



NIDDERDALE HIGH SCHOOL CURRICULUM POLICY

Nidderdale High School is committed to providing high quality educational experiences leading to Achievement for All.

The Nidderdale Curriculum extends beyond the knowledge, skills and experiences delivered in lessons to include extra-curricular clubs and activities; opportunities to learn beyond the school through visits, engagement with our own and other communities and the world of work. The curriculum also encompasses pastoral support, mental health support and student leadership opportunities.

Through the delivery of our curriculum we intend to enable and empower all young people to Flourish:

- Academically
- Socially
- Emotionally
- Physically
- Culturally
- Economically
- Digitally

Our curriculum will:

- Enable students to understand themselves; manage themselves and value themselves and others
- Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects
- Take students beyond their own experience and enhance their understanding of the world
- Enable students to see the real-life applications of their subject knowledge and skills
- Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school
- Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts
- Enable students to experience success, recognise their achievements and maximise their potential

Through our curriculum we aim to support students to become confident and successful young adults who are:

- Invested in their learning
- Ambitious for the future
- Reflective of their experiences
- Empathic about others
- Resilient and ready for challenge
- Respectful of themselves and others
- Responsible for their actions

Curriculum Structure and delivery

The broad structure of our 11-16 curriculum is as follows:

Students in KS3 follow all National Curriculum subjects and students in KS4 study all statutory subjects together with up to 4 optional GCSE subjects.

At Key Stage 3 students are taught in a mixture of ability-based sets and mixed ability groups. This is reviewed on an annual basis and grouping is determined by the needs of the cohort.

At Key Stage 4 Core subjects are taught in ability sets whilst Option groups are mixed ability. All setting is reviewed on an annual basis and students are moved between sets where performance merits it.

Significant changes to the structure will be discussed by the Governing Body. Changes to individual programmes will be detailed in Curriculum Area documentation.

Specific details on provision are provided in:

- School Prospectus
- Year 9 Options Booklet
- School website

A range of structures and processes support the delivery of our curriculum, including:

- The behaviour rewards and consequences system linked to the Pastoral team.
- Individual target setting and student tracking mechanisms
- Student mentoring
- Intervention activities
- Appropriate assessment in each curriculum area
- Access to college courses, alternative curriculum options and work placement opportunities for students in Years 10 and 11

Curriculum Monitoring and QA

Continuous monitoring, review and evaluation of the curriculum is essential if provision is to remain high quality and appropriate to student needs. The curriculum and its delivery is monitored through the school's Monitoring and Quality Assurance Calendar, School Development Plan and Self Evaluation.

Priority areas for development are established by the Leadership Team, working in conjunction with Directors of Learning and Governors. Information from external inspection and changes introduced by Awarding Bodies and the DfE help shape these priorities, which are stated formally in the School Development Plan.

Evaluation

This policy will be evaluated every three years by the Governing Body to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

Reapproved by Full Governing Body 29.6.2020
Next Review June 2023