

Curriculum Policy

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1. Curriculum Policy

Ebrahim Academy's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- To tackle discrimination in all its forms, especially in respect to characteristics protected by the law of the UK.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation, so all students have an equal opportunity to flourish and achieve well.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- First, achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Actively promote British values of respect and tolerance.
- Be in a learning environment that is above all else inspiring.
- The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences from the primary school and that helps all young people to become successful learners, confident individuals and responsible citizens.
- Have a broad and balance Curriculum, which enables all students to acquire understanding, knowledge and skills to prepare them for life in modern Britain.
- Learning experiences, which challenge, build self-esteem and confidence and so enable our pupils to take up their roles and responsibilities as adults and members of the society they live in.

2. Rationale

The Curriculum consists of all that the School consciously offers by formal or informal means. It is the medium through which the School's aim and objectives are pursued. All that is presented as the Curriculum, must seek to promote the development of the individual in British values along with Islamic values and as an active member of the British society.

The highest priority is given to the achievement of excellence that education extends beyond the 'purely academic' and students develop real moral values and practice etiquettes in their daily lives.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good or outstanding progress.
- Enable those not achieving age-related expectations to narrow the gap in attainment and catch up with their peers.
- Move towards enabling students to more easily progress based on ability not age. Have and be able to use high quality personal, learning and thinking skills and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.
- Be tolerant and respectful of each other and other people outside the school regardless of religion, ethnicity, gender, sexual orientation or any other protected characteristic.
- Be prepared for life in modern day Britain.

3. Summary of Subjects

3.1 Key stage 3 - Years 7, 8, 9

Currently years 7,8 and 9 students have the following number of periods per subject per week.

Year 7: Subject	Periods (50 minutes)
English	4
Maths	4
Science	4
Physical Education	2
Art & DT (Art, Drama, Creative writing, Printing, Nasheed)	1
Arabic	2
ICT	2
RE/PSHE	3
Humanities (History & Geography)	3
Hifdh (memorising Quran internally assessed and certificated)	8.45

3.2 Key stage 4 - Years 10 and 11

KS4 will be a 2 year key stage beginning in year 10. Students will follow a set of core courses all leading to a potential qualification.

Years 10, 11: Subject	Periods (50 minutes)
Maths	4
English	4
Physical Education	2
Science (Double Award)	5
RE/PSHE	3
ICT	2
Art & DT (AQA Arts Awards)	1
History	2
Arabic	2
Hifdh (memorising Quran internally assessed and certificated)	8.45

4. Timetable

* Please refer to school timetable on website

5. Individual Subjects in Detail

5.1 English

The main aim of the English department at Ebrahim Academy is to enable our students to become confident users of English in all four areas specified in the National Curriculum – reading, writing, speaking and listening. To this end, English is taught in mixed ability groups throughout the entire age range (Years 7-11).

Throughout Key Stage 3 (Years 7 – 9), we have developed a coherent course that delivers the Government’s Literacy program and prepares pupils for the end of key stage tests (Year 9). This includes the study of poetry, novels, short stories, media, and non-fiction and in Year 9 the close study of a Shakespeare’s play.

At Key Stage 4 (Years 10 and 11) pupils follow the AQA course in both English Language and English Literature. Whilst these subjects are taught together, much of the language element is delivered through the body of literature that is studied. Control assessment is an important element of the final mark:

Literature - 30% for Coursework and 70% for the Written Paper
English Language – 20% for Speaking and Listening; 40% for Reading and Writing Paper; 40% for Controlled Assessments.

The full A* - G grade range is available and pupils will be entered for higher tier examinations according to their potential. Students are awarded two independent grades for the examinations.

