



THE PETERSFIELD SCHOOL CURRICULUM POLICY

The purpose of The Petersfield School is to educate all its pupils to the maximum of their potential. Underpinning this policy is a commitment to the Every Child Matters agenda and the fulfilment of the five outcomes.

Through the provision of a curriculum that is fit for purpose the Governors and staff of The Petersfield School aim to:

- meet all statutory requirements;
- provide a broad, balanced, relevant and differentiated learning experience;
- create entitlement for all pupils and to be inclusive of their needs;
- promote partnership between pupils, parents, teachers and the community;
- ensure continuity and progression within the school and between phases of education;
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
- encourage a respect for the school and its environment so that learning is a positive and pleasurable experience;
- promote a healthy lifestyle;
- acknowledge and celebrate achievement.
- provide a wide range of extra-curricular activities that contribute to the total learning experience.

In particular, the Governors and staff believe that the curriculum should aim to:

- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;
- develop children as independent learners – making decisions, planning and developing their own ideas;
- deliver high standards at both Key Stage 3 and Key Stage 4;
- attend to the needs of all pupils, including Gifted and Talented, Special Educational Needs, and vulnerable pupils;
- help pupils acquire understanding, knowledge and skills relevant to adult life and employment in a fast-changing world;
- to help pupils develop personal moral values, respect for other races, religions and other ways of life;
- to help pupils act on a personal yet reasoned set of attitudes, values and beliefs;
- to help pupils understand the world in which they live and the inter-dependence of individuals, groups and nations;

- to help pupils appreciate human achievements and aspirations;
- to develop in pupils skills that will enable them to contribute to and enjoy the benefits of society.

The curriculum at The Petersfield School should:

- incorporate and develop life long learning through the 14-19 curriculum
- provide a personalised curriculum for all pupils ensuring appropriate learning pathways for all pupils
- incorporate and develop innovative strategies for delivering high standards
- incorporate the requirements of Performing Arts Specialist Status
- incorporate and develop an increase in the effective use of new technologies

Learners are encouraged to work in partnership with the school to co-construct the curriculum through their participation in pupil panels and lesson observations. In addition, other opportunities for Pupil Voice, such as pupil observations and The School Council, allow pupils to participate in shaping the future direction of the curriculum.

Evaluation of the curriculum will be measured against a range of indicators, which include whole school and individual pupil indicators:

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| • Whole school indicators | • Departmental reports |
| • Local Authority school categorisation meetings | • Annual departmental review |
| • Views of the School Improvement Partner | • Surveys of parents and pupils |
| • Ofsted / HMI inspections | • Reports to the Governing Body |
| • Examination results | • Pupil panels |
| • Admissions | • Individual pupil indicators |
| • Enrolment in the post 16 phase | • External validation |
| • Destinations of school leavers | |

As pupils progress through The Petersfield School they should increasingly be able to:

- develop a positive self image;
- be effective users of the skills of numeracy, literacy and oracy;
- make a positive contribution to the local community;
- make a positive impact on the environment;
- be independent, self-motivated and self-disciplined;
- appreciate human aspirations and achievement;
- work actively together in co-operative groups;
- acquire the competences and attitudes needed for adult life;

ALLOCATION OF CURRICULUM TIME

The curriculum consists of five lessons a day spread over a 2 week period. At Key Stage 3 pupils follow a curriculum closely allied to the National Curriculum with the emphasis on music, dance and drama reflecting the school's status as a Specialist College in the Performing arts.

Towards the end of Key Stage 3 and at Key Stage 4 the pupils are able to follow one of four learning pathways.

- *The first pathway is for those pupils who wish to follow an accelerated curriculum. Pupils study a core curriculum of English, Mathematics, Triple Science, RE, PE, and ICT, they are then able to select a further four subjects to study to GCSE level. Pupils on this learning pathway also have the opportunity to be entered early for some subjects and can study additional GCSE and AS courses in their final year. Pupils who follow this pathway are expected to take advantage of the enriched curriculum outside of normal school hours.*
- *Pupils following the second pathway study a core curriculum of English, Mathematics, Double Science, RE, PE, and IC. They are then able to select a maximum of four subjects to study from a wide range of GCSE and applied learning courses. The pupils also have the opportunity to study an enriched curriculum outside of normal school hours.*
- *The third learning pathway has a significant applied learning element. The pupils study a core curriculum of English, Mathematics, Science, RE, PE, and ICT. Pupils may then choose an applied learning course to study along with an additional two courses. Pupils who follow this pathway also have the opportunity to study an enriched curriculum outside of normal school hours.*
- *The fourth learning pathway enables the pupils to study a core curriculum of English, Mathematics, Science, RE, PE, ICT, and the Asdan Key Skills Foundation Course. The pupils are able to study an additional two courses taken from a wide range of applied learning courses and GCSEs. Pupils who follow this pathway also have a guided choice to study an enriched curriculum outside of normal school hours.*

