

Curriculum Policy

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## Purpose:

This Policy is aimed at ensuring that Supreme Education implements a practical, pragmatic, inclusive curriculum in line with the required education standards and requirements that meet the needs of the students.

## Policy:

* At Supreme Education, we aim to provide students with opportunities that will enable them to become confident, responsible people and active, positive members of their communities.
* Supreme Education will aim to constantly update and improve the curriculum and teaching to meet the needs of the students by ensuring that the teaching and resources are tailored to engage the student and support their varying and individual needs.
* Supreme Education aims to foster a culture of curiosity and develop a thirst for knowledge by equipping the students with robust skills and tools for solving problems as well as the ability to navigate their studies independently.
* Supreme Education shall, by developing a robust yet flexible curriculum, aim to:
* Develop and fulfil the potential of each student;
* Provide opportunities for students to learn, adapt, and test their skills in a safe and nurturing environment;
* Encourage students to have high expectations of themselves and to do their best.
* Encourage students to become reflective, resilient, and resourceful learners.
* Inspire independence, confidence and well-being in the students by delivering a holistic curriculum that delivers a creative experience, develops sportsmanship, and inspires academic excellence.
* • Create a positive learning environment, tailored to nurture the potential in every child, valuing difference, inspiring excellence and encouraging a belief in themselves.
* Maintain high academic standards but also encourage students to make the most of all the opportunities in all areas of school life.
* Supreme Education shall provide full-time, supervised education for students from age 11 to 16, offering students the opportunity to experience a curriculum that includes linguistics, mathematics, the sciences, technology, human and social sciences, as well as physical, personal, moral, economic, and health education which reflects our aims and ethos, and aesthetic and creative education.
* Teaching Staff members of Supreme Education shall promote student engagement and source opportunities to engage, illustrate, and reinforce learning and skills to promote successful lifelong learning.
* The Head of Supreme Education, in conjunction with other senior Staff members (as appropriate) shall draw up schemes of work that support the curriculum aims through the stages that will enable students to make progress that is suites to their age and ability.
* Supreme Education’s schemes of work shall, furthermore, support Fundamental British Values, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
* Supreme Education has developed Learning Habits that ensure that the curriculum fosters the following values across the school community:
* Understanding and empathy;
* Risk-taking and resilience;
* Self-belief;
* Courage;
* Independence and initiative;
* Collaboration;
* Curiosity;
* Imagination;
* Enthusiasm; and
* Creativity.
* Supreme Education shall, through a combination of engaging, fun, and inspiring learning activities, develop our students to be independent, confident, articulate, and discerning learners. We shall foster a culture of celebrating achievement, based on individual strengths, and emphasise the importance of self-reflection, assessment and evaluation.
* The curriculum shall aim to identify individual needs, skills and potential of every student by differentiating the delivery, by beginning where the student is at and moving them on through the curriculum at a pace that is appropriate to their abilities and learning style, and by encouraging them to work hard to reach their potential.
* Supreme Education shall strive to achieve best practice at all times in the way the school works to plan, deliver and evaluate the curriculum. Supreme Education shall strive to deliver a curriculum that enables the school to:
* Meet the needs of the individual student and recognise individual potential;
* Build independent, confident, creative, and discerning learners with a strong sense of moral purpose;
* Broaden the students’ understanding of the world around them;
* Challenge the students’ reasoning;
* Encourage and stimulate their curiosity and nurture their natural sense of wonder and curiosity;
* Encourage creativity;
* Enable each student to recognise their own value and self-worth and how to recognise this in others;
* Promote pride in their community and community values where diversity is celebrated, and where tolerance, respect, empathy, respect for others, and good manners are encouraged.