5.2 Mathematics

All students through the study of Mathematics will have access to learning that will provide the following:

- An understanding of the use of numbers
- An appreciation of the introduction of shape and space
- An understanding of Mathematics for living
- An understanding of the representation of information
- A clear progression of learning and achievement through all the Key Stages from year groups 7 – 11
- An understanding of how to use Mathematics within the community and for the community

In addition to these fundamental ideas, students will be helped to understand:

- That mathematical tools underpin the foundations of Science and Technology
- That all individuals will use Mathematics everyday of their life
- That Mathematics is not isolated, but is encompassed in all areas of learning

All these elements will be delivered to the students through:

- A valuable classroom experience through the use of up to date relevant textbooks, exposition, research, discussion and debate.
- Encouragement of students to present their work in as neat and interesting way as possible, the use of IT in particular will be encouraged, display work is important and all students will have the opportunity to see their work displayed.
- Emphasis on positive achievement with all tasks designed to bring out the best aspects of the student's ability.
- A disciplined structure that all the students are able to perform within a caring environment with positive rewards for all good behaviour and work.

At KS4 (Year 10 & 11) follow the Edexcel single award exam.

Only higher tier is offered.

5.3 Science

Ebrahim Academy School follows the QCA Scheme of Work for Key Stage 3. The programme of study covers four main areas:

- Life processes and living things (Sc2) which includes topic such as:
 - Cells – Year 7
 - Respiration and Microbes and Diseases, food & digestion – Year 8
 - Reproduction, Inheritance and Selection & Plants and photosynthesis – Year 9
- Materials and their Properties (Sc3) which includes topics such as:
 - Acids and Alkalis and Solutions - Year 7
 - The Rock Cycle and Atoms and Elements - Year 8
 - Patterns reactivity and reactions of metals and compounds - Year 9

- Physical Process (Sc4) which includes topics such as The Solar System and Electrical Circuits in - Year 7
- Magnets and Electromagnets, Heating and Cooling in Year 8 and sound, hearing, light, Energy and Electricity, Pressure and Moments, gravity, space and speed in Year 9.
- Scientific Enquiry (Sc1) where practical investigations are carried out in Sc2, Sc3 and Sc4.

At Key Stage 4 Ebrahim Academy school follows AQA GCSE Science Double Award A (Staged Assessment). The course is equivalent to two GCSEs and covers 6 topics in each area, Biology, Chemistry, and Physics. Scientific Ideas and Evidence are studied in all areas. The course is assessed by controlled assessments over the two years and two exams in each Biology, Chemistry and Physics at the end of Year 10 and 11.

A Triple Award is offered to those able students.

Only Higher Tier is offered for all Sciences.

5.4 Physical Education

PE develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Just some of the key activities they will be involved in during their lessons: -

- Netball
- Shuttle running
- Badminton
- Aerobics
- Football
- Tennis
- Basketball
- Races
- Rounders
- Cricket
- Dodge-ball

5.5 History

Years 7, 8 & 9.

Our aim is to show the pupils that History is relevant, fun and important. We want to engage the pupils to do this largely based on the QCA Scheme and Curriculum guidelines, however we feel that in some areas we want to draw on our expertise and experiences of subject matter and activities we feel have been particularly interesting to our pupils. For this reason, we have included some issues and events which are not specifically mentioned in the programme of study. The main area where this has been done is the study of Britain 1500 – 1750, where key questions relating to Tudor Monarchs other than Elizabeth I have been covered in some detail. This has been done because pupils have greatly enjoyed studying these issues in the past and we have developed activities, which have been particularly successful. The World War Periods are covered.

History also covered in KS4 year 10,11. They follow Edexcel syllabus for History.

5.6 PSHE

The PSHE programme of study requires pupils to develop political knowledge and social awareness. Key concepts such as rights and responsibilities, community and identities and democracy and government are taught at key stage three and four. Developing pupil's skills of enquiry and communication is also a key focus of the citizenship programme of study. Pupils are encouraged to research, debate, justify opinions and put forward reasoned arguments on topical issues. Through the delivery of Citizenship, we aim to make the pupils informed and active citizens.

5.7 Geography:

Geography is taught in year7, 8 and 9. The aims of this subject are to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography Subject content:

Key stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils, will continue to enrich their locational knowledge and spatial and environmental understanding.

