



The Dartmoor Federation comprises:

- Boasley Cross Primary School
- Bridestowe Primary School
- Exbourne Church of England Primary School
- Highampton Community Primary School
- Lydford Primary School
- Northlew & Ashbury Parochial Church of England Primary
- Okehampton College



Lydford Primary



Okehampton College

## **CURRICULUM POLICY**

This policy was adopted by the Dartmoor Federation Governing Board on  
11<sup>th</sup> June 2012

and reviewed by the Teaching & Learning Challenge Group Committee on  
12<sup>th</sup> May 2017

**The curricula provided within the Dartmoor Federation of schools have been designed to educate all students to their full potential.**

We recognise ten key entitlements which are the foundations of outstanding curricula in each of our schools:

- The Curriculum is about the development of the whole person
- All learners are given equality of opportunity in learning
- Curriculum builds on learners' strengths, interests and experiences
- Pupils/students love the challenge of learning and are resilient to failure.
- Important skills are embedded in the curriculum for all subjects using a wide range of practical, theoretical and creative learning opportunities
- Curriculum presents learners with new challenges and opportunities
- Curriculum provides opportunities for complex projects which cross subject boundaries

- Curriculum focuses on knowledge creation as well as knowledge acquisition
- Curriculum reflects each learner's place in the Local community
- Curriculum reflects each learner's place in National and Global communities.

**Definition :**

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. Within the Dartmoor Federation we aim to ensure that learners have a range of learning experiences that challenge, stimulate and promote thinking and learning. The Curriculum includes not only the formal requirements of the National Curriculum, but also the range of additional activities that the school organises in order to enrich the experience of our learners. It also includes the "hidden curriculum", or what the children learn from the way they are treated and expected to behave.

The basic features of each school curriculum take into account the conditions set out in the Education Acts which state that a broad and balanced curriculum should enable all young people to become:

- **Successful learners, who enjoy learning, make progress and achieve**
- **Confident and resilient individuals who are able to lead safe, healthy and fulfilling lives**
- **Responsible citizens who make positive contributions to society.**  
Revised National Curriculum aims QCA 2007

The aim of the Dartmoor Federation is to ensure that all learners fulfil their potential and to provide a balanced and broadly based curriculum which—

(a) Promotes the spiritual, moral, cultural, mental and physical development of learners

Promotes our co-operative, and British values which are:

**Our Co-operative Values:**

- **Self-help:** Encouraging all within the organisation to help each other, by working together to gain mutual benefits. Helping people to help themselves.
- **Self-Responsibility:** To take responsibility for our actions.
- **Democracy:** To give our stakeholders a say in the way we run our school.
- **Equality:** Equal rights and benefits according to their contribution.
- **Equity:** Being fair and unbiased.
- **Solidarity:** Supporting each other and those in other Co-operatives.

## **Our Ethical Values:**

- Openness
- Honesty
- Social Responsibility
- Caring for Others

Promotes a culture of vigilance where pupils are listened to and feel safe.

promotes an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

Protects learners from radicalisation and extremism

Prepares learners to meet the expected standards at the end of each key stage

(b) Prepares learners within the Federation for the opportunities, responsibilities and experiences of later life.

We will ensure that all stakeholders work together to ensure everyone is the best they can possibly be in all areas of our learning and development.

- In order to achieve this, the Dartmoor Federation seeks to ensure that all students:
  - Enjoy learning experiences.
    - Recognise every pupil is unique with their own set of skills and talents.
    - Develop lively, enquiring, imaginative and creative minds and the ability to question and argue rationally.
    - Act on a reasoned set of attitudes, values and beliefs.
    - Have interests and skills that enable them to contribute to and enjoy the benefits of society.
    - Understand the environment in which we live and the impact individuals, groups and nations have upon it.
    - Deepen respect and care for one another, developing socially and spiritually.
    - Recognise the importance of making good decisions and recognising 'right' from 'wrong'.
    - Develop confidence to tackle challenging problems and the resilience to see them through.
    - Develop positive friendships and learn how to co-operate with their peers and adults.
    - Are happy, healthy and caring.
    - Develop key skills in reading, writing and mathematics.
    - Celebrate the achievements of themselves and others.

