

HOPEWELL SCHOOL
Curriculum Policy

- We offer a broad, balanced, relevant, differentiated and inclusive curriculum to all students. At Key Stage 3 and Key Stage 4 the curriculum conforms mainly to the National Curriculum programmes of study. At Key Stage 5 and Higher needs, students are guided formally towards a personalised curriculum which meets their individual needs and aspirations. There are clear and diverse pathways through from Key Stage 3 to Key Stage 5.
- Our curriculum has been developed to meet the requirements of the cohort of young people we serve and our commitment to the provision of a wide range of subjects, including a modern language and vocational choices. Students are grouped in a variety of ways according to the needs of the young person.
- Our commitment to providing a curriculum which reflects a range of subjects means that students will have access to a varied range of accredited qualifications. I. All students have the opportunity to study an applied learning course from year 9 onwards.
- As students enter Key Stage 4, we aim to provide a personalised curriculum for them as appropriate, working with external agencies to ensure appropriate course provision. Our aim is to fully engage both students and parents in decisions regarding their guided choices. All students are entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework or controlled assessment completion.
- The curriculum offered at Key Stage 4 and Key Stage 5 ensures that there are clear progression routes to enable students to continue their post-16 education at local FE colleges, and to prepare them for higher education and / or the world of work.
- Students at Key Stage 4 have access to work based learning and work related experiences.

- Support for students with Special/Additional Educational Needs, and those for whom English is an additional language, is provided in class and all lessons are differentiated accordingly.
- Formal assessments of learning are conducted according to our Assessment, Recording and Reporting schedule and reports are given to parents every half term. Targets are set at the start of each academic year and shared with students. Assessments of students' learning are also made more informally and frequently.
- The implementation of this policy is monitored through whole school self-review.

Policy Reviewed on: April 2017

Policy Reviewed by: Susan Mayo (To be reviewed summer 2017)

Ratified by Governors: *Date to be confirmed*