



Governors' Committee Responsible:	Curriculum
Nominated Lead Member of Staff:	Deputy Headteacher
Status and Review Cycle:	Non Statutory
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The Governing body will ensure that:

All our students have access to a broad and balanced curriculum that builds upon their experiences at Primary School and encourages them to become successful learners, confident individuals and responsible citizens.

All our students experience a curriculum that promotes high aspirations and embodies the school motto 'Aspire and Achieve'.

Statement of Principles

At Ash Manor School we passionately believe in providing a broad and balanced curriculum experience for all of our students. The curriculum enables every student to experience success with their learning and achieve their full potential by encouraging them to become successful learners, confident individuals and responsible citizens. All students experience a curriculum that promotes high aspirations and embodies the school motto 'Aspire and Achieve'. The school recognises the importance of teaching British values across all subjects and year groups and a specific British values statement or intent underpins everyday teaching in the classroom.

The school's curriculum demonstrates;

- **Breadth:** introducing students to the elements of learning, defined as knowledge, understanding, concepts, skills and attitudes, through aesthetic and creative, human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual and technological aspects.
- **Balance:** allowing each element and aspect an appropriate portion of the curriculum
- **Relevance:** in that it will be appropriate to the individual and respond to both previous experience and to the changing requirements of life in the 21st century.
- **Global citizenship:** it will develop our students understanding of the world they live in and promote an appreciation for, and an appreciation of life in modern Britain.

Every student will have the opportunity to encounter a range of learning experiences which:

- develop lively, creative, enquiring minds.
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous change.
- use language and number effectively.
- 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.

- experience success and celebration of their achievements.
- take their place in society as informed, confident and responsible citizens.

Our curriculum is defined as:

'All the opportunities for learning provided by the school, including the formal programme of lessons in the timetable, the so called 'extra- curricular', out of school activities deliberately promoted by the school, and the climate or relationships, styles and behaviour and general quality of life established in the school community as a whole' (HMI 'A View of the Curriculum' 1981)

At AMS, we believe that the curriculum covers every aspect of interaction between the student and the school. We define it under 2 main headings:

1. The Formal Curriculum:

Those activities planned to take place during school hours and presented within the school timetable and school diary (e.g. subject lessons, event days, challenge week, personal development days, assemblies, in-school events).

2. The Informal Curriculum:

The exchange of ideas between students and staff through the 'extra-curricular' activities (e.g. after-school support sessions, clubs, performances, sports teams and trips) in order to bring about understanding and learning.

Within this framework, every student's development as a unique individual will be supported within the caring and cohesive community of AMS.

The AMS Curriculum addresses statutory requirements within the Curriculum, namely that it:

- Is broad, balanced, coherent and relevant
- Is accessible to all students and promotes high expectations
- Is delivered using a range of appropriate teaching and learning styles
- Is differentiated so that it provides appropriate challenge and engagement for all
- Is positively managed and promotes the recognition, monitoring and celebration of achievement
- Is flexible, so that it continually adapts to the changing needs of our students
- Reflects and enriches the community that we serve

With this in mind, the Formal Curriculum is designed to meet the requirements of the National Curriculum using with the following principles:

All students will study the following subjects:

Years 7 and 8

Subject	Periods Allocated
English	10
Maths	10
Science	8
PE	4
MFL	6
Art	2
DT	4

Subject	Periods Allocated
Computing	2
Drama	2
Geography	4
History	4
Music	2
RE	1
PSHE	1

Year 9: KS4 Foundation Year

Subject	Periods
English	10
Maths	10
Science	9
PE	4
MFL	6
PSHE	1
Options	4 lessons each of 5 subjects

Plus 5 options of 4 lessons each. At least one of these options must be either History or Geography and both humanities will be possible.

The option subjects would be chosen from: History, Geography, Art, Food, Product Design, Textiles, Dance, Drama, Computing, ICT, Spanish, Music, PE, RE

A	B	C	D	E
Art	Food	Textiles	Art	Dance
Food	Geography (2 classes)	Drama	Spanish	History
Drama	Drama	History (2 classes)	Drama	Computing Studies
Geography	Product Design	Product Design	Music	RE
History	Catering	Food	PE	Art
PE (2 classes)	Textiles	Computing Studies	History	Geography
RE	ICT	Art	ICT	Music

The Year 10 and 11 Curriculum

Subject	Allocation
English	10
Maths	10
Science	12
PE	4

Plus 4 options of 6 lessons each.

The first option selected must be either MFL, History or Geography

The remaining 3 options are free selections chosen from:

History, Geography, MFL, Art, Food, Product Design, Textiles, Drama, Computing, Spanish, Music, PE, RE, Business Studies, Health and Social Care, Ancient History, ICT, Media Studies

We have a small number of students who are selected for one vocational option delivered at an offsite provision the Linden Centre. These students study either Floristry, Hair and Beauty or NCFE Craft.

Year 10

A	B	C	D
Business Studies	Art	Art	Business Studies
Product Design	Product Design	Geography	Drama
Food	Geography	Ancient History	Geography
Textiles	Health and Social Care	History	Ancient History
Computing Studies	History	ICT	History
Media Studies	Media	Photography	Spanish
PE	Music	PE	PE
Spanish	Spanish	RE	
RE			
Vocational Courses			

The curriculum offer for each year group will be updated annually in the light of our curriculum evaluation, including an analysis of the year group profile and a review of value for money.

Learning Beyond Lessons:

The Formal Curriculum also includes planned opportunities for students to develop independence in their study skills, promoting learning beyond lessons.

Other Statutory and non-Statutory Requirements:

The Curriculum meets statutory requirements to teach Citizenship and Religious Education, as well as providing Sex and Relationship Education, Work-related Learning and Careers Education as follows:

- Citizenship, RE and PSHEE is delivered through PSHE lessons in years 7 to 9 and through personal development days for the whole school.. There is an option for students to specialise in Philosophy and Ethics GCSE through the specialist option block.
- Sex and Relationship Education is delivered primarily through personal development days and workshops and Science lessons.
- Work-related Learning is delivered through cross-curricular themes days and tutor time activities.
- Careers Education is delivered through tutor time activities and themed days. There are opportunities for students to visit Further Education colleges and Higher Education Universities. Individuals attend our curriculum evenings and have an appointment with an independent Careers Advisor.

The Informal Curriculum

A wide range of subject enrichment workshops and sports clubs are provided by staff. There are also opportunities for all students to participate in a variety of performances as well as experiencing off-site enrichment activities and going on educational residential visits. The Duke of Edinburgh Bronze and Silver Award has a very high uptake and our collaboration work with a school in Kenya is an exciting developing part of our curriculum. At AMS, we expect all students and staff to participate fully in the Informal Curriculum.

Reference

SEND policy
Literacy across the curriculum policy
Numeracy across the curriculum policy
British Values Scheme of Learning document