

Trinity High School

& SIXTH FORM CENTRE

An Independent State Funded Academy

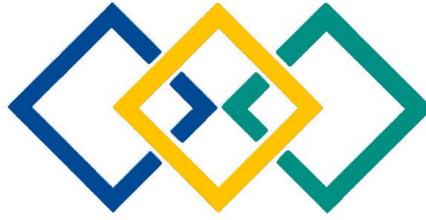
CURRICULUM POLICY

Also to be read in conjunction with:
- *SEN Policy*

Reviewed:
Approved by Governing Body:
Review date:
Policy Responsibility:

March 2018
24 April 2018
March 2021
Mr Thomas

School Policy: available on website
Staff Policy: available on r-drive



CURRICULUM POLICY

Students at Trinity High School are entitled to a curriculum which encompasses the following central features:

- **BREADTH AND BALANCE:** offering a wide range of concepts, skills, experiences and knowledge.
- **COHERENCE:** concepts, skills, experience and knowledge are reinforced and co-ordinated within and between different curriculum areas.
- **PROGRESSION:** students build upon past experiences as they move from Middle to High School, from key stage 3 to key stage 4 and from key stage 4 to post 16 education, including links with other institutions offering post 16 education using meaningful data and assessment.
- **RELEVANCE:** through links with the local and wider communities; through an approach which seeks to prepare students for adult life.
- **DIFFERENTIATION:** teaching and learning strategies, resources and structures meet the needs of individual students.
- **RIGOUR:** all students are encouraged and guided to achieve their full potential regardless of gender, race, socio-economic background or other personal circumstances.

Specifically, the school will seek to enable the students to develop:

- An informed perspective about the individual's role in the community, society and the world of work.
- A flexibility of attitude and appetite for learning, sufficient to cope with future changes in society, technology and career patterns.
- A set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships to allow young people to take their place as responsible citizens.
- An appreciation of the spiritual dimension of human existence.
- An understanding of the multi-cultural, multi-faith nature of society.
- An understanding of the causes of inequality of opportunity and treatment afforded to many people on account of ethnicity, gender, social class or disability and the need to remove such discrimination.
- Economic and political literacy and enterprise skills sufficient to be able to contribute to the development of society and participate in it as citizens.
- An understanding and respect for the environment and the need to conserve natural resources by sustainable development.
- The expertise to use language, number and ICT effectively.
- The ability to evaluate their own performance against commonly agreed and realistically determined objectives.

- Self-confidence, self-respect, self-discipline and self-motivation so as to be able to continue the learning process throughout adult life.

We will seek progression within the curriculum by:

- Adhering to policies and practice which give coherence to schemes of work and teachers' lesson plans as they affect individual students.
- Reporting to parents using the agreed assessment and reporting procedures.
- Involving faculties in the process and practices concerning the application of the Special Educational Needs Policy and current Code of Practice, the Secondary National and other relevant policies.
- Fostering close links with feeder schools and places of Higher Education, and in doing so ensuring that teaching is based on the full knowledge of students' previous experience and achievements.

TEACHING AND LEARNING

Trinity High School recognises that teaching and learning processes are as significant as their curriculum content. To this end we seek variety in these processes and recognise the contributions to a student's achievement, the importance and value of extra-curricular learning situations and of links with the local community.

CURRICULUM MONITORING

The school's development of its curriculum is supported by review at a number of levels.

- The school - through the School Development Plan, the Quality Assurance programme, by self-evaluation, enabling teachers to re-appraise and adapt existing approaches; and by reviewing the school's curriculum planning and documentation.
- The Office for Standards in Education (OFSTED) - through the collection and publication of information relating to the school curriculum and assessment at national level and through the OFSTED national programme of school inspection.
- Student feedback.

REPORTS

- At least one summative annual report will be sent home to parents/carers, with interim reports at regular intervals for Years 9, 10 and 12.
- The format of reports will take into account - statutory requirements, the needs of parents, students and teachers and will be reviewed regularly.
- Course and assessment details will be shared with students and parents in appropriate language and students and parents will be given the opportunity to respond to each report.

The style and format of the interim and summative reports will be determined in consultation with staff, parents and students.