

CASTLE SCHOOL

CURRICULUM POLICY

The Purpose of the Curriculum

The purpose of the curriculum is to help pupils to:

- develop lively, imaginative and enquiring minds
- acquire knowledge and skills relevant to adult life and to technological change
- have sound numeracy and literacy skills
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the world in which they live
- appreciate human achievements and aspirations
- take their place in society as informed, confident and responsible citizens

Principles of the Curriculum

The curriculum should consist of breadth, balance, relevance, differentiation, progression, continuity and coherence.

The curriculum should promote knowledge and understanding, the gaining of intellectual, physical and interpersonal skills and qualities, as well as the understanding and acceptance of moral values and attitudes.

The curriculum should incorporate equality of access for all pupils to academic experiences.

The school should provide appropriate tasks and teaching techniques to support high expectations and appropriate challenges.

The curriculum should be subject to planned evaluation and review.

Outcomes of the Curriculum

The curriculum will:

- deliver the current and future statutory requirements
- be broad, balanced, relevant and differentiated
- enable pupils to fulfil their potential
- prepare pupils to make informed and appropriate choices for public examinations
- meet the needs of the full range of abilities within the school
- 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 for all
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- help pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment.
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
- help pupils understand the world in which they live
- help pupils to appreciate human achievements and aspirations

How the Curriculum will be Delivered

Castle School will endeavour to consistently provide:

- an environment in which young people of all abilities are able to develop the skills and attitudes which will facilitate lifelong learning and sustained personal development.
- relevant flexibility at Key Stages 3 and 4 to meet pupils' needs and requirements.

- allotted time for each curriculum subject according to agreement between the Head Teacher, subject staff and with reference to known guidelines.
- relevant and appropriate resources for all curriculum subjects
- planned delivery of the curriculum embracing a variety of teaching, learning and assessment styles and with appropriate differentiation inside and outside the classroom.

Curriculum Content

Key Stage 3

English
Maths
Science
Geography
History
RE and Philosophy
Spanish/French
Latin
ICT
Art
Drama
Physical Education
Welsh (Optional)
Music (Optional)

A Carousel of Independent Learning incorporates the following subject areas:

Cookery
Learning Skills for Life

Key Stage 4

The following subjects are studied to GCSE level and follow the appropriate syllabus. Some subjects are available for guided Self-Study:

English Language
English Literature
Maths
Science (1, 2 or 3)
Geography
History
RE
French
Spanish
Latin
Art

PE
Psychology
ICT
Astronomy (Guided self-study)
Music
Welsh
BTEC Workskills

Non-GCSE PE is taught to all Key Stage 4 pupils.

Where possible and appropriate, GCSE units may be taken in Years 9 and 10.

Schemes of Work

The schemes of work for all subjects are the responsibility of the Head Teacher, SMT and subject staff. These will be reviewed annually to monitor Curriculum development and change of syllabus structure and content.

Where a scheme or syllabus is in progress or under development, the subject scheme of work will always contain outline information and as much content detail as possible.

Learning Skills across the Curriculum

All schemes of Work will incorporate reference to the following Learning Skills and these will be coded accordingly.

Cross Curricular Learning Skills

Developing Thinking		
Planning (T:P)	Developing (T:D)	Reflecting (T:R)
	Generating and developing ideas.	
Gathering information.	Valuing errors and unexpected outcomes.	
Asking questions.	Entrepreneurial thinking.	
Activating prior knowledge skills and understanding.	Thinking about cause and effect and making inferences.	Evaluate own learning and thinking.
Determining the process, method and strategy.	Forming opinions and making decisions.	Reviewing the process/method.
Determining the success criteria	Thinking logically and seeking patterns.	Reviewing outcomes and success criteria.
	Considering evidence, information and ideas.	Linking and lateral thinking.
	Monitoring progress	

Developing Communication			
Oracy (C:O)	Reading (C:R)	Writing (C:W)	Wider (C:Wi)
Developing information and ideas.	Locating, selecting and using information using reading strategies.	Organising ideas and information.	Communicating ideas and emotions.
Presenting information and ideas.	Responding to what has been read.	Writing accurately.	Communicating information.

Developing Number		
Use mathematical information (N:U)	Calculate (N:C)	Interpret and present findings (N:I)
Using numbers.	Using the number system.	Talking about and explaining work.
Measuring.	Using a variety of methods.	Comparing data.
Gathering information.		Recording and interpreting data and presenting findings.

Cross Curricular ICT (National Curriculum Programme of Study)

ICT Skills	
Find and analyse Information (ICT:F)	Create and Communicate Information (ICT:C)
Plan tasks, including consideration of purpose/audience and appropriate resources.	Create and communicate information in the form of text, images and sound using a range of ICT hardware and software.
Find relevant information efficiently from a variety of sources for a defined purpose.	Create and develop a range of presentation, combining a variety of information and media, for specific purposes and audiences, eg. <i>use higher order functions in a presentation package.</i>
Select relevant information and make informed judgements about sources of information.	Share and exchange information safely through electronic means, eg. <i>collaborative use of e-mail with attachments, virtual learning environments.</i>
Produce and use databases to analyse data and follow particular lines of enquiry, eg. <i>use simple and complex queries (searches/sorts)</i>	
Produce and use models and/or simulations to analyse data and text	

hypotheses, eg. <i>changing data and formulas in spreadsheets</i>	
Investigate more complex patterns and relationships in models and/or simulations.	

ICT Range
Use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines.
Use a range of ICT resources and equipment independently and collaboratively, eg. <i>cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs</i>
Use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use of ICT.
Use ICT to analyse and interpret data and produce new information on which to draw conclusions.
Use their knowledge and understanding of ICT to design information systems and evaluate existing systems suggesting improvements.
Use ICT to explore and solve problems in the context of work across a variety of subjects.
Draw upon their experiences of using ICT to form judgements about its value in supporting the work.
Manage their workspace.
Reflect on their work, evaluating outcomes and learning.
Become aware of new developments in ICT and consider the social, economic, ethical and moral issues raised by the impact and use of ICT.

Health, Safety and Child Protection
Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities. They should be able to follow instructions to minimize risk to themselves and others and understand that disclosing personal details can put themselves and others at risk.