



MELBOURN VILLAGE COLLEGE  
CURRICULUM POLICY

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Reviewer: Head Teacher (C Bennet)

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Document Control		
Edition	Issued	Changes from previous
1	February 2023	Revised policy
		Post holders/Persons named in this policy
This policy <b>links to other school policies</b> on: Teaching and Learning Assessment Educational visits		Principal Deputy Principal Heads of departments

**1. Introduction**

At Melbourn Village College we believe that “Everybody is somebody” and that each student is a valuable and valued member of the community.

We endeavour to provide an education that is broad and balanced, giving students a view of the world that encompasses British values of equality and fairness as well as introducing them to wider world views to enable them to be part of a multicultural and international community. Our curriculum aims to be at least as broad as the national curriculum and to demonstrate the six Trust principles referenced elsewhere.

At key stage 3, students will study the full range of subjects within the school. At key stage 4 an element of choice is included leading to students studying four optional subjects as well as the core subjects. In order to ensure that students choose their options appropriately, guidance is provided in several forms. All students will be entered for at least 8 qualifications.

**2. Aims and Principles of our curriculum**

**2.1 Intent**

We intend to provide an education to all students that:

- Is broad and balanced, including RSE, , CEIAG, computer science and other cross-curricular strands within
- Is inclusive and accessible to all students
- Allows students to gain the knowledge and skills to an appropriate level that enables them to progress to the next stage of their educational career
- Provides appropriate levels of challenge to learners at every level, having high expectations for all students to achieve
- Includes appropriate qualifications, both academic and vocational
- Encourages students, where appropriate, to continue the study of a modern foreign language
- Helps develop students’ abilities beyond their subjects – to become resilient, self-motivated

and independent learners

- Enables students to understand their own place in the world and responsibilities within civil society, including the cultural capital that enables them to be successful
- Supports students' spiritual, moral, social and cultural development
- Supports students' physical and mental wellbeing, educating them to take care of these aspects of their own health, and understand that of others
- Where a student is unable to access our school-based curriculum, assesses the needs of the student and sources a provider to deliver a more appropriate curriculum to the individual

## 2.2 Implementation

Within each department of the school, Heads of Department will implement the subject curricula. In doing so they will ensure that these:

- Are appropriately planned with sequenced lessons, structured to enhance the learning to take place
- Incorporate appropriate learning opportunities, activities and reflection, all of which encourage and enable students to make progress
- Have a high academic rigour, based on valid research and guidance
- Include opportunities for students to demonstrate remembering of the knowledge and skills, embracing opportunities for students to make cognitive links between pieces of information and across topics (including retrieval practice)
- Include opportunities for reading
- Offer significant opportunities for students to view and understand their learning journey, linking past, present and future learning
- Support the development of students' literacy, including the usage of subject-specific key terms and second tier vocabulary
- Support students' learning so that they have the ability to gain meaningful qualifications and progress to study at a higher level
- Include effective learning objectives that focus on what pupils will know and/or be able to do by the end of a lesson
- Include opportunities for regular focused assessment
- Incorporate cross-curricular themes where appropriate, including computer science, RSE, CEAG and others
- Recognise that some students may have difficulty with specific topics and provide alternatives
- Are communicated to students and to parents via the school website and other relevant publications
- Include the construction and dissemination of a shared scheme of learning/scheme of work/scheme of lessons and associated materials for all teachers in the department to access, use and contribute to
- Incorporate opportunities for learning outside of the classroom; this can include trips, visits, events, visitors in school, entries to local/national competitions and conferences, as well as making good use of the facilities on site and offering after-school clubs and activities to enrich the curriculum
- Include opportunities to link the curriculum to possible future careers, including the relevance of skills learned

## 2.3 Impact

The success of the school's curriculum will be seen in the results it produces, both in terms of GCSE outcomes and in the numbers seeking to pursue study of subjects. We wish for our curriculum to have impact in the academic outcomes of all our students. This will be measured

by:

- The Achievement 8 figure for each student
- The Progress 8 figure for the school
- The NEET figure for each year group that leaves us post-16
- The quality of teaching in all lessons
- Student voice

### 3. Roles and responsibilities

All staff in school have the responsibility to contribute to the curriculum of the school and to ensure that the curriculum is delivered in the best and most appropriate way for all students. Staff should ensure that they keep themselves up to date with developments and innovation in their subject area; that they proactively access and interpret data about each student within their classes to inform the design of the curricula to best meet the needs of the cohort.

Staff should seek out opportunities to share and contribute to best practice across the Trust, and participate in high quality CPD.

The following staff have specific roles and responsibilities above and beyond this.

<p>Designated Senior Leader has responsibility for</p>	<ul style="list-style-type: none"> <li>• Design of a curriculum that meets the school's stated aims</li> <li>• That statutory elements of the curriculum are covered and for subjects taught, aims and objectives of curricula are in line with the school's</li> <li>• The amount of teaching time allocated to each subject is appropriate and reviewed regularly</li> <li>• Oversight of all subject curricula; that they are appropriate, served by schemes of learning and materials, and communicated to all stakeholders</li> <li>• Ensuring that schemes of learning are regularly reviewed/updated and the delivery of these is monitored</li> </ul>
<p>Heads of Department have responsibility for</p>	<ul style="list-style-type: none"> <li>• Ensuring that long-term planning in the form of schemes of learning are in place, along with associated resourcing</li> <li>• Schemes of learning enable and encourage progression, are suitably paced, emphasise remembering of knowledge and skills and incorporate appropriate assessment opportunities throughout</li> <li>• Qualification and awarding bodies are selected as the most appropriate for the students and the cohort</li> <li>• Students are entered for qualifications at the most appropriate level</li> <li>• Informing all stakeholders about the curricula of subjects within their department; this is to include students, parents, SLT, Governors and the Trust</li> <li>• Sharing of best practice in relation to design, implementation and delivery of the curricula</li> <li>• Oversight of CPD for staff within their department, ensuring that it enables staff to better deliver the curriculum</li> <li>• Quality assurance procedures to include, but not restricted to, work scrutiny, learning walks and student voice</li> </ul>

#### **4. Monitoring and quality assurance**

The Principal will report each year on the quality and outcomes of the curriculum, to include:

- Details of the standards reached in the external examinations taken by students at the end of key stage 4, comparing these with national benchmarks
- Details of the progress made by all key stage 3 students, and year 10, reporting on any significant differences in key focus groups, subjects or gender
- Details of students disapplied from the standard curriculum
- Feedback from internal reviews completed by staff within the Trust
- The quality of the curriculum in all areas, its delivery and quality assurance processes applied.