

CURRICULUM POLICY

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To be reviewed annually

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Rationale

Ferndown Upper School is a Comprehensive School. Its curriculum reflects the values of a school which seeks to provide the best, in terms of opportunities and available resources for students of all abilities, needs and background. The curriculum embodies the whole life of the school. It should encompass the widest possible range of studies and interests and enable all students to maximise their potential and achievements.

Purposes

The curriculum aims to enable all our young people to become:

1. Successful and lifelong learners, who enjoy learning, make progress and achieve.
2. Confident individuals who are able to lead safe and healthy lives.
3. Responsible citizens who make a positive contribution to society and achieve economic well-being
4. Students with skills, knowledge and attitudes which will help them to become self-respecting and self-motivated people, able to make informed and reasoned choices for themselves and with regard to others.
5. Creative thinkers who develop enquiring and critical minds, to be able to question, present an informed and coherent argument and act responsibly.
6. People who understand the nature of the world around them and to show care and concern for the environment.
7. Independent enquirers who develop powers of observation, logical thought and communication.
8. Self managers in a world where permanent employment is uncertain and to value the acquisition of relevant skills and attitudes relating to employment.
9. Team workers with moral and spiritual values, who take responsibility for themselves and others at work, socially and in wider society.
10. Effective participators in cultural, social, economic and political life, recognising the broad and pluralistic nature of our society, expecting a diversity of cultures and languages, and recognising that all members of society have both rights and responsibilities.
11. People who appreciate human achievement in all fields, past and present, to encourage creative talents and to celebrate success.
12. Students who aim to achieve their highest standards.

Broad Guidelines

1. Continuity of the Curriculum
Through local partnerships, students should experience progression of the curriculum. In particular, the school should work with its feeder middle schools to ensure that the transfer to Year 9 is a positive experience for students. As far as is practically possible, there should be a continuity of experience from the ages of 13 to 19.
2. A Broad and Balanced Curriculum
The curriculum should be broad, in the sense that a wide spectrum of experience should be offered to all students. The curriculum should be balanced, in the sense that the amount of time spent in areas of the curriculum should meet the students' present and future needs, both in terms of work and their role as responsible and fully participating members of society.
3. Accessibility to the Curriculum
The curriculum should be accessible to all students, using appropriate methods of differentiation to ensure maximum possible access for each individual student.

4. Teaching Groups
Teaching groups will be organised by subject areas in ways best suited to meet the needs of the students and use resources efficiently.
5. Richness of Experience
The students' experience at FUS should be rich and stimulating, with curriculum opportunities extended beyond timetabled lessons.
6. Individual Involvement
Students should feel involved in their learning and be encouraged to develop the skills of independent highly motivated learners, to take responsibility for their work. This is helped by positive relationships between staff and students where students feel valued and their self esteem is high. Close monitoring of student progress will encourage involvement in learning and promote individual success. Collaboration between teachers and students is essential.
7. Access to Qualifications
There should be access to qualifications for all, in the framework of accreditations for 13 to 19 year old students. Each qualification is valued equally as a measure of individual achievement.
8. Lifelong learning
The curriculum should encourage and enable all students to continue learning out of interest and to become independent thinking adults. The school will encourage all students to regard change as a challenge and an opportunity, and to confidently approach new situations.
9. Continual Evaluation
The school will keep its curriculum under constant review, reflecting the changing needs of society and the needs of students. Views of students, teachers, Governors and parents will be regularly sought and heeded to determine progress of the curriculum.
10. Putting the Curriculum into Practice
This policy, its purposes and guidelines should be evident in every aspect of school life. It should be implemented within a positive ethos of encouragement, which values the contribution which each student and member of staff makes to the school. Senior Leaders and Directors of Learning have a particular role in monitoring the practice of this policy and it is the responsibility of all staff to ensure that their practice reflects these principles.

Conclusion

Ferndown Upper School is committed to providing a curriculum which enriches the quality of life for all students and empowers them to participate responsibly, effectively and successfully in society. The Curriculum offered should enable all students to achieve their maximum levels of attainment and provide the full range of progression pathways.