PSHE AND CITIZENSHIP

At The Petersfield school PSHE and Citizenship is a mainstream entitlement for pupils and is delivered through a combination of cross curricular provision and special events. The PSHE and Citizenship curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and to become informed, active and responsible citizens, capable of forming good relationships and respecting the differences between people.

CAREERS AND ENTERPRISE CURRICULUM

The Enterprise and Careers curriculum aims to prepare pupils for the world of work, providing young people with the knowledge, understanding, creativity and confidence to be the wealth creators of tomorrow.

The pupils will be provided with opportunities to:

- develop enterprising attitudes and skills through learning and teaching across the whole curriculum;
- experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment;
- participate in enterprise activities;
- enjoy a focused career education with the appropriate information, advice and guidance.

RELIGIOUS EDUCATION

Religious Education is taught to all pupils as a discrete timetabled subject. All pupils are entered for the GCSE short course in Religious Studies and there is an opportunity for all students to take Religious Studies as a full course. Parents have the right to withdraw their children from religious education.

SEX EDUCATION

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's Sex and Relationships Policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE AND GAMES

Physical Education is delivered to all pupils as a discrete subject on the timetable. Pupils can only be excused from PE and Games lessons for medical reasons given in writing to the Headteacher.

EXTRA-CURRICULAR ACTIVITIES:

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme.

SPECIAL EDUCATIONAL NEEDS:

The school has a Special Educational Needs Policy for statemented and non-statemented pupils.

ACCELERATED LEARNING FOR GIFTED AND TALENTED PUPILS

Heads of Department are expected to enter pupils for examinations when they are emotionally, physically, and academically ready to do so. For the majority of pupils this will be at the end of a Key Stage but early entry is encouraged where appropriate. Accelerated entry will only be agreed when it is in the best interests of the pupil.

Effective acceleration provides opportunities:

- to broaden their experiences in the accelerated subject;
- to discover new areas of learning;
- to expand understanding within a particular aspect of the accelerated subject;
- to progress to the next level of learning and its associated qualification.

However there should always be firm goals for accelerating a pupil. It should not be used as a short-term solution to a long-term problem such as an absence of good quality, well-differentiated teaching.

Considerations for accelerated learning:

- Are the pupils involved ready to perform at the highest level and will an accelerated provision help them to develop as they should ?
- Is the accelerated provision part of a genuine alternative learning path, linked to progression at post 16?
- Will the accelerated learning negate against the pupil achieving the highest grades possible?
- Is there sufficient evidence that the pupil is emotionally, physically, and academically capable of following an accelerated learning programme?
- Will the pupils have the opportunity to choose a course of study that suits their abilities and interests?
- Is there an opportunity to share accelerated subject provision with a partner school or college?

All pupils should have equal access to the accelerated curriculum regardless of gender, ethnic origin or special educational need. This does not preclude the school making professional judgments about the pupil's academic suitability for accelerated entry.

A decision on accelerated learning leading to early entry will be taken by the Senior Leadership Group, based on a recommendation from a Head of Department or Head of Year. The final decision will be based upon the criteria outlined above and potential financial implications or curriculum disruption.

The Gifted and Talented Coordinator is responsible for ensuring that the pupil and parents play an active part in any decision and are kept informed of the pupil's progress.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's tutor. If the issue is not resolved parents should make an official complaint in writing to the Head.

MONITORING AND REVIEW

This policy will be monitored by the Deputy Head (Curriculum), who will report to the Headteacher on its implementation on a regular basis.

The Headteacher will report to the governing body's School Committee on the progress of the policy and will recommend any changes.

This policy will be reviewed by the Governors School Committee every two years.

Signed:
Chair of the Governing Body:

Date: Sept. 2007
Date of next review: Sept. 2009