



CURRICULUM POLICY

April 2020-21

Passmores Academy

Part of the Passmores Co-operative Learning Community

Curriculum Policy

The curriculum at Passmores Academy embraces a wide range of learning opportunities for every student. It includes what is offered in formal time-tabled lessons as well as the wealth of extra-curricular activities and experiences promoted or supported by the school.

Every student will have the opportunity to encounter a range of learning experiences which:

- meet the needs of all learners and are of the highest possible quality
- take account of unequal starting points
- provide diversity by catering for students' needs, aspirations and ability
- are provided irrespective of age, gender, ethnic background or disability.

Students will benefit from a curriculum that is well-planned and coordinated to provide breadth, balance, depth and relevance, and which acknowledges the need for progress and continuity in order to build on the learning experiences of the individual. It will promote the spiritual, moral, cultural, mental and physical development of students at Passmores Academy. Through a range of challenging and supportive learning experiences, the curriculum will aim to develop and extend students to enable them to achieve their potential in all areas of school life and to learn and develop those skills that promote independent learning.

Students will participate in a curriculum that will develop their personal qualities and skills, so that they can contribute effectively and confidently to life in and out of school and which will prepare them for an effective, purposeful, responsible and enjoyable adult and working life.

All students will be prepared carefully and thoroughly for public examinations, statutory tests and other accredited qualifications.

Effective teaching and learning will be the main concern of the Academy, and we will do our best to allocate leadership and resources to meet the demands of subject needs.

CURRICULAR AIMS

The curriculum will meet all statutory requirements and:

- prepare students for post-16 education, vocational needs, and leisure and recreational habits;
- provide a breadth and relevance of learning opportunities for all abilities;
- challenge each student to strive for excellence in his or her own terms;
- provide a mixture of directed and investigative learning which ensures equality of access and opportunity for all students, in a variety of appropriate teaching and learning styles;
- provide factual content and develop cross-curricular skills, especially information communication technology and language, stimulate academic and physical progress and personal development;
- emphasize the 'wholeness' of the learning experience and its pleasures and rewards, and

thus develop self-motivation;

- emphasize the importance of literacy and numeracy across the curriculum;
- emphasize the place of technology across the curriculum and its relevance to the whole community;
- ensure that the Special Educational Needs' Code of Practice meets the requirements of all students irrespective of their academic abilities or needs;
- acknowledge that people come from a variety of cultural and religious backgrounds and promote tolerance through an effective pastoral organization;
- ensure that all students can benefit from all the resources that the school can offer;
- foster a considered approach to choices to be made both within a student's school life and at 16+ and 18+;
- develop a sense of responsibility for their own growth by reflecting on and evaluating the whole range of their learning and development;
- support our young people in developing and fostering a growth mindset.

See also Appendix – Curriculum Intent.

The curriculum will be reviewed and evaluated annually by the local governing body to ensure it matches the interests, aptitudes and special needs of all its students.

This policy was reviewed and approved by the local governing body on 28th April 2020 and will be reviewed annually.

Appendix: Curriculum Intent

