- intervene in situations where negative attitudes are demonstrated
- encourage parental involvement at all levels including access to interpreters and translated documents where appropriate

6. **Special Educational Needs.** All pupils have the right to be educated with their peers and to be prepared equally for the next stage of their lives. Battle Abbey School recognises that many pupils, at some time during their lives, will make either more or less progress than expected. The curriculum and the environment of their learning may need some adaptation to ensure that pupils achieve their potential. For those pupils making less progress, a staged approach to the identification and support of learning needs is encouraged. This involves an organised system of record keeping that allows both pupils and teachers to be aware of progress (see SEN Policy).

7. **Supporting bilingual and multilingual pupils.** In Battle Abbey School there are many pupils whose daily lives involve two or more languages. Their language experience is influenced by their culture, religion, country of origin and family history. There will be differences between pupils in the levels of their fluency in the various languages which they use. The School aims to foster a positive approach to diversity and so enrich the curriculum content for all pupils. The School believes that bilingual and multilingual pupils can best develop these linguistic abilities where there is an ethos which values and celebrates language and cultural diversity (see EAL Policy).