



NAZENE DANIELLE  
SCHOOL OF PERFORMING ARTS

# Curriculum Policy

## Contents

1. Aims 2.
2. Legislation and guidance
3. Roles and Responsibilities
  - 3.1 The Governing Body
  - 3.2 The Principal
  - 3.3 Other Staff
4. Curriculum Organisation
5. Inclusion
6. Curriculum
7. Monitoring arrangements

## 1. Aims

Nazene Danielle School of Performing Arts aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support. Our curriculum also aims to:

- Support and enhance our core values
- Promote a positive attitude towards learning
- Enable all students to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers
- Enable all students to go on to appropriate further study by providing access to the necessary qualifications

- Provide a full range of subject choices to all students, including the arts, technology subjects, and modern languages
- Provide in-depth, challenging learning that
  - Support students' spiritual, moral, social and cultural development
  - Support and encourage healthy lifestyles
- Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

## **2. Legislation and guidance**

This policy reflects the requirements a designed Curriculum, which all maintained schools in England must reflect requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## **3. Roles and responsibilities**

### **3.1 The Governing Body**

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A levels, are approved by the Secretary of State
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced These responsibilities are delegated by the Governing Body to the Curriculum and Standards Committee.

### **3.2 Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The school's Leadership Group, and in particular the senior leadership with responsibility for curriculum, is responsible for ensuring that the all departments have appropriate subject schemes of learning in place, reflecting the aims of the aims of the school and indicate how the needs of individual students will be met
- Heads of Department are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

## **4. Curriculum Organisation**

The curriculum is subject based, with all students studying the full range of subjects in each year group.

### Key Stage 3

- At Key Stage 3 (Years 7 to 9) students study the following subjects: English Language, English Literature, Mathematics, Science, Art, French, Geography, History, Dance, Drama, Physical Education, IT as well as Life Studies (a programme which delivers personal, social, health, citizenship, enterprise and careers education).

### Key Stage 4

- At Key Stage 4 (Years 10 to 11) students study the following subjects: English Language, English Literature, Mathematics, Science, Art, French, Geography, History, Dance, Drama, Physical Education, IT as well as Life Studies (a programme which delivers personal, social, health, citizenship, enterprise and careers education).

### **Careers Guidance**

- Careers education, information, advice and guidance is provided through the Life Studies programme to all students.
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education.

### **British Values**

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

### **Safeguarding**

- The school teaches students through the curriculum, as part of Life Studies, and through special events, how to keep themselves safe within school and in the wider world.

## **5. Inclusion**

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

## **6. Curriculum Documentation**

The following documentation is published each year:

- The curriculum policy

- Curriculum booklets for each year group with specific subject-by-subject information for parents on what is taught and when
- The assessment frameworks for Key Stage 3 which detail how each subject assesses progress against their curriculum aims
- A progression map for each subject which shows how students' prior knowledge and skills is built on across the year groups

## **7. Monitoring arrangements**

Governors monitor coverage of Curriculum subjects and compliance with other statutory requirements through:

- Meetings of the Curriculum and Standards Committee
- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
  - Link visits to departments or covering specific areas of the School Development Plan
- Heads of Department monitor the way their subject is taught throughout the school by:
  - Learning walks
  - Lesson observations
  - Book monitoring
  - Student voice exercises
  - Link meetings with Leadership Group
  - Raising Standards Meetings

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