

# **WYMONDHAM COLLEGE**

## **CURRICULUM POLICY**

This theme, which underlies everything Wymondham College does, is particularly relevant to the curriculum as that is what distinguishes a School or College from any other organisation.

The National Curriculum is a base line requirement but for each child there is a need to go beyond that and to reach standards, which at the beginning are simply aspirations. How each child extends their knowledge and skill must be developed with each individual but in all cases it will encourage the development of abilities within the curriculum (in its widest sense) and through a range of extra curricular activities. These will vary from year to year and from time to time to ensure continuing relevance to the child, the parent and the wider community.

### **STUDENT ENTITLEMENT**

Each child is entitled to participate in a coherent range of activities which, by complementing each other, provides a breadth and balance which reinforces the theme of excellence and its relevance to the child and to the community. It is this range which the College will develop for each child, thus promoting, on an individual basis, their academic, practical, sporting, artistic, dramatic, social and personal development achievements. The Religious Education requirement in Year 10 is provided for both within timetabled lessons as well as with one whole day activity per term.

### **TEACHING AND LEARNING**

The primary role of any school is to enhance the abilities of its pupils. This can best be done by a partnership between the child, the parent and the school. Accordingly Wymondham College will, before any child joins the school, enter into a Home and School Partnership Agreement which will be signed by the child, the parent and the a Senior member of the College staff.

In the curriculum sphere, the agreement will cover the requirement to achieve the highest standards appropriate to the child's abilities and therefore add value to the children's learning during their time at the College. Performance information is the cornerstone of this process and the school will use all relevant information from feeder schools and the home background of the child as a base. From this, the school will agree measurable targets in each individual subject, with, and for, each child. Progress against these targets will be continuously monitored and progress reviews communicated to parents each quarter term. The school considers it vital that every child is encouraged and given every opportunity to achieve their maximum potential in any area, including those who have learning difficulties or exceptional abilities. The school will therefore, wish to agree targets which stretch each child in each subject including the ability to sit external examinations ahead of the normal 5 year programme, in certain circumstances subject to resource availability.

## **ASSESSMENT, REPORTING AND RECORDING**

The monitoring process will include not only internal but also external comparisons with other schools, both locally and nationally, and will ensure whatever action is necessary is taken to reach our agreed targets. Basic monitoring will be undertaken with the results being communicated to both the child and the parent in a formal annual report and five interim progress reviews per year. There will be a Consultation Evening for each child on at least an annual basis but this will be supplemented whenever any party to the Home and School Partnership Agreement feels it appropriate.

Where the term curriculum is used, this refers to the academic curriculum (what is taught in the classrooms), the pastoral curriculum (what is learned in Personal and Social Education/Tutor time and through the modular core), the hidden curriculum (what is learned outside of a normal classroom situation), extra curricular activities and any cross curricular elements which occur and are monitored as part of the Key Skills programme.

## **GCSE COURSEWORK**

Most GCSE subjects involve a component of coursework, which the students are required to complete at various stages of the two year course. This work is marked by teaching staff the marks forwarded to the relevant examination board. To spread the burden of work on the student and allow teaching staff time to mark the work various deadlines are set throughout the course. It is expected that students meet these deadlines. If a student misses a deadline the matter will be referred to the relevant head of department and then, if required, to their senior tutor. If work is still not immediately forthcoming it will not be accepted and a student may receive a zero for that component of their course. All the deadlines for coursework will be published, as they are set, on the school's website for parents to access.