### Teaching at Supreme Education

#### 1.1 General

* Supreme Education has developed a creative and robust framework to evaluate the students’ performance and progress, with reference to the aims of the school, subject specific criteria, and national norms. Supreme Education may also use standardised tests to provide baseline, attainment and progress data to track students against national averages and inform teaching and learning.
* Teaching at Supreme Education shall endeavour to:
* Enable students to acquire new knowledge, develop their skills, and increase their understanding in the subjects taught according to their ability;
* Enable students to acquire speaking, listening, literacy and numeracy skills;
* Facilitate and encourage learning and the use of key subject specific vocabulary;
* Foster self-motivation and interest in their work, develop the application of intellectual, creative or physical effort, and encourage students to think and learn for themselves;
* Deliver well-planned, relevant and engaging lessons, develop effective teaching methods, instruct suitable activities, and exercise good management of class time;
* Show a good understanding of the needs, strengths, and aptitudes, of students which information shall be taken into account when planning lessons;
* Demonstrate good understanding and knowledge of the subject matter being taught;
* Effectively use a good range, quantity and quality of classroom resources to deliver engaging lessons;
* Demonstrate that the school has a flexible and working framework in place to assess students’ work regularly and thoroughly;
* Demonstrate that the school utilises the information from the assessment to plan appropriate teaching opportunities designed to enable students to progress in their studies;
* Utilise effective strategies to manage behaviour and encourage students to behave responsibly;
* Promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
* Not discriminate against students, or any other member of the school community, on the basis of protected characteristics.

#### 1.2 Reading

* Years 7 – 11 shall be allocated to reading and the promotion of reading through their English classes which may include timetabled library lessons in Years 7 and 8).

#### 1.3 Homework

* Supreme Education shall develop a homework timetable for years 7 – 9 each September to establish and encourage good homework habits.
* Years 7 – 9 shall also be supplied with a homework diary in which to record their homework which shall be signed weekly by students’ parents and form tutors. Complete details of the required homework shall be posted on Google classrooms: Subject, Year/Set/Teacher Initial/Deadline/Details of work set.
* Teaching Staff members shall encourage students to use their planners and not rely on Google classroom information.
* Teaching Staff members may modify homework activities in order to meet the needs of the students and solidify learning done through classroom teaching
* Teaching Staff members shall ensure that all homework tasks and activities have a clear purpose that assists students in their academic development and progress.

#### 1.4 Trips and Outings

* School trips and outings offer numerous benefits to students and are, thus, an important part of Supreme Education’s curriculum. School trips and outings can, for example:
* Increase motivation;
* Bring the subject to life;
* Boost confidence; and
* Broaden the students’ horizons.
* Supreme Education may use trips and outings to complement areas of learning and may include trips to local facilities, e.g., historical sited, museums, theatres, and art galleries.
* Supreme Education may offer students residential trips, as appropriate, to enhance the curriculum and the students’ learning experience and promote team building.

#### 1.5 Special Educational Needs

* Supreme Education shall endeavour to meet the individual academic needs of the students insofar as such is possible within the school’s normal timetabled curriculum.
* Supreme Education shall operate an Accelerated Learning Centre (ALC) which shall offer in-class support which will aim to be sufficiently strategic and flexible to suit the whole class while catering to the specific cohorts of students who will benefit from the additional educational support.
* The ALC shall be staffed by qualified Staff members who may specialise in a range of needs, including dyslexia, dyspraxia, ASD, ADHD, ADD, Speech and Language, Sensory Processing Difficulties and English as an Additional Language.
* Supreme Education may, as required, employ teaching assistants to further support the students’ learning in the classroom.
* The needs of students with Educational and Health Care Plans (EHCPs) shall be met in accordance with the stated and agreed requirements.

#### 1.6 Careers Education

* Supreme Education shall aim to present additional opportunities for students that will provide them with a better understanding of the world of work and a diverse range of career paths, for example inviting external speakers and arranging work experience for students.
* Teaching Staff shall be available to provide advice and guidance to support students throughout their time at Supreme Education, including years 7 and 8 through routine reporting measures, in Year 9 prior to GCSE subject selection, and offer guidance and information on post-16 courses.
* Staff members shall offer impartial advice, free from bias or favouritism towards a particular education or work option. The advice shall be intended to enable students to make informed decisions and choices.
* Supreme Education’s careers programme shall be fair and equitable and exclude all forms of stereotyping in advice and guidance to ensure that all students, regardless of gender, background, etc., are able to fully consider the widest possible range of careers, without bias or discrimination.

