



Curriculum Policy

(incorporating complaints against the curriculum)

Intent

Marling School fully recognises the importance of a strong curriculum model that is designed to give all students, including those with SEN or AEN, the knowledge and cultural capital they need to succeed in life. We believe that, at the core of any outstanding curriculum model, is the appropriate balance of breadth and depth of learning for all students, and the whole school curriculum model has been designed with this in mind.

In designing its curriculum, the school aims to:

- Cater for the needs of individual students from all ethnic and social groups, including those with SEN or AEN
- 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, resilient, useful, thinking, confident and considerate members of the community
- Ensure that programmes of study are ambitious in that they provide all students with appropriate levels of challenge, as well as opportunities to secure and deepen knowledge, understanding and skills as appropriate.
- Ensure that programmes of study have been constructed with the core knowledge and skills, or fundamental constructs, which will need to have been developed at their heart. Aligned to this there will also be a coherent assessment model that allows students and teachers to identify and support individual progress towards the identified outcomes.
- Ensure that programmes of study are planned and sequenced to ensure that new learning builds and develops on prior knowledge and skills, thus allowing students to make sustained progress towards the identified end points.
- Ensure that programmes of study will identify connections, both within a given subject and across different subject areas where appropriate, that need to be explicitly highlighted to students in order for them to link existing knowledge or skills to new learning.
- Ensure that teaching and learning strategies will be employed that facilitate long term retention of knowledge, thus allowing students to utilise prior knowledge by applying it as a skill to support new learning.
- Create and maintain an exciting and stimulating learning environment
- 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 allows the values and intent of the school to be implemented through 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 is appropriately sequenced to 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 using the Complaints Policy for Parents and Carers available on our website or on request from the school office.