



Name of School	The Toynbee School
Date of Policy Issue/Review	March 2014
Name of Responsible Manager/Headteacher	Kevin Way
Governors' Sub-Committee	Learning and Teaching

The curriculum is everything that is planned and encouraged within the school to develop the intellectual, creative, social and physical potential of the pupils. It is important that the aims of the school are reflected throughout the curriculum and that the gap between the received curriculum (what is learnt) and the intended curriculum (what we aim to teach) is not a large one.

The governors will ensure that the curriculum meets the requirements of the National Curriculum including developments relating to the January 2014 National Curriculum Review, the Schools White Paper (Nov. '10) and The Wolf Report (Mar. '11).

“Personalised learning demands that every aspect of teaching and support is designed around a pupil’s needs”.

The curriculum at Toynbee School aims to enable all learners to enjoy and achieve, maintain a healthy lifestyle, make a positive contribution to local, national and global society, and work towards economic well-being:

- Provide each learner with the knowledge, skills and qualifications necessary for success in further education, work and adult life.
- Engage with the National Curriculum framework and subsequent government initiatives.
- Provide a curriculum which motivates learners to succeed and builds up their self-confidence and aspirations.
- Provide an inclusive and personalised education for every learner, ensuring a wide range of qualification and curriculum routes are open to all.
- Develop the skills of independent thought and rational argument.
- Develop knowledge of, and respect for, different races, religions and cultures.
- Develop understanding of the physical, social, financial and political aspects of the world.
- Help pupils appreciate human achievements.
- Provide opportunities to develop creative, practical and enterprise capabilities and to make positive contributions to society at a local, national and global level.

FRAMEWORK

1. The school must recognize and build upon Key Stage 2, enabling young people to progress from one stage to another in their knowledge, skills and understanding through a broad range of transition activities and in the core subjects in particular.
2. The curriculum must include cross curricular themes of the National Curriculum, such as PLTS (Pupil learning and thinking skills), Numeracy/Literacy/Citizenship/SMSC (Spiritual, Moral, Social Cultural).
3. Within these areas Heads of Departments should identify the concepts, knowledge, skills and attitudes they will seek to develop through their curriculum area and encourage cross curricular skills and links. In particular, HOD's must ensure SMSC/literacy and numeracy are covered to ensure that pupils have the best possible opportunity to gain access to the full curriculum.
4. Methods of learning will emphasise IT, practical, experimental, problem solving approaches. Initiative and independent learning should be encouraged. Teachers should model, and take pupils through the hierarchy of thinking skills associated with effective learning; knowledge, comprehension, application, analysis, synthesis and evaluation (Bloom), as well as having a due regard to Multiple Intelligences (Gardner).
5. Teachers must maintain professional standards, guarding against prejudice, inaccuracy and bias in the education they provide and plan their lesson content with due respect to the age and maturity of the pupils. Teachers are encouraged to seek advice when dealing with sensitive material.
6. Learners must be offered differentiated opportunities appropriate to their differing abilities and aptitudes. Teachers should aim to differentiate by task and by process as well as outcome.
7. In partnership with other schools and colleges we shall seek to explore and use link-programmes, special courses and enrichment activities for appropriate pupils, particularly at KS4.
8. Equal opportunities must be provided for **all** learners with visual impairment, disabilities and learning and behaviour difficulties.
9. Within the constraints of the health & safety policy, we will prepare learners thoroughly for the demands of post 16 education and the world of work.
10. The curriculum must inform the school assessment policy at all stages; teachers must use the prior attainment data to plan, implement and develop learning.
11. The school provides extensive and expanding learning and enrichment opportunities before, during and after school in order to provide enjoyment and achievement opportunities.
12. The school must ensure that the assessment supports teaching and learning.
13. Integrated services for learners, so that learners can make the most of their opportunities and choices.

REVIEW AND EVALUATION

We follow the local Education Authority's target setting policy and in addition suggest the curriculum and its performance can be monitored and evaluated through all of the following:-

- GCSE and English Bacalaureate results
- KS3 Progress/Assessment Data and KS4 Progress Data
- Additional pupil achievements e.g., Music, Drama, Sport Clubs
- Attendance/Absence rates
- School Ethos; pupil behaviour, attitudes and motivation
- Post16 Information; further education, apprenticeships, employment
- Raise on Line; School Performance Data; Fischer Family Trust.
- Compliance with Statutory regulations; National Curriculum
 - SEN and G&T
 - Collective worship
 - Equal Opportunities
 - Citizenship
 - Work Related Learning and Enterprise

Monitoring and evaluation of the curriculum is chiefly carried out by the following groups:

Head, SLT and SIP (School Improvement Plan)
Heads of Department
Teaching Improvement Group (TIG)
Governors Learning and Teaching
Reporting to the Full Governing Body
School Council
Parental Surveys
School Improvement Partner
Pupil attitude surveys
HIAS Reports

Toynbee aims to be flexible and responsive to the needs of young people in an age of rapid change.

“We should be as concerned with how we teach as we traditionally have been concerned with what we teach”

John Bruer “Schools for Thought”.