

THE COLNE

COMMUNITY SCHOOL & COLLEGE

Curriculum Policy

Approved	LGC	4 October
Last Reviewed	LGC	June 2021
Review Cycle	LGC	Annually*

*The LGC has approved the extension of this policy until the Spring Term of 2023 at which point it will receive its full scheduled review.

Executive Headteacher: Neil Gallagher
Head of School: Steven Crane
The Colne Community School and College, Church Road, Brightlingsea, Essex, CO7 0QL
Tel: 01206 303511 | **Email:** mail@colne.school
www.colne.school



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Contents:

Statement of intent

1. Curriculum Intent and Vision
2. Curriculum Implementation
3. Curriculum Impact
4. Curriculum Aims
5. Legal framework
6. Roles and responsibilities
7. Organisation and planning
8. Curriculum content
9. PSHE
10. Careers education
11. Reporting and assessment
12. Equal opportunities
13. Supporting students with SEND
14. Monitoring and review

a) Statement of intent

The Colne Community School and College recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extra-curricular activities that we organise to enrich students' experiences of their lives and education.

Through this policy, the school aims to:

- Put students at the centre of all curriculum decisions, putting their needs above that of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all students for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of students.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

Signed by:

S. Crane

Headteacher

Date: 28.05.21

S. McGrath

Chair of governors

Date: 22.06.21

1. Curriculum Intent and Vision

Through a stimulating and challenging curriculum, built upon the needs of our students and the local community, we aim to foster a life-long love of learning. Through a diverse portfolio of experiences we will engender the intellectual, social, creative, physical, moral and spiritual development of all our students. Our curriculum will build character and make a positive difference to every young person's life chances, opening doors to a brighter future.

We believe that our curriculum drives the success of all our students regardless of their starting points or backgrounds. At its core our curriculum is about students learning facts (knowledge); having the ability to argue (exploration), and being able to communicate effectively (communication) – the Trivium.

KNOWLEDGE:

- Memorising facts and direct instruction of knowledge.
- Student retaining and recalling knowledge, learning by heart, low-stakes testing and deliberate practice.
- Students learning core skills and techniques.
- Subject specific terminology and the skill of reading different (and challenging) texts.

EXPLORATION:

- Students having the opportunity to debate, question and challenge.
- Students experimenting and learning through authentic, hands-on experience.
- Students practising and developing their skills.
- Opportunities to analyse, evaluate and problem solve.
- Gaining understanding through experimenting, debating, questioning and challenging.
- How the knowledge fits together; asking the “what if..” and “why” questions.

COMMUNICATION:

- To be able to communicate with confidence and clarity in a variety of formal and informal situations; through the spoken and written word including speeches and essay writing.
- Opportunities to perform, to make things and to showcase the products of learning.
- Application of learning to a variety of contexts.

2. Curriculum Implementation

At The Colne we believe our students learn best through emotional engagement, including using stories, dilemmas, provocative art and controversies to ignite their curiosity. Humans are a challenge seeking species, and being challenged is an entitlement for every child. Humans are curious, but thinking is hard and it should be.

Students need to know why their learning is important which is illustrated well using the tale of the three stonemasons. A traveller who was curious about their work approached the first stonemason and asked what he was doing. The mason replied, "Shaping my stone" gruffly. He asked the second stonemason who replied, "I am making a wall." When the third mason was asked the same question he proclaimed, "I am building a cathedral!". Like the third stonemason, students at The Colne will know why their work is important and the knowledge they are gaining is powerful.

Our lessons will be challenging and provide students with an opportunity to explore humanity and make links to people. For example, students may learn about the process of coastal erosion, but will also be asked big questions such as 'whose responsibility is it to pay for the safeguarding of peoples' homes?' The narratives explored across the curriculum will help students to learn about big concepts as well as make an intellectual and emotional connection.

Each subject at The Colne will outline the important **KNOWLEDGE** that the young people should learn during each scheme of learning and this will be taught as established fact. For example, students will learn about percentages, the Treaty of Versailles or photosynthesis. Students will also learn about how that knowledge was formed, the legitimacy of the knowledge and how it continues to be revised.

The sequencing of lessons has been considered carefully to ensure the right thing is taught at the right time. Moreover, teachers endeavour to reference learning from other curriculum areas in order to help students join up their learning. This will help students to recall knowledge, to cement that knowledge and have an understanding of how it knits together in other curriculum areas.

