

# Rougemont School

Curriculum Policy  
2023-2024



# CURRICULUM POLICY

## Aims

Rougemont School believes that the School curriculum should help pupils to develop:

- their intellectual, physical and personal attainment;
- alert and agile minds, a sense of curiosity, and an enjoyment of learning;
- the ability to question and argue rationally and to apply themselves intelligently to tasks;
- self-respect and self-esteem;
- equality of access and opportunity for all pupils to learn and make progress;
- the ability to live and work in co-operation with others;
- respect for the views of others, and thoughtful consideration of their own attitudes, values and beliefs;
- knowledge, skills and understanding relevant to their present and future lives;
- the ability to cope with change;
- an understanding of society past and present and of the interdependence of individuals, groups and nations within;
- qualities of creativity, sensitivity and imagination.

## Achieving the Aims

The Curriculum should :

- offer the opportunity to acquire a broad and balanced range of knowledge and skills;
- provide a range of experiences for each pupil which includes all areas of the formal curriculum, in which each is given sufficient time and attention to ensure both depth and quality;
- provide a range of effective teaching and learning styles appropriate both to the task and to the pupil's need;
- be accessible to all irrespective of gender, disability or ethnic origin.
- enable each pupil to develop previous learning experiences, and provide for smooth transition in learning for the next stage of education, training or employment;
- help pupils to see clearly the meaningful relationships between the component parts of their curriculum experiences;
- be systematically planned, monitored, evaluated and developed;
- include learning opportunities related to the pupil's experience of life and the reality of the world;
- allow the individual needs of each pupil to be identified and met. For any statemented child, the school will attempt to provide suitable and efficient education in line with the statement, which is reviewed annually. The School reserves the right to charge additional fees where it incurs additional expense to meet recommendations for its students.
- promote the recognition and rewarding of achievements;

- promote high expectations in pupils and their teachers, and provide opportunities for each pupil to demonstrate high levels of achievement;
- respond to changing forms of knowledge, new levels of need and reflect the developing world of the pupil;
- promote the spiritual, moral, cultural and social development of all pupils;
- seek to develop the cross-curricular skills of communication, literacy, numeracy, study, problem solving, personal and social and information technology;
- include the themes of economic and industrial understanding (work related curriculum), careers education and guidance, health and sex education, education for citizenship and environmental education;
- include a range of extra-curricular activities to support and enhance the timetabled curriculum.

## **Monitoring and Evaluating the Curriculum**

Monitoring and evaluating the curriculum is a whole-school issue since it is by these processes that the school can determine whether the aims of the curriculum are being achieved. It should be coordinated by those staff who hold responsibility for areas of the curriculum and should be supportive and interactive.

Monitoring and evaluation needs to be conducted from two perspectives :

Curriculum :

- content
- programmes of study
- schemes of work
- methodology
- range of teaching strategies
- differentiation
- departmental assessment, recording and reporting systems
- delivery of common and cross-curricular skills
- delivery of pastoral programme
- provision of appropriate support for pupils with additional learning needs

These matters are generally under the guidance of Heads of Subject (seniors) and subject co-ordinators (Juniors and Infants) but also involve Heads of Year particularly with respect to personal, social and careers education. Heads of Subject and Directors of Seniors, Juniors and Infants should monitor content and methodology within curriculum areas, and report to and involve the Deputy Director (Academic) as appropriate.

Heads of Subject should work with colleagues to monitor the delivery of the curriculum. When monitoring involves classroom observations the Code of Practice for In-Class Monitoring should be followed and the Curriculum Monitoring pro-forma completed. Records of classroom monitoring should be kept and a copy provided for the teacher concerned.

Pupil progress :

attainment

achievement

areas of strength and weakness

learning difficulties

attitudes and pupil response to the taught curriculum

Heads of Year should liaise with Heads of Subject (Seniors) and subject teachers should liaise with Directors and Assistant Directors (Juniors and Infants) where problems are identified within curriculum areas. Attainment and effort should be recorded regularly by subject teachers.