



# Curriculum Policy

## (incorporating complaints against the curriculum)

### Rationale

All students have the right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

In designing its curriculum the school aims to:

- Cater for the needs of individual students from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that each student's education has continuity and progression
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make efforts to encourage positive parental involvement in the educational process

### Curriculum Provision

Curriculum provision at Marling School provides the framework which translates the values and aims of the school into effective teaching and learning. There is a clear link between the Curriculum Policy and the following policies:

- Assessment Policy
- Homework Policy
- Non-examined Content Policy
- Sex & Relationship Education Policy
- Special Educational Needs and Additional Educational Needs (SEN & AEN) Policy
- Target setting Policy
- Teaching and Learning Policy

Students are entitled to a curriculum which has Breadth, Balance, Coherence and Relevance. We define these words in the following way:

**Breadth:** A broad curriculum is one in which students are brought into contact with the components of learning (which we define as knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

**Balance:** In a balanced curriculum appropriate weight and importance will be given to each component of learning and experience, and each component and experience appropriately related to each other and the curriculum as a whole.

**Coherence:** A coherent curriculum is one which is planned and operates as a whole, such that it appears interrelated and mutually informing and contributes to the overall progress and achievement of the individual student.

**Relevance:** A relevant curriculum is one which has mechanisms which take account of previous learning of students and allows for their readiness for new experience and further development.

In addition to the above, curriculum provision at the school will cover both the National Curriculum, which provides the legal foundation and secures entitlement for all students, and all that is learned in school formally and informally, and within and beyond the school day.

It is recognised that parents have the right to opt out of certain areas of the curriculum involving religion/faith. Parents will need to apply to the Headteacher in writing stating their reasons that their son should not attend these lessons/events.

The legal requirement includes: teaching the National Curriculum, religious education and sex education to students; teaching about drugs as per the science element of the National Curriculum; providing careers education and guidance with access to specialist support; making provision for pupils with Additional Educational Needs; deciding whether to disapply aspects of the curriculum to provide more time for other aspects (such as the work-related curriculum or basic skills); and establishing procedures for dealing with complaints.

### **Complaints against the curriculum**

The aims of the school emphasise that the curriculum should meet the needs of each pupil. Where parents consider that this is not the case they have the right to make a complaint to members of the governing body. They in turn will consult with the Headteacher on how to resolve the complaint.

The Headteacher will:

- Take all complaints seriously and deal with them sensitively
- Request that the complaint is put in writing so that it can be investigated
- Respond to the complaint personally or delegate it to an experienced member of the Senior Leadership Team
- Involve other members of staff as appropriate
- Where necessary, explain the legal position with regard to the National Curriculum, and the scope available to the school to make changes
- Advise the complainant of their right to pursue the matter with the governing body
- Ensure the governing body is advised of any complaints and provided with guidance to assist the decision-making process

The governing body will ensure that a complaints committee consisting of three governors is established with delegated responsibility to hear complaints, advise the Headteacher on the action/decision required and write to the complainant within two weeks explaining the action taken. If the complaint is not upheld, it will inform the complainant of their right to appeal to the Department of Education.