What will this look like in a classroom? Some examples below:

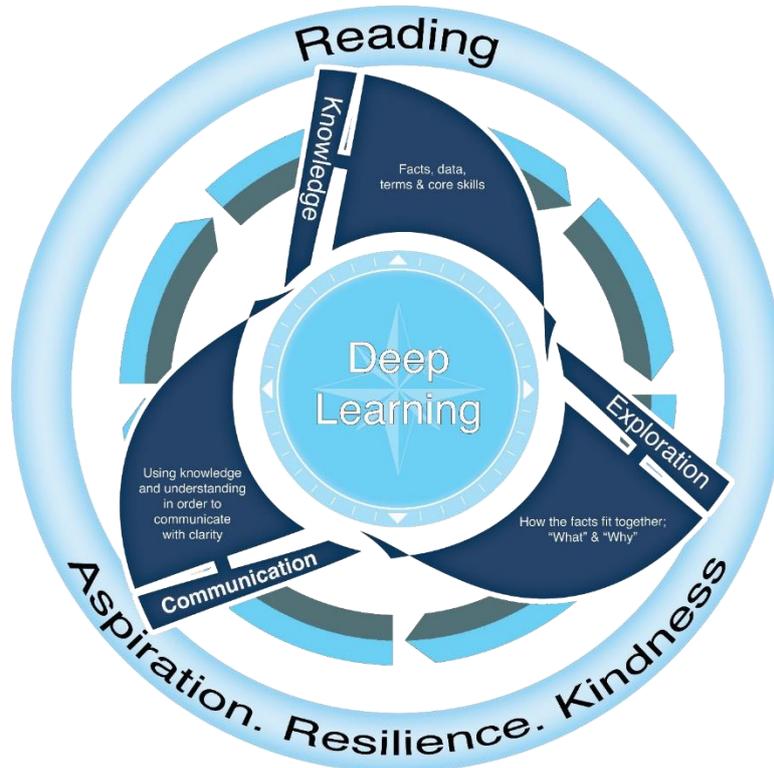
- Building from small pieces of knowledge
- Teachers will be agile: being able to consider introducing subject specific vocabulary or historical context before introducing new units. For example, an English teacher about to study *An Inspector Calls* will want to first look at what was happening in Britain politically at the end of the Second World War.
- Students will be taught how to analyse and explore; to make connections and give reasons for their ideas
- Use logical thinking
- Acknowledge and understand ethical concerns

- Understanding the importance of audience, communication and citizenship

As a school we are mindful of the demands of the new, revised GCSE and the demands our young people face in the ever changing global economy. We need our young people to have a deep knowledge, which allows them to be responsive and informed as they navigate their place in the world. At The Colne our Tutor Programme provides students with the opportunity to investigate current affairs, learn new vocabulary and discuss and debate socio-economic issues and how it affects them.

3. Curriculum Impact

All students at The Colne will model and live our values of Aspiration, Resilience and Kindness. Through our well taught and delivered curriculum our students will grow and develop culturally, socially and academically. Students leave The Colne prepared and ready to take their next steps to a brighter, better future.



A full list of subjects available to students in each year can be found in [section 8](#).

How the curriculum benefits students' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, students will benefit in the ways outlined in [2.2](#).

4. Curriculum Aims

4.1 The overall aims of the curriculum are to:

- Enable all students to be successful learners and achieve high standards.
- Enable students to understand the skills and attributes needed to be a successful learner.

- Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable students to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- Enable students to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable students to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach students to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- Enable students to be creative and to develop their own thinking.
- Help students to develop an independent approach to their learning.
- Teach students about their ever-changing world, including how the environment and society have changed over time.
- Help students understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help students understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable students to have respect for themselves and others and to be able to live and work cooperatively with others.

4.2 Through the aims outlined above, students will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

5. Legal framework

5.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

5.2 This policy operates in conjunction with the following school policies:

- Assessment Policy
- Careers Policy
- Equal and Diversity Policy
- PSHE Policy
- RSE and Health Education Policy
- SEND Policy

6. Roles and responsibilities

6.1 The local governance committee is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to student progress and attainment.
- Contributing towards decisions made about the curriculum.
- Assisting the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

6.2 The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the SLT.
- Communicating the agreed curriculum to the local governance committee on an annual basis.
- Producing an annual report for the local governance committee advising on the standards achieved by students and any alternative arrangements made to ensure all students could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Updating and maintaining this policy.

6.3 The subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring student progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for students in need so that everyone can have full access to the curriculum.

6.4 Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping students engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.

- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able students are given additional, more challenging work extend their learning and raise their attainment.
- Celebrating all students' achievements.
- Reporting progress of students with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all students and reporting on this to the headteacher.
- Working to close the attainment gap between disadvantaged and academically more and less able students.

6.5 The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring students receive the additional help they need.
- Liaising with external agencies where necessary to ensure students who require additional support receive it.

7. Organisation and planning

- 7.1 The school's curriculum will be delivered over 190 days and equally throughout the school week.
- 7.2 Each school day will be split into five sessions and students will receive at least two breaks and, or, a movement time period between lessons.
- 7.3 In collaboration with subject leaders, teachers and other members of the SLT, the headteacher will devise the following plans:
- Long-term plans that deal with the major areas and strands of the national curriculum to be covered across all key stages.
 - Medium-term plans that deal with the activities and objectives within units of work that are set out termly.
 - Short-term plans that are concerned with individual lessons or sessions on a weekly basis and address issues of curriculum differentiation and access for individual students.
- 7.4 Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject to another.

