

Bank View High School



Governor's Curriculum Policy

Reviewed: ...20.../...1...../...2016....

Review Date: ...20.../...1.../2018....

Bank View High School

Philosophy and Curriculum Statement

1. Introduction

This is an inclusive policy and is aimed at supporting the needs of all pupils, including those with specific needs, such as ASD.

- 1.1 It is felt that there are two elements to the aims of Bank View High School.
 1. The Ethos
 2. The Curriculum (its content and delivery)
- 1.2 These are inextricably linked. However, they may be combined to form a single aim for Bank View High School:
- 1.3 To support the development of the children and young people at the school in a caring environment in each of the following domains; Physical; Social; Emotional; Moral; Aesthetic and Spiritual and the five strands of ECM (Every Child Matters – 'SHAPE') which reflects the school's mission statement.
- 1.4 In short, success can only be achieved if the overall ethos of the school is to maximise the potential of each pupil.

This may be described in some detail:

2. Ethos

- 2.1 In partnership with pupils and their parents/guardians we aim to provide an environment where:
 1. Pupils feel safe, cared for and supported.
 2. Pupils may enjoy their school life in a positive and harmonious atmosphere, whilst preparing for adulthood.
 3. Equal opportunities are provided for all regardless of need, sex, race, religion, culture, disability or disadvantage.
 4. Each pupil's social and emotional needs are continuously developed and steps taken to effect improvements.
 5. Positive achievement is recognised and valued, leading to enhanced self-confidence, self-respect and respect for others.
 6. Acceptable attitudes and moral values are encouraged.
 7. The highest standards of conduct are expected and encouraged, with an increasing emphasis on self-discipline.
 8. Pupils are given the opportunity to make decisions and are encouraged to do so.
 9. Pupils work towards becoming active participants in school and society and responsible contributors to both.

10. Pupils are equipped to make informed, reasoned and responsible choices in all areas of life, as in Every Child Matters ('SHAPE').

3. Curriculum

- 3.1 We aim to provide a broad range of satisfying and enriching experiences, appropriate to each pupil's strengths and needs, where:
 1. Each pupil's strengths and needs are continuously reviewed through IEPs/IBP and steps are taken to assist pupil progression.
 2. The curriculum is under constant review and best practice is shared.
 3. National Curriculum is delivered as an entitlement. Alternative curriculum is delivered where appropriate.
 4. Class groupings may be streamed to reflect individual/group needs e.g. lower ability nurture group with additional support.
 5. There is opportunity for supported re-integration to mainstream education where appropriate.
 6. Pupils are prepared for a smooth transition to adult life, including planned progression to further education.
 7. Community cohesion plays an important part of the curriculum. Each pupil is made aware of a wide range of resources and opportunities found at school, in the local, wider community, local industry and commerce.

4. Monitoring the Curriculum

- 4.1 Please read in conjunction with the Monitoring and Evaluation and Teaching and Learning policies.
 - a. The Governing Body in consultation with the Headteacher will ensure that all aspects of the curriculum including National Curriculum are carried out and assessed.
 - b. The Governing Body has a policy on the content and organisation of sex education which is provided at the school (see separate policy)
 - c. It must decide on the approach to Religious Education (see separate policy).
 - d. The Governing Body will hear any appeal against a Headteacher's decision to change the National Curriculum requirements for a child and may over-ride that decision.
 - e. The Governing Body must hear formal complaints from parents and others about the school's curriculum according to procedures set up by the LA (see separate policy).
- 4.2 Pupils attending Bank View High School normally have a statement of Special Educational Needs. The school links with the feeder school to ensure effective transitional practice. The school has a learning mentor (Jan Assheton) who is responsible for ensuring smooth transition for all pupils, including those with ASD.
- 4.3 In addition to meeting the National Curriculum statutory guidance, Bank View High School endeavours to offer programmes over and above those covered in the National Curriculum

which are devised to meet individual pupils' needs and are appropriately linked to their statement e.g.

- a. Careers and Connexions advice
 - b. Personal, health and fitness
 - c. Residential experience
 - d. College links/vocational tasters
 - e. ASDAN Award
 - f. ARC (Additional Resource Centre) referrals
 - g. Sporting fixtures
 - h. Options
 - i. After school clubs
 - j. Visiting speakers
 - k. Mentor access
 - l. Speech and language/communication groups
 - m. Anger management/stress management groups
- 4.5 Bank View High School complies with the daily act of worship by having whole school and year assemblies on two days per week and grace at dinner times.
- 4.6 At Key Stage 4/5 and year 9 there is a greater flexibility to develop more vocational courses, particularly within the local community e.g. college links and work experience.

5. Pastoral

- 5.1 The pastoral needs of the pupils are taken into consideration via the pastoral system by providing a secure and caring learning environment (see separate behaviour/pastoral policy).

6. Curriculum Timetable Organisation

- 6.1 Bank View High School mainly operates on a secondary school curriculum model, which meets the D f E statutory requirements as reported in the school's self assessment document.

7. Resources

- 7.1 The Governors are responsible with the Headteacher for ensuring that sufficient funds from the LA school budget share are made available for the curriculum. Subject capitations will be allocated annually by the headteacher with governor approval.

January 2016

Date	Revision	By:
20/01/16	No change	JP