



St Crispin's School Policy

Curriculum Policy

This consists of the policy and 1 appendix on teaching and learning

Version Number	Date Created	Changes or reason for Update	Date Approved
V1	April 2005	First Issue	2005
V2	July 2008	Reviewed and updated format	09/2008
V3	Mar 2009	Reviewed. No change	Mar 2009
V4	Mar 2010	A few typographical corrections. 'Parents' becomes 'Parents/carers'.	Mar 2010
V5	Apr 2013	Addition of the Teaching and Learning appendix	May 2013
V6	Mar 2014	Addition of Religious Education Statement	March 2014
V7	Mar 2015	Addition of British Values Statement	July 2015
V8	Nov 2015	Reviewed and minor re-wording	March 2016

Next Review of this Policy is due 03/2018



1. Through a broad and balanced curriculum, St Crispin's aims for students to develop into resilient and curious learners, to be confident and communicative with others and to be reflective individuals, so that they can successfully enter the world of work.

The curriculum at St Crispin's will be based on the National Curriculum including personal, social, health and citizenship education and careers, work related learning and enterprise education. It will also include religious education and enhance formal experiences with enrichment activities beyond the classroom.

The curriculum will be broad and balanced catering for students of all abilities and helping them to acquire knowledge and develop skills to a high standard and preparing them for adult life as citizens, employees and parents/carers.

The school will be concerned with the values students are developing and give consideration to the ways in which this comes about. The school will encourage the development of good personal relationships, social responsibility and citizenship both through the curriculum and through the general life of the school.

2. Religious Education is taught in accordance with the Pan-Berkshire locally agreed syllabus. All students in Key Stage 3 and 4 at St Crispin's School study Religious Education for one period each week and are encouraged to think critically about a variety of religious concepts. At Key Stage 4 all students follow a GCSE course in Religious Education with the option of gaining an external qualification when appropriate.

Parents/Carers have a right to request that their child be withdrawn from Religious Education. However, it is hoped that parents will feel comfortable with the content of the course and as a consequence will not feel that this is necessary.

3. In all areas of the curriculum teachers will aim to help students become independent learners able to take responsibility for their own learning. Teachers will aim to develop students who provide imaginative and creative responses and develop critical and analytical capability. Teacher should generate enthusiasm, interest and enjoyment in their lessons. The individual is at the heart of the curriculum.

There will be effective liaison, continuity and progression from Key Stage 2 through to post 16 so that student achievements are recognised and learning skills are developed. Teachers will be encouraged to maintain and increase their subject and method knowledge by participating in a programme of Continuing Professional Development (CPD). The school's self review process will enable managers to monitor progress.

4. The school will endeavour to offer, where appropriate, an opportunity to study the three sciences and/or two modern languages. All teachers will be encouraged to use information and communications technology as part of their work with students.



Computing is a compulsory subject at Key Stages 3 and 4 delivered through lessons, across subjects and through extended activities. All sixth form students will have the opportunity for work experience as part of their work-related learning curriculum.

5. The school will assess and record the progress and attainment of each student to determine whether learning objectives have been achieved and to decide on the next step in learning. The school will report on student progress to parents/carers and students. The school will involve students in assessment and evaluation of their work so that they are aware of what is expected of them. Assessment will be used to plan future learning based on challenging targets.

There will be a two-way relationship with the families of students in which parents/carers are treated as partners in the education of their children. The school will keep parents/carers fully informed of both achievements and targets for improvement.

6. The school will provide equal opportunities for all students regardless of race, creed or gender and aim to develop positive attitudes in the students to other races and cultures which are part of our society.
7. St Crispin's School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. To effectively embed these values the school will work to encourage tolerance and harmony between different cultural traditions and respect for democracy in accordance with the Equality Act 2010. In actively promoting British values St Crispin's will challenge any members of the school community or visitors to that community expressing opinions contrary to fundamental British values.



Curriculum Policy

Appendix 1

Policy Statement with Regard to Teaching and Learning

This appendix should be read in conjunction with the curriculum policy
The issue dates and revision dates are specified in the curriculum policy.



OBJECTIVES :

A. Through agreed procedures, to support effective learning to ensure that:

1. all pupils are keen and interested
2. all pupils are clear about what they have to do and why
3. all pupils see the links between current and prior learning
4. all pupils know their targets and what they have to do to achieve them taking their learning further
5. all pupils are supported to become independent learners and develop skills for life-long learning
6. all pupils understand what is good about their work and how they can improve it
7. all pupils are able to support each other and know where they can seek help when needed

B. Through agreed procedures, the School's policy is to expect effective teaching to ensure that:

1. all lessons have a clear aim and purpose, with identified and realistic objectives and outcomes
2. all lessons take into account schemes of work and/or the national curriculum
3. all lessons set appropriate challenge and time for completion
4. all lessons take into account the varying learning styles, abilities and interests of pupils
5. all pupils acquire knowledge, skills and understanding including literacy and mathematics
6. lesson time is managed effectively
7. homework expands and complements the work done in lessons
8. assessment is used to reinforce pupil achievement and provides encouragement and feedback
9. achievement is recognised and rewarded and underachievement is challenged
10. wherever possible, it takes place within a stimulating, appropriate and effective learning environment
11. all teaching staff abide by the current assessment rules of the relevant examination bodies

ASSOCIATED POLICIES: SPECIAL EDUCATIONAL NEEDS; GIFTED AND TALENTED; ASSESSMENT, REPORTING AND FEEDBACK.



Monitoring Teaching and Learning

- Formal Lesson Observations take place once a year as part of the Performance Management process. (The full lesson should be observed)
- NQTs and teachers on course to achieve QTS have their own proformas and observation requirements but should be formally graded according to school agreed criteria
- Prior to a teacher being observed they should complete the St Crispin's generic lesson plan or department version incorporating the required information to be used
- Observation sheet to be completed using agreed observation criteria to grade from outstanding to inadequate and to include notes to record teaching, learning, strengths and areas for development
- Notes accompanying observation sheets should be consulted prior to any observation
- A copy of the lesson plan and lesson observation record is given to the Assistant Head Teaching and Learning for monitoring
- Observations can be general or have a particular focus but should provide evidence as to whether the Learning and Teaching Performance management objective has been met.
- Teachers doing observations will have carried out shared observations with their Head of Department or link member of the SLT for quality assurance purposes
- Observations should occur over time a range of classes, year groups, ability levels and cohorts during the year.
- The observee can ask for a second formal lesson observation to be done and the observer should conduct one where their own work commitments permit. In this case, both the lesson observation grades should be recorded.
- The Professional Development needs of the member of staff and the appropriate targets and support to meet those identified needs, will be added to their Performance Management review following a lesson observation that was considered 'Satisfactory' or 'Less than Satisfactory'.
- Each department has a representative on the Learning and Teaching Group (which also covers Gifted and Talented), who can be called upon to support teaching and learning
- The Learning Support department has specialists who can be called upon to support teaching and learning
- Every teacher new to the school will be observed in the first term by either the Head of Department-or link member of the SLT.