

**Woodham Academy  
Policy Document**

**Curriculum Development Policy**

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**Summary**

The school has adopted the statement ‘Achievement for All’. Woodham Academy’s curriculum policy supports this statement.

**Date first adopted:** July 2010

**Review date:** Bi-Annually

**Last Review date:** January 2021

**1. Woodham Academy’s Vision**

The school has a clear sense of purpose as a high performance education provider.

We expect all those connected with the school to demonstrate shared values of trust, fairness and mutual respect for themselves and their community. We believe that all students must develop the skills that will enable them to become successful learners, confident individuals and responsible citizens. We hold it to be true that success comes from commitment on the part of the students, parents and staff.

**2. Woodham Academy’s Curriculum Aims**

- To provide an education which is as wide, enjoyable and interesting as possible and allows all students to reach their full potential.
- To enable all students to understand and value themselves and their community.
- To encourage students to think clearly and make rational decisions based upon knowledge, information and experience.
- To give students an appreciation of creative, aesthetic, sporting, scientific, mathematical, linguistic, spiritual, cultural and technological traditions and achievements.
- To promote intellectual curiosity.
- To provide an opportunity for active participation in all aspects of the curriculum.
- To develop a set of values which will enable students to act with compassion, understanding and tolerance for the common good.
- To prepare students to respond positively and with flexibility to change.
- To help students acquire basic knowledge, concepts, skills and practical abilities to equip them for life in modern Britain.
- To achieve the highest possible standards in literacy and numeracy.
- To prepare students to accept responsibility for themselves and their well-being, economic and otherwise, and contribute to, and cooperate with society.
- To provide a curriculum that leads to qualifications which are appropriate and will support students through further education, training and careers

### **3. Curriculum Development**

Curriculum development throughout the school is the joint responsibility of the Governors Curriculum Committee, full Governing Body, the Headteacher, and Leadership Group. Heads of Department are responsible to the Leadership Group and Governors for development in their departments.

Matters such as the balance and design of the curriculum at KS3 and KS4, and whole school curriculum development planning, take place by means of liaison/consultation between Governing Body (via the Governors Curriculum Committee), LG and Heads of Department.

Annual review and evaluation takes place as part of the School Development planning process.

### **4. Curriculum Monitoring**

Several means exist at Woodham Academy for monitoring and evaluating the curriculum.

1. Areas do so through their annual SEF involving all department staff. This feeds into the whole school SEF.
2. Heads of Department are responsible for their department's schemes of work. Schemes are reviewed/updated annually by subject areas and quality assured on an annual basis by the Leadership Group.
3. PCC and SRE are delivered through dedicated Specialist Days and tutor periods.
4. The curriculum is monitored through the Curriculum and Planning committee and Full Governors.

### **5. Complaints about the Curriculum**

Where there are complaints about the curriculum, these should be handled according to the usual procedure for dealing with complaints. See Woodham Academy Complaints Policy.