- 7.5 Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
- 7.6 Teachers will plan lessons which are challenging for all students and ensure that there are provisions in place for more academically able students, e.g. completing additional work that is above the academic level of their peers.
- 7.7 A full list of subjects covered in school can be found in section 8 of this policy.
- 7.8 Students who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required.
- 7.9 TAs will be deployed within lessons strategically so that they can assist with students who require additional help, but are also able to minimise disruptions where necessary.
- 7.10 Students with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 7.11 Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 7.12 Any difficulties identified will be addressed once curriculum planning has commenced.
- 7.13 Classrooms will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.

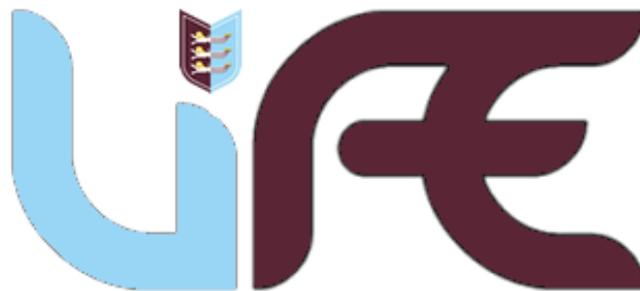
8. Curriculum content

- 8.1 The school will have due regard to the national curriculum at all times throughout the academic year.
- 8.2 The school will ensure every student has access to the following core subjects:
- English
 - Mathematics
 - Science
 - RE
 - Relationships and sex education (RSE)
- 8.3 The school will ensure students also have access to the following foundation subjects:
- Art and design
 - Citizenship
 - Computing
 - Design and technology
 - Languages
 - Geography

- History
 - Music
 - PE
- 8.4 Students will choose their subjects for their GCSEs at KS4 in the second half of Year 9.
- 8.5 Students will choose their subjects for KS5 in the second half of Year 11.
- 8.6 Students will be informed that if they do not achieve a grade 4 or higher in GCSE mathematics and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 programme of study.

9. PSHE

- 9.1 As part of the curriculum, the school will make provision for PSHE where important topics in relation to personal development and health can be covered.
- 9.2 PSHE lessons are taught once every fortnight during specific timetabled lessons, during which the statutory Health, Relationships and Sex Education curriculum will be covered.
- 9.3 All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.
- 9.4 Further to this, Life days to widen and deepen the experience of students in PSHE areas may take place.



10. Careers education

- 10.1 The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.
- 10.2 The school will ensure that every student is exposed to the world of work.
- 10.3 The school will engage with and ensure students have access to local employers, businesses and professional networks, providers of post-14, post-16 and post-18 education and training.

10.4 The school will provide opportunities in which students can participate in meaningful encounters with employers. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Business games and enterprise competitions.

11. Reporting and assessment

11.1 Homework will be challenging and assess students' knowledge and understanding of concepts covered within lessons.

11.2 Homework will be set on a weekly basis in accordance with the school's Homework Policy.

11.3 The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.

11.4 Individual student performance and progress is regularly monitored and reviewed. Informal assessments will be recorded and reported back to the headteacher, students and students' parents.

11.5 Students will also complete national assessments. The results of these assessments will be reported back to the headteacher, students and their parents.

11.6 Evaluations and assessments feed back into future or modified curriculum plans.

11.7 Assessment of students with EAL will take into account the students' age, length of time in the UK, previous education and ability in other languages.

11.8 Special considerations will be given to students who require them, e.g. students with SEND, students who are ill, or students who suffer from conditions that inhibit their academic performance.

11.9 All reporting and assessments will be conducted in line with the school's Assessment Policy.

12. Equal opportunities

12.1 There are nine protected characteristics within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
 - Religion or belief
 - Sex
 - Sexual orientation
- 12.2 Care is taken within all schemes or work to ensure that all students have access to the curriculum content.
- 12.3 The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.
- 12.4 When planning and implementing the curriculum, the school will have due regard to the Equality and Diversity policy at all times.

13. Supporting students with SEND

- 13.1 The curriculum is designed to provide access and opportunity for all students who attend the school.
- 13.2 Students with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 13.3 Students with SEND may work with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers.
- 13.4 Students with SEND will not be discriminated against in any way.
- 13.5 The progress of students with SEND will be monitored by teachers and reported to the SENCO.
- 13.6 The SENCO will work closely with teachers to help them break down any barriers students with SEND have to education.

14. Monitoring and review

- 14.1 This policy is reviewed annually by the headteacher and the local governance committee.
- 14.2 Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 14.3 The scheduled review date for this policy is May 2022.