1.2. We will implement the following elements:

- The National Curriculum for all students from age 4 – 16. (EYFS, KS1, KS2, KS3, KS4).
- A wide range of options at Key Stage 4 including the EBACC set of qualifications, vocational and work-related courses and opportunities for acceleration.
- A post-16 curriculum which offers academic and vocational courses to suit the needs of all learners.
- Appropriate progression routes through the key stages and beyond.
- High quality transitional projects across key stages and phases of learning.
- A wide range of extra-curricular activities on and off each school site.

The Dartmoor Federation aims to offer a differentiated relevant and appropriate curriculum to all its learners.

1.3. The Dartmoor Federation aims to ensure all individuals thrive by:

- Offering a wide range of personalised curriculum, and appropriate intervention strategies when required.
- Use of provision mapping to identify need within individuals and cohorts for support or extension.
- Using Teaching Assistants to support individuals in class and, on occasion, by providing small group and individual teaching.
- Implementing its Access Policy to improve physical conditions on each of the Dartmoor Federation sites of learning.
- Supporting and mentoring learners.

## 2. PROCEDURES

2.1. Students and parents are advised and consulted in a variety of ways to ensure that the curriculum as far as possible meets their needs. These include:

- Parents' evenings.
- Information within Newsletters.
- Open evenings to review materials to be used within the Curriculum eg Sex Education.
- Year 9 and Year 11 Options Evening and individual interviews.
- Personal tutoring.
- Questionnaires.
- Mentoring.

## 3. CURRICULUM MONITORING –

The Dartmoor Federation monitor the curriculum regularly through a variety of groups. These include Governor sub-committees, Strategic Executive Group (SEG), Primary Leadership Group (PLG), Policy Group and faculty meetings. The effectiveness of the

curriculum is evaluated against a range of indicators including;

- External data analysis systems such as Raise On-Line, Inspection dashboard, FFT and the Post 16 ready reckoner.
- Examination results.
- Admission numbers.
- Destinations of college leavers.
- Enrolment in the Post-16 phase.
- Team Reviews.
- Meetings between Team Leaders/Line Managers/Subject Leaders and the Heads of School/ Executive Headteacher (Primary)/Head of Secondary/ Executive Principal.
- Senior Management Team review.
- The biennial survey of teachers, parents and students.
- School Council.
- Governor visits

Governors and teaching staff acknowledge five major forces of changes which currently face schools.

- **Changes in society and the nature of work** – learners will need different skills and knowledge to flourish in the future
- **The impact of technology** – this will influence when, where and how we learn
- **New understanding about learning**- research is giving us a clearer picture of how knowledge is interconnected, not compartmentalised or static and that interconnectedness is often the cornerstone of creativity
- **The need for greater personalisation and innovation**- entitlement has to be balanced with personal choice and with the voice of the learner
- **The increasing international dimension to life and work** – global challenges bring changes to responsibilities roles and attitudes.

**The Dartmoor Federation recognises that Learners achieve best when their education successfully adapts to individual needs and is relevant to the demands and contexts of contemporary society.**

*'Half today's children (our students) will take jobs in organisations that do not yet exist'*

Chris Yapp – Director for innovation Microsoft.

We aim for the Curriculum in all Federation schools to be outstanding. If you have any questions relating to the Curriculum, parents are encouraged to contact their Head of School or any member of the Leadership Team.

Appropriate recommendations for change are made to Governors through the Headteacher at the College or through the Executive Headteacher (Primary), in the case of the Primary School. Agreed changes are incorporated as targets in the Dartmoor Federation Action Plan.

**Signed by**

\_\_\_\_\_ **Chair of Governors**                      **Date: .....**

\_\_\_\_\_ **Executive Principal**                      **Date: .....**

\_\_\_\_\_ **Head of Secondary Education**   **Date: .....**

\_\_\_\_\_ **Head of Primary Education**        **Date: .....**