

Richmond School Curriculum Policy

A vital element in the success of the school must be the daily experiences of the students in the learning environment.

All students at Richmond School are offered a curriculum which provides variety and breadth in their studies as well as a range of choices to provide for their individual interests, abilities and aspirations. The full scope of the National Curriculum is enhanced by a range of additional courses at pre-16, offered to meet the needs of particular groups.

It is the policy of the School to seek to offer a range of post-16 courses which extend opportunities for young people. All of this is achieved in an atmosphere of purposeful activity in which students can express their ideas, develop their interests and use their strengths.

The individual learning needs of students, including those with special educational needs, are supported. Most of this support is provided within the classroom so that all students have access to the same broad and balanced curriculum.

The ethos of the School is to encourage and support students and staff to involve themselves in a wide range of extra-curricular provision. This is illustrated by the range of activities undertaken outside the classroom. In addition, these activities demonstrate the important part which the school plays in the community.

- * It is the principles of the curriculum at Richmond School
- * that all students have access to a broad, balanced, relevant, coherent, progressive and differential curriculum
- * that at all stages of development, learning is broad, balanced, relevant, coherent, progressive and differentiated
- * that at all stages of development, learning is structured and stimulating and is an enjoyable and worthwhile experience in its own right
- * that equality of opportunity underpins the provision for all.

The principles of Richmond School comply with those given in the North Yorkshire Curriculum Statement, and is the vehicle to fulfil the Aims of the School.

Purpose

The curriculum will be:

- broad so that it provides a wide range of knowledge, skills and experience
- balanced so that each element is given sufficient time to contribute effectively to learning
- relevant so that each element is directly related to the learner's experience
- coherent so that each element is linked, to make the learning experience meaningful
- progressive so that what is taught builds upon what has gone on before, to develop skills, knowledge and concepts in a systematic and appropriate way
- differentiated so that what is taught and how it is taught is matched by aptitude, ability and achievement