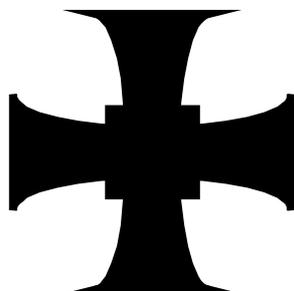


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

CURRICULUM POLICY

Church of England Foundation Statement:

In devising and implementing the policies of the school, we will strive to live up to these words from our SIAS inspection of 2012: "The exceptional quality of care for each student and member of staff reflects its core Christian values."

Equality Objectives Statement:

In devising and implementing the policies of the school, we will also seek to do so within the provisions of the Equality Act (2010), so that we can work together to eliminate discrimination, advance equality of opportunity, and foster good relationships. In doing so, we will aim to remove or minimise disadvantage, to take all the steps that we can to meet people's different needs, and to encourage participation, particularly among those who might not join in.

**Curriculum Committee
Revised: January 2015
Ratified by the Governing Body: March 2015
Next review: January 2017**

1. INTRODUCTION

The purpose of this statement is to set out the values, beliefs and principles that underpin the school's curriculum. It is a framework designed to help those involved with delivering the curriculum to provide all students with opportunities to realise their full potential.

The curriculum of Trinity School is designed to enable all students to derive the maximum benefit from their time in the school. Delivered through discrete subject disciplines, the curriculum is under-pinned by the experiences which should prepare each student for life outside the school at the end of the compulsory period of schooling or at the completion of a sixth form course.

Each student is entitled to a curriculum which is broad and balanced and which allows for continuity and progression readily to be seen by means of a process of assessment that recognises achievement and provides the necessary level of differentiation to enable all students to be given work appropriate and relevant to their needs and abilities.

Homework, regularly set and marked, emphasises the centrality of the student's responsibility and self-discipline in the education process. This is part of the way in which the wider community and the parents/carers have become involved in education and we see it as important that links of this nature, work experience and visiting speakers should be fostered to enhance the quality of education provided at Trinity School.

2 TRINITY SCHOOL AS A CHURCH OF ENGLAND ACADEMY

The school became Voluntary Aided in September 1999 and a Church of England Academy in September 2012. The ethos of the school should reflect its Christian foundation. The school is proud of its links with the Cathedral, and the position of Chaplain seeks to develop those already established. Our values and beliefs should be those of a Christian school, and on these the school should be based.

The scheme of work in Religious Studies, while giving proper place to the beliefs, values and practices of other religions, will offer students a good grounding in the narrative, beliefs and values of the Christian faith, but without proselytising.

3 TRINITY SCHOOL: THE WHOLE CURRICULUM

During Key Stage 3, we aim to provide a broad and balanced curriculum, within the framework of the National Curriculum, to give students a good grounding in a range of disciplines.

As students enter Key Stage 4, it is right that they have some degree of choice in the subjects they choose. We shall seek, in allowing that, to match two requirements: that students should continue with a broad and balanced curriculum, and with academic and vocational subjects represented, avoiding undue specialising, while allowing each student to play to their strengths and to look ahead to their career development. A system of curricular pathways at Key Stage 4 allows us to better fit the curriculum to the needs of individual students. Throughout the school Personal, Social and Health Education is covered using a series of Freeze sessions with external specialist delivery along with dedicated tutor time. A number of "freeze days" are also held where students receive specific information on e.g. Enterprise and Careers.

In the Sixth Form, a wide range of courses will be offered, with academic and vocational subjects represented. Citizenship and an Enrichment programme will be available for all students. Curricular pathways are also in place in the sixth form to allow us to place students on the correct level of course to ensure best outcomes for their future progression.

As well as the formal timetabled curriculum, the school will always seek to offer as wide a range of after school activities as we can. All students will be encouraged to take advantage of these, to participate in visits, sports teams, drama, exchange visits, clubs and ventures. These are seen as important in themselves, in creating the kind of school we would like to be, and as part of the wider preparation for adult life.

4 TRINITY SCHOOL: CURRICULUM AIMS

The Curriculum reflects the school vision statements of Highest Standards, Individual and Group Responsibility and Opportunity for All.

Through the curriculum the school should;

- Develop student minds to be lively and enquiring, imaginative and creative, able to think well and to consider matters rationally. Attention will be paid to helping them to transfer what and how they learn into different situations, so that they become independent and self-disciplined students.
- Ensure that students make progress in the basic tools of learning – literacy, numeracy, and oracy.
- Seek to equip students with the knowledge, skills and understanding that they need to acquire school-based qualifications, but also to be effective and committed learners throughout their lives.
- Seek to make sure that students see the relevance of what they are learning to their own lives. Proper guidance in subject choices, and careers' guidance and work experience will be part of each student's schooling.
- See the whole picture for each student, and seek to help them mature during their time in the school. We aim to help them grow into considerate and active citizens, with a set of values and beliefs, and an awareness of and tolerance for the differences in other individuals and cultures.
- Give students the means of valuing and exploring the aesthetic, creative and spiritual aspects of human life. We seek to foster wisdom and the making of wise moral choices.
- Seek to enable students to make the most of sporting, cultural, artistic, musical and other leisure opportunities, in school and beyond.

5 TRINITY SCHOOL: CURRICULUM ORGANISATION

The school curriculum is organised into a twenty-five period week for all students, with each period being one hour long. Each subject will have in place a Scheme of Work which will pay due attention to the National Curriculum, examination syllabuses, and other frameworks in place to guide the provisions to be made in each area. Each subject will make sure that the work provided meets the learning needs and the abilities of the students being taught. The effectiveness of students' learning will be monitored closely within the academic and pastoral systems of the school.

6 TRINITY SCHOOL: OTHER CURRICULAR POLICIES

Other policies related to the Curriculum Policy of the school are:

- Homework Policy
- Assessment for Learning Policy
- Complaints Against the Curriculum Policy
- Exam Policy
- Learning and Teaching Policy
- Careers Education and Guidance Policy
- Teaching Outside the Classroom and Visits Policy
- Sex and Relationships Policy
- Target Setting Policy