



Great Baddow High School CURRICULUM POLICY

Introduction

At Great Baddow High School our curriculum encapsulates our school motto 'Always striving for higher things' enabling learners to progressively learn skills, develop qualities, understanding and knowledge to become confident, resilient, successful young adults.

Our carefully designed and broad curriculum offers balance, support and opportunity; students build on prior learning and strive to take next steps; broadening their minds, skills and developing personal qualities. The pathways we offer allow students to reach their full potential facilitating academic success in addition to developing rounded citizens who relish challenge and decision making.

We pride ourselves on the activities, trips and experiences that wrap around our curriculum and are a fundamental aspect of the educational experience our young learners have at GBHS.

We aim to inspire, excite and engage students in their learning and the world around them fostering a culture of achievement and aspiration for all.

General Principles

The general principles of the curriculum are as follows:

- that learners are provided with a stable, caring and stimulating environment in which they may develop fully via a curriculum which provides access to a range of high-quality learning
- experiences taking account of different starting points, and which is provided irrespective of gender, ethnic background or disability;
- that learners' horizons are extended and broadened and their knowledge and understanding of the world deepened;
- that learners develop a knowledge of and respect for religious and moral values and be accepting of others;
- that they are provided with opportunities to assume responsibility and take an active part in helping to sustain community life both within the school and in the wider local, national and
- global community - thereby enriching their own sense of community;
- that learners are prepared for a positive role in life beyond school;
- that learners develop social skills and the ability to question and argue rationally;
- that learners should develop skills for adulthood and for life-long learning including physical, aesthetic and linguistic skills, numeracy, literacy, Information and Communication Technology and application to tasks;
- that all learners are prepared carefully and thoroughly for public examinations, statutory
- assessments and to achieve accredited qualifications;
- that the school ensures there are effective procedures for establishing and maintaining contacts with parents, primary schools, employers, post-16 providers, universities/HE providers and external support agencies; and
- that effective teaching and learning provides curriculum access for all learners.

Curriculum Aims

The curriculum will:

- meet all statutory requirements and ensure that learners are prepared for public examinations;



- enable learners to recognise and apply discrete and transferable skills, knowledge and understanding;
- ensure relevance, breadth and differentiation of content and methodology to match individuals' needs;
- enable learners to deal with and manage information presented in a range of different styles;
- help learners to develop morally, socially and culturally and to have regard for the needs, welfare and safety of others;
- help learners to become aware and make sense of the wider world in which they live;
- help learners to develop an enquiring attitude and enable learners to take responsibility for their own learning;
- help learners to develop decision making skills;
- challenge individuals to strive for excellence in their own terms;
- develop cross-curricular skills, especially literacy, numeracy, ICT and personal, learning and thinking skills
- emphasise the role of technology across the curriculum;
- ensure that learners with SEND are catered for and that statutory requirements are complied with;
- ensure that learners can benefit from all resources that the school can offer;
- develop in learners at Key Stage Three the skills necessary to form a sound base for success in courses at Key Stage Four; and develop at Key Stage Four the skills, knowledge and understanding necessary to form a sound base for courses post-16.

P Farmer / A Mills – Spring 2020

For review - Spring 2021

Great Baddow High School