

CURRICULUM POLICY

POLICY NUMBER & CATEGORY	QSC/11	Quality & Standards Committee
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RATIFYING COMMITTEE	Trustee Board Meeting	
DATE RATIFIED		
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POLICY LEAD	Caroline Gray	
POLICY AUTHOR (if different from above)	Graham Poole	

POLICY CONTEXT

- Focus School Dunstable Campus provides a curriculum designed to be accessible to all and that will maximise the development of every student’s ability and academic achievement. Students share a language of learning which underpins a culture in which learning is personalized and progress is measured and celebrated.

POLICY REQUIREMENT (see Section 2)

- Staff and students at Focus School Dunstable Campus embrace a curriculum that is designed to complement the principles of Self Directed Learning in line with the OneSchool Learning to Learn Framework.
- This policy sets out the principles that underpin that curriculum and what is required of staff and students to fulfil the expectations of the curriculum
- The curriculum is designed to ensure students are educated to a level well in excess of examination requirements in any given subject, with opportunity given for further study and/or additional subjects as appropriate, by means of Self Directed Learning. Students are encouraged to develop in OneSchool skills and become self-motivated leaders, developing as team players in a rich learning environment with a high priority given to their spiritual, moral, social and cultural awareness and understanding.

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1 INTRODUCTION

1.1 Rationale

1.1.1 Students in Focus School Dunstable Campus will be empowered to become self-directed, independent, autonomous learners and citizens to flourish in life and business.

1.2 Scope

1.2.1 This policy applies to all staff, students, Trustees and parents of students in Focus Schools

1.2.2 It underlines the commitment of every person involved in Focus School Dunstable Campus to support the principles of self-directed learning in permeating every area of their education

1.3 Principles

1.3.1 Our curriculum will:

- complement the unique nature of our geographically diverse campuses and Virtual Classrooms.
- support our teachers to enable, inspire, coach and guide.
- reflect the rapidly changing nature of society – the skills of being agile, adaptable, creators of knowledge, and critical appraisers of information are valued and enhanced.
- reflect the OneSchool Skills: Academic Achievement, Leadership, Involvement, Fulfilling Potential and Management Skills
- reflect an understanding that skills such as thoughtfulness, social justice and collaboration are just as important as technical skill.

2 POLICY

2.1 Focus School Dunstable Campus provides a coordinated curriculum designed to deliver:

2.1.1 A curriculum specification conforming to the Independent School Standards requirements in each jurisdiction, and in line with global OneSchool standards.

2.1.2 A curriculum with breadth, depth, relevance, choice and flexibility to embrace the OneSchool Vision for Learning, Self-Directed Learning philosophy and Learning to Learn principles. A curriculum which educates learners who are career ready and inspired to continue their learning.

2.1.3 A curriculum designed to be accessible to all and that will maximise the development of every student's ability and academic achievement. Students share a language of learning which underpins a culture in which learning is personalized and progress is measured and celebrated.

2.1.4 A focus on a core range of subjects which are taught through a pedagogy that enables the Self Directed Learning (SDL) principles and the OneSchool ethos of "learning to learn".

2.1.5 The OneSchool culture values and nurtures a growth mind set which inspires continual innovation and facilitates the development of self-directed, lifelong learners.

2.1.6 A curriculum that is underpinned by attainment criteria and exemplar assignments to assist in curriculum planning for all subjects taught.

2.1.7 A curriculum enabling the development of the core OneSchool learning skills allowing students to achieve academically, fulfil their potential, contribute to school life and develop leadership and self-management. Our aim is to develop critical thinkers who

engage in a variety of on-request learning experiences to facilitate collaborative problem solving and leadership skills to see and lead with integrity through tomorrow's challenges.

- 2.1.8** A curriculum designed to foster and support the spiritual, moral, social and cultural (SMSC) development of all students. This curriculum develops and fully promotes the core British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and belief. The curriculum is actively designed to support citizenship and enable students to make a valuable contribution to their community at a local, national and international level.
- 2.1.9** A breadth that ensures students develop in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- 2.1.10** A curriculum that provides for extra-curricular opportunities to broaden students experience
- 2.1.11** A curriculum that is personalised to reflect the needs of every learner and enables students to overcome barriers to learning and succeed

3 PROCEDURE

3.1 Please refer to the Curriculum Handbook for the procedures surrounding curriculum

4.0 RESPONSIBILITIES

Post(s)	Responsibilities	Ref
All Staff	<ul style="list-style-type: none"> • Actively support and promote the coordinated curriculum model • Empower students to become self-directed learners • Become an effective OneSchool Teacher as set out in the Curriculum Handbook 	
Headteacher	<ul style="list-style-type: none"> • Support all staff with professional development to become effective OneSchool Teachers • Work with the Regional Principal to monitor the development of self-directed learning within the school 	
School Trust Board Members	<ul style="list-style-type: none"> • Facilitate all staff in developing their skills as effective OneSchool Teachers • Assess and review the curriculum provision 	

5.0 REFERENCE DOCUMENTS

Teaching & Learning Policy
Curriculum Handbook

6.0 GLOSSARY

Curriculum – The lessons and academic content taught in a school or in a specific course or program

7.0 AUDIT AND ASSURANCE

Element to be monitored	Lead	Tool	Freq	Reporting Arrangements	Acting on Recommendations and Lead(S)	Change in Practice and Lessons to be shared
Development of self-directed learning	Headteacher	Vision to Reality Document	Termly	Reporting to RP and Trust		

