



CURRICULUM POLICY

The delivery of the curriculum is critically important to the quality of learning. This policy should be read in conjunction with the College 'Teaching and Learning Policy'.

Ethos:

The opportunity to follow a broad and balanced curriculum is the entitlement of all pupils irrespective of race, academic ability, gender, sexual orientation or physical disability.

- At Cromwell our goal is to develop in all of our pupils the skills, competencies and knowledge relevant to life in the 21st Century. Our personalised curriculum enables pupils facilitates pupils' learning and achievements and encourages them to make a positive contribution to their lessons and to the life of the school as a whole. The wider curriculum encourages them to think about staying safe, having healthy lifestyles and a sense of personal and economic well being. The inclusion of Personal Learning and Thinking Skills (PLTS) as an important feature of Key Stage 3 allows pupils to develop important transferable skills for life long learning.

A broad and balanced curriculum, appropriate to the needs of pupils, is a key factor in raising the attainment of pupils and has positive impacts on behaviour and attendance as well as personal development.

In support of our goals, our curriculum aims to:

- Be fully inclusive
- Motivate and inspire each pupil to reach his or her full potential
- Develop adaptability and widen the horizons for all our pupils
- Encourage respect for others and an appreciation of cultural diversity
- Enable each pupil to make a positive contribution to their community
- Equip pupils to meet the challenges of the 21st Century
- Help pupils to understand how they learn and how they can become independent learners
- Promote a spirit of inquiry and view learning as a lifelong process
- Reach out into the community in order to extend the opportunities for pupils
- Be relevant to the needs of pupils
- Provide courses of equal value and status, with appropriate accreditation and clear routes for progression
- Meet statutory requirements.

As part of our policy to personalise the curriculum, in certain subjects and where pupils are able, we begin the teaching of GCSE during Year 9. This staged transfer helps to prepare pupils for Key Stage 4 and increases their chances of success.

At Key Stage 4, pupils are guided towards different Pathways according to Performance Data. These Pathways provide a broad and balanced curriculum (including vocational courses) which are suited to pupils with the full range of abilities.

Our Post 16 curriculum encourages as many pupils as possible to continue in full-time education beyond the age of 16 and prepares them for life in the wider world.

The structure of the curriculum will be flexible enough to enable the educational needs of individual pupils to be met. This may include some part of a pupils' curriculum being delivered off site and/or in the Learning Support Centre.