



Curriculum Policy

Aims

- To provide a broad and balanced educational experience that meets the needs of the pupils, and prepares them for life in the 21st century
- To take account of the previous learning of pupils and their readiness for new experiences
- To stretch the most able and provide enrichment for all pupils
- To provide learning support as required
- To ensure that the curriculum in place at any given time provides an appropriate educational experience and that no pupils are disadvantaged by its provisions.

The Curriculum

A coherent curriculum is planned to embrace the different areas of learning and experience so that they all contribute to overall progress and achievement. The Primary Phase caters for children from 2-11 years of age. In the EYFS we provide opportunities for the children to build skills in the main developmental areas of the Early Learning Goals. More detailed information is included in the Primary Phase Curriculum Policy.

In the senior school, the teaching week comprises 25 hours. At KS3, the emphasis is on breadth and opportunities are presented to enable pupils to sample as many subjects as possible, whilst concentrating on gaining knowledge and developing understanding in core areas such as English, Mathematics, separate sciences, humanities, languages (both modern and classical) and creative subjects (including physical education). All pupils study Computing and are competent users by the end of