5.8 Art, drama, creative writing and Nasheed (Music)

It is every child's fundamental right to be given the opportunity to explore their natural creativity. Our aim in ADT is to give as much opportunity for children to explore and use different materials, tools and techniques in an organised and purposeful manner. Art is not just about investigating and making, but is interdependent on building up a knowledge and understanding of other artists' work; how this can influence and inspire our own artistic development and to develop designing and making skills.

Art can provide a range of activities to develop the children's capability and confidence in their own ideas and to develop an ability to criticise constructively and evaluate their own products and those of others.

EA delivers the above in partnership with Brady Art Centre. The centre provides expertise and resources and the lessons take place both at the academy and at the centre.

5.9 Religious Education

The aim of Islamic Studies course is to provide Islamic knowledge. Understanding and develop Taqwa (God-consciousness) in all pupils in attendance. The Islamic Syllabus for KS3. (Yrs 7, 8 & 9) includes the following topics:

- Beliefs and Practices
 - Morals and Manners

- Creation and the Environment
- Places of Worship
- Rites of Passage
- Islam as a way of life (e.g. cleanliness, prayer, birth, marriage and death.)
- The history of Islam

Other Religions will also be covered in detail. These are:

- Christianity
- Hinduism
- Sikhism
- Buddhism

KS4 students (Yr 10 & 11) follow the Edexcel RS Syllabus for GCSE (a copy of the syllabus is available)

5.10 Arabic as a Modern Foreign Language

The aim of the course is to provide a framework for the development of different skills, knowledge and understanding in the Arabic Language. It is designed to enable students to:

- Develop an understanding of the spoken and written forms of the Arabic Language in a range of context.
- Develop the ability to communicate effectively in the Arabic Language, through both the spoken and written words using a range of vocabulary and structures.
- Develop knowledge and understanding of grammar in the Arabic Language and apply it.
- Apply their knowledge and understanding of countries and communities where the Arabic Language is spoken.
- Develop positive attitude to the Arabic Language learning
- Provide suitable foundation for further study and/or practical use of the Arabic Language.

The course consists of all the components of the language, namely grammar, reading, speaking, writing and listening gradually leading to the GCSE Arabic examination.

The following topics are taught across the curriculum to Yrs. 7, 8

- Life at home
- Food and drink
- Health and fitness
- School
- Myself, family and friends
- Free time and social activities
- Home town and local area
- The environment and society
- Further education and work
- Language and communication in the workplace
- Travel at home and abroad
- Weather and seasons
- World events and issues

KS4 students (Year 9, 10 & 11) follow the Edexcel Syllabus for GCSE (Code 16 - a copy of the syllabus is available).

5.11 Information and Communications Technology

In Years 7, 8, & 9 students learn how to use ICT as a tool to process information, understand spread sheets and how to use them to solve problems. They also learn how to use database and be able to collect and organise data, combine all ICT software and to create a complete system.

These qualifications specifically aim to:

- Develop candidates' knowledge and understanding of the Information and Communication Technology sector and the chosen specialist pathway if selected.
- Develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.
- Develop candidates' ability to work autonomously and effectively in an Information and Communication technology context.
- Enable candidates to develop knowledge and understanding in specialist areas of
- Information and Communication Technology, and demonstrate the skills needed to
- Participate in the operation and development of ICT specific or ICT non-specific business organisations.
- Encourage progression by assisting in the development of skills, knowledge and
- understanding that candidates will need to access further qualifications at each Level of the National Qualifications Framework
- Encourage progression by assisting in the development of skills, knowledge and
- understanding that candidates will need to enter employment or enhance their current
- Employment status.