### Subjects Taught at Supreme Education

* The following subjects are all taught from Year 7 onwards, as appropriate:
* English (language and literature);
* Mathematics;
* Science, taught as Biology, Chemistry and Physics separately;
* Art;
* Design Technology;
* Geography;
* Modern languages;
* History;
* Information & Communication Technology and Computing;
* Religious Studies;
* Personal, Social, Health and Citizenship Education (PSHCE);
* Sport.
* Students shall commence the GCSE syllabus in all subjects during Year 9 and shall choose their GCSE options in the Spring Term of Year 9 for continuation into Year 10.
* Supreme Education shall offer the following GCSE subjects:
* English (language and literature);
* Mathematics;
* Biology;
* Chemistry;
* Physics;
* Modern language;
* Geography;
* History;
* Religious Studies;
* Business;
* Music;
* Computer Science.
* All students taking their GCSE’s will study English Language and Mathematics, which may be complemented by functional skills, if appropriate.
* The majority of GCSE students will study English Literature, three sciences and a modern language, as a minimum.
* Students in Key Stages 3 and 4 shall also be required to take Personal, Social, Health and Citizenship Education covering a range of topics within personal, social, health and citizenship education, e.g., sex education, relationships, drug awareness, drug and substance abuse, health education and healthy living. PSHCE at Supreme Education will also be an ideal opportunity to address a number of key contemporary issues such as mental health, equal opportunities including protected characteristics, citizenship, safeguarding, education and keeping safe online. This topic will be delivered appropriately to the students, based on their age and ability.

### Equal Opportunities

* Supreme Education is fully committed to the principle of equal opportunity.
* Should students not study the same subjects within the curriculum, such shall be based on a decision taken as what is in the student’s best educational interest.

### Assessment and Reporting

* Supreme Education considers the assessment process to be an essential part of teaching.
* The teaching Staff members shall conduct regular assessments of the students’ work to establish a level of attainment that will inform future planning, ensuring that all students make good progress according to their ability.
* Teaching Staff members will use a combination of nationally standardised and internally devised measures of attainment, as appropriate, to track the progress both of individual students, and groups of students.
* The Head of Supreme Education shall have overall responsibility for the tracking of the students progress, scheduling assessment meetings to review students of concern, and confirming strategies for students to help them improve.

### English as an Additional Language

* Supreme Education is an equal opportunity education provider and welcomes all students.
* The school’s student body may include a number of students for whom English is not their first language (English as an Additional Language). Such students shall receive additional support within the classroom, as appropriate, or may receive additional support from a specialist tutor on an individual or small group basis.

### Staff Development

* Supreme Education prides itself on developing its Staff members. The school provides in-service training to help update and improve standards of teaching and learning.
* The Head of Supreme Education shall regularly assess the training needs of the Staff members.
* The school shall have procedures in place that will provide opportunities for curriculum development by monitoring teaching and learning styles. This approach shall be aimed at ensuring that teaching Staff members are well-equipped to deliver the school’s curriculum effectively.
* INSETS shall be delivered at the beginning of each term with follow up sessions, as appropriate.
* Supreme Education shall encourage staff members to attend appropriate courses during the academic year, as required, for their personal development.

### Monitoring of the Implementation of the Policy

* Supreme Education, together with another designated Staff member, shall monitor the implementation of this policy through:
	+ Direct observation of lessons;
	+ Parents and student questionnaires;
	+ Interviews with students and Staff members;
	+ Review of work, records and documentation;
	+ An analysis of data, including comparison with national norms, if possible.

**Procedure:**

* All Staff members of Supreme Education shall follow the direction of the policy. Should any Staff member be in any doubt about how the policy informs the procedure, such Staff member must immediately seek advice from the Head Teacher.