



Curriculum Policy

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Royal Greenwich Trust School Curriculum Policy

The Royal Greenwich Graduate

At Royal Greenwich Trust School, we expect each of our graduates to be fully prepared for the opportunities and demands of the adult world. During each child's school career we place strong emphasis on six key areas: Communication, Investigation, Networking, Participation, Scholarship and Vision. It is because students learn to excel in these areas that they gain the confidence to become successful global citizens.

We believe that students should learn a wide range of academic, artistic and practical disciplines in order to achieve personal fulfilment. We believe also that students should learn a range of skills in order to make them socially and economically active members of society, so that they are empowered to support themselves and their families, and to make a fuller contribution to the wider community. Students should leave school equipped to participate in further education, and to engage with lifelong learning. They should have extensive opportunities to develop their understanding and experience of issues relating to morality, spirituality and human existence.

Students are empowered by the knowledge and understanding that comes from exposure to a wide range of cultural experiences. At the Royal Greenwich Trust School we are committed to ensuring that all children experience as wide a range of literary, scientific, artistic, and sporting influences as possible. Students at our school should leave with a broad body of knowledge and experience, so that they can make discerning judgements with confidence. Students should know so that they can choose.

Literacy

Literacy is central to our vision. Students need language to be able to learn and to become fully themselves. The Curriculum at the Royal Greenwich Trust School will support development of literacy at every opportunity. Students should have the opportunity to develop their reading, writing, speaking and listening in every curriculum subject.

They will read and listen to a wide range of challenging texts, and have the chance to develop a rich and powerful vocabulary. They will be exposed to texts written for different purposes and audiences, from different genres and from a range of periods of history. They will experience texts from and about different cultures. They will read individually, and in groups, and they will be taught *how* to read, from decoding and understanding simple words to learning the skills necessary for study at degree level. They will be given the time and space to read, and the chance to experience reading on an increasingly diverse range of media. Students should have opportunities to listen to the spoken word which are as rich as those which are written. The school is committed to meeting the needs of all students, including those with disabilities.



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This rich variety of reading and listening will inform a rich and supportive range of opportunities to write and speak. Students will be taught to express themselves for a wide range of audiences and purposes, and to have the power to use communication to achieve good for themselves and for others.



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Numeracy

Numeracy, together with literacy, permeates all aspects of the curriculum. It is vital to access Science, Geography, Technology and Engineering and makes a significant contribution to students' financial well-being and scientific and technological awareness. The curriculum at the Royal Greenwich Trust School explicitly supports numeracy whenever this is connected with the learning outcomes, through activities, consistency between the different methods and exposure to mathematical vocabulary and techniques across the curriculum.

Students will learn the fundamentals of numeracy in many different and rich contexts. They will have the opportunity of developing the vocabulary necessary to express numerical facts and concepts so that they are consistently applied across the subjects; they will do this in individual lessons and in the enrichment cross curricular activities planned throughout the year.

Arts

The Royal Greenwich Trust School has developed a highly successful curriculum in the visual arts. We believe that creativity is an essential part of each student's learning and development, and should continue to play a major part in a broad and balanced curriculum. As we grow into the new environment of the Royal Greenwich site, all students should have the opportunity to play their part in making Royal Greenwich Trust School a vibrant and confident performance and exhibition venue.

Performance and exhibition should be central to the Royal Greenwich Trust School students' experience of the arts. Every student should have extensive opportunities to experience the work of artists and performers in a range of disciplines, and to perform and exhibit in their own right within and outside the school. Our strong tradition in visual arts should be extended to include performing arts, so that the talents of students in Music, Dance or Drama can be developed.

Access through Guided Pathways

Royal Greenwich Trust School is fortunate to enjoy close association with four Higher Education institutions. Progression towards Higher Education is central to the curriculum vision for the majority of our students. Students will be given every support to ensure that they have equal access to places at top universities and colleges, so that they can compete with students from across the country from a range of different backgrounds.



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In KS3, students will follow curriculum pathways which broaden their experience and enable them to pursue their studies at KS4 at a high level.

In KS5, students will follow pathways which are designed to be challenging and empowering students to achieve the highest possible grades, and to prepare them for entrance into Higher Education, or where appropriate, the world of work.

We recognise that students need to have a wide range of experience in order to fulfil their potential in higher education or the workplace. We are committed to ensuring that students are given the chance to take part in a range of activities associated with preparation for adult life, such as work experience and qualifications in Work Skills. The school will work with a wide range of external partners including businesses and universities to extend and enhance the curriculum by providing students with a wide range of insights into life and work beyond their typical everyday experience.

Inclusion and Independence

Royal Greenwich Trust School is a fully comprehensive school which celebrates the achievements and potential of every student. We are committed to ensuring that the curriculum is accessible to all, and allows students to develop and make progress according to their needs and abilities.

Teachers are required to differentiate the curriculum in order to ensure access for all.

Successful learning at secondary school is closely linked with the capacity of the school to foster a culture of independent study. Learning how to be independent is part of a student's entitlement. Our curriculum will give students opportunities to study outside of the classroom, on their own and in groups, and to learn independently within the classroom. Students will have the chance to teach others. Inclusion will be enhanced by increased and meaningful independence.

Social, moral, spiritual and cultural learning

Students thrive when learning is related to their everyday experiences and their personal and private beliefs and values. At the Royal Greenwich Trust School, we take a holistic approach to social, moral, spiritual and cultural education, recognising that every student brings a unique perspective to every issue and situation.

A full curriculum of assemblies and tutor time will give students opportunities to reflect and to develop their understanding and response to a range of these issues. See also Collective Worship Policy and Sex and Relationships Education Policy.

Computing and ICT

Like Literacy and Numeracy, effective provision ICT are central to students' entitlement at secondary school. ICT will run throughout the curriculum, so that students can apply these skills throughout their learning. Students



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will learn about money skills and personal finance. They will develop an understanding of the local, national and international economy.



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Our Key Stage Three curriculum includes the teaching of Computing as a stand alone subject, which develops students' analytical and critical skills and endowes them with the knowledge necessary for the contemporary world. Students will be encouraged to achieve a high level at Mathematics and Computing at KS4, and then to proceed to KS5 where appropriate.

Process

The school curriculum will be subject to wide ranging consultation each year in October and November. The Teaching and Learning team will produce a Curriculum Plan in January of each year. The school will develop a timetable to accommodate the plan in time for May half term. The new timetable will be launched in June each early.

Responsibility for the practical application of the Curriculum in the school rests with Subject Leaders and their teams. Subject Leaders are responsible for drawing up detailed curriculum plans in the long, medium and short term, and for managing their resources in order to meet the requirements of this curriculum. Monitoring, evaluation and review will be through the Faculties.