6. How is SMSC delivered?

SMSC is delivered through:

- The core syllabus: PSHE, RE, and History promote involvement in and appreciation of a modern British Democratic society which is multi-faith, diverse, and tolerates various view points within the framework of tolerance and the Law.
- Throughout the curriculum SMSC is embedded e.g. In English and Science where students marvel at human achievement and the wonders of life, the world, the world and technology. They are encouraged to make their mark in history through achievements that will help mankind progress. They are encouraged to fulfil their duty to their faith by contributing morally, socially and economically in the UK by being loyal and progressive citizens. In every subject teachers aim to develop wonder, respect, understanding and contribution to human advancement in an ethical, moral and self-reflective way.
- High expectations of excellent conduct, consideration, compassion and thoughtfulness are promoted outside the classroom (during prayer, play, lunch, corridors, assemblies and good sportsmanship) towards adults, each-other, amongst various groups and towards everyone they encounter.
- SMSC is developed through visits and visitors. The aim is to understand respect and appreciate outstanding and influential British institutions which form a core part of the pupils' heritage and identity: from Parliament, the NHS and Police to care homes, charities, working with local schools and appreciating British film and comedy. The school places a great importance on individual visitors who can help shape the minds of students.
- The School promotes the student voice, personal responsibility and accountability through its support of the Student Council. Through this, students learn how to take part in the democratic process. The Student Council is a representative structure for students only, with participants from all classes, through which they become involved in the affairs of the school, working in partnership with SLT, Teachers, and parents for the benefit of the school and its students. Through the Student Council, School Prefects and Head Boys, students will have the opportunity to have their voices heard and valued. Students will be encouraged to build their self-confidence, develop their own personal voice and views whilst recognising that others may hold an alternative view that is equally acceptable. This will enable them to understand the benefits of the Parliamentary system and shura- mutual, structured, informed, consultation.

The School positively encourages tolerance and respect for other faiths and cultures. The School, through its curricular programs, ensures students engage with schools of different faiths and engages in interfaith programs. This is done throughout a student's time at the School, in all year groups.

In the event that a student displays any intolerant ideals involving illegal, violent, prejudiced or disrespectful attitudes, whether it is based on ethnicity, colour, religion, beliefs, creed, appearance, tradition, accent, language etc. will be dealt with accordingly and may be excluded temporarily or Permanently from the school. Please refer to the Students Behaviour Policy and Safeguarding Policy. The school will not tolerate any discrimination or bullying regarding people of protected characteristics.

7. Actively promoting British Values

We embed and actively promote British Values in the core syllabus, in the whole school ethos, during breaks, lunch and in our clubs and trips.

Through the promotion of British Values, we develop respect tolerance in our pupils, and respect for all people and citizens especially in regards to those of protected characteristics. Our aim is for students to feel connected with life in Britain in the fullest way, to respect people's cultures, religions and history, in addition to valuing and appreciating British achievements in science, art and sports.

Due emphasis is given, through RE, PSHE, assemblies to the rule of Law. While students adopt a moral code based on the religion of Islam and their parents' cultures, students are also encouraged to understand the merits and similarities within local traditions in particular, Christianity.

A special emphasis is provided, through RE/PHSE, to the rule of law, the history and thorough processes of Parliament and therefore how to participate in the electoral process and as active citizens. Through the student council, pupils learn to elect leaders and take part in their own electoral campaign. During National or local elections, students will be exposed to the main views of the major political party representatives.

8. Careers Education and Guidance

To enable students to increase their knowledge, develop understanding and skills relevant to life in a rapidly changing world. Careers Education and Guidance at Ebrahim Academy is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All careers education and guidance is impartial and unbiased.

Year 7 and 8

Careers Education and Guidance is embedded within the PHSE programme.

Year 9

In Y9, in addition to the above students have one hour per week in a given term where they will have Careers Education and Guidance lessons provided by external staff with experience in this field.

Year 10

In Y10, in addition to above students will attend organised Careers Exhibition and other services available to schools.

Year 11

In Y11 in addition to above the Careers Education and Guidance programme covers Opportunities at 16, and activities such as action planning, job hunting, writing a CV and interview skills.

9. Assemblies/Tutorial/PSHE

All students have to attend and participate in assemblies, which focus on the spiritual, moral, social and cultural development, awareness of the world in which they live and knowledge needed for life and work in modern Britain and the international community. Assembly days are Wednesday every week, and PSHE tutorial sessions take place daily and cover spiritual and moral, social, cultural, ethical and environmental issues.

10. Delivering the Curriculum

Subject specialist teachers are employed to teach throughout from year 7 to year 11. Students are taught in mixed ability groups and with work being differentiated to cater for all abilities. More able pupils have the opportunity to be entered for GCSE examinations earlier than Year 11 allowing them to concentrate on fewer subjects in their final year. After school and Saturday booster classes are timetabled prior to GCSE final exams.

11. National Strategies and Schemes of Work

All common core subjects are taught as set out in the Programs of Study using the National Curriculum and the National Literacy and Numeracy Strategies in Key Stage 3. At Key Stage 4, all subjects are taught to GCSE syllabuses.

12. Homework

Homework which may take many forms, including that of continuing class work or projects and assignments, will be set on a regular basis - and must be carefully and thoroughly done and handed in on time. The recording of homework by students is monitored regularly by Form Tutors and Senior Staff and by means of a student planner (Homework Diary) - Parents are requested to check and sign the homework diaries on a weekly basis.

Equally, students must be ready to undertake extra homework, if it is appropriate to a particular stage of a subject. The support of parents in ensuring that homework is conscientiously done in appropriate surroundings is much appreciated. The ability to study independently becomes increasingly important, as students' progress through the school and good habits established at an early age is a foundation for good self-discipline in later life.

13. School Reports and Assessments

At the end of the first term, an Interim Report highlighting achievement, areas of progress and development is produced for year 7. In January/ February, a report highlighting mid-year exam results is issued. During the third (summer term,) a full academic report and assessment of each student will be given to parents. Parents will also be invited to two parents evening to discuss their children's progress with subject teachers. Pupils' attainment level in each subject is updated termly in the tracking progression Database.

14. Work Experience

In Year 10 students undergo a two-week work experience programme. Placements are organised in areas of Students interest. We have established a good relationship with our work experience providers and valuable feedback is obtained on each placement from employers. Their suggestions and advice are valued and ideas taken on board when planning for the next cohort. Students will be sent on work placement in June/July every academic year.

15. High Achievement/Careers Education

We actively encourage all our students to go on to complete A' Levels at local Sixth Form Colleges to allow them to achieve the best at University or take up Vocational courses. We regularly give careers advice to all our students and take them on local and regional careers events.

16. Sex and Relationship Education (SRE)

With the highest level of modesty and morality in mind, Sex Education is taught through PSHE, RE and Science programme of study from Year 7 - 11. An Islamic perspective will be explored and form the basis of the content of such topics. Advices will be taken from experts in this field.

17. Equal Opportunities

Diversity is what makes Ebrahim Academy special. Most of our students are local or from neighbouring boroughs. The majority of our students speak more than one language. They bring a wealth of experience and culture to the school that enriches the education of all our students.

At Ebrahim Academy, we believe in providing an education for students of all ethnic backgrounds and students are not discriminated against because of their ability, race, colour, gender, religion or sexual orientation. We believe that all children have an equal right to learn. Parents make an informed choice to have their children educated at EA.

18. Roles and responsibilities

The HT will ensure that:

- All statutory 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. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary misapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- 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 statutory targets in order to make informed decisions.

The governing body will ensure that:

- It considers the advice of the HT when approving this curriculum policy and when setting statutory and non statutory targets.
- It contributes to decision making about the curriculum.

SMT members/ subject leaders ensure that:

- they have an oversight of curriculum structure and delivery within each key stage
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with HT on a regular basis and that actions are taken where necessary to improve these.
- Long term planning is in place for all courses. Such schemes of learning will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses.

There must be consistency of approach towards assessment.

- Teachers keep the appropriate Lead teacher and HT informed of proposed changes to curriculum delivery.

- All relevant information/data is shared with the team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it

19. Monitoring, evaluation and review

The governing body will receive an annual report from the Head Teacher on:

- The standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was misapplied (if any) and the arrangements which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This Policy has been approved and adopted by the Governing Body.