



# **CURRICULUM POLICY**

**Reviewed: June 2011**  
**Date of Next Review: June 2012**



*Unlocking Potential – Raising Achievement*

*BSF Phase 1 - Our transformed school buildings will be completed by September 2011*

## **Guiding Principle**

The general principle for the composition of the curriculum at the ISCCEB is that every child shall be entitled to and take part in a curriculum which is balanced and broadly based and which:

1. Promotes the spiritual, moral, cultural, mental and physical development of students at the school.
2. Prepares the students with opportunities, responsibilities and experiences of secondary education that prepare for adult life.
3. Follow the 'Every Child Matters' policy.

## **Curriculum Aims**

The aims of the curriculum at the ISCCEB are to enable students to develop:

- A sense of enquiry, the ability to question, solve problems and argue rationally;
- A willingness to apply themselves and an aptitude for learning;
- Knowledge and skills relevant to adult life and employment in a changing world;
- Literacy, numeracy and competence in the use of information technology;
- Their creativity, critical awareness, empathy and sensitivity;
- A recognition of their own and others' achievements, in school and beyond;
- Self-esteem, self-worth and self-confidence;
- The skills of working as an individual and as a member of a group or team;
- Appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect;
- An awareness of the pupil's place in the community and opportunities for service to each other and to the community.

## **Curriculum Principles**

### **Pupil entitlement**

As a fully comprehensive, 11 - 19 school, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we work to ensure:

- \* Breadth and balance for all;
- \* Appropriate levels of expectation and genuine challenge;
- \* Relevance, continuity and progression in learning;

By providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.



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### **Access**

The principle above presents us with a responsibility to find ways of ensuring that all students are engaged in their learning and are motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or are becoming demotivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they might continue to participate at the most appropriate level for them.

### **Expectations of staff**

Staff are expected actively to:

- Have high expectations of students;
- Employ a variety of appropriate teaching and learning methods;
- Ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- Deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;
- Provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- Involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- Develop students' skills to become independent learners;
  
- Encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- Work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- Keep parents/carers regularly and fully informed about the progress and achievements of their sons and daughters.

### **Curriculum structure**

#### **The timetable**

The school operates a 25 period week. There are 5 periods per day each of which lasts for one hour. The taught timetabled curriculum for all students is 25 hours. In addition all students have 40 minutes per day on a mixture of tutor time and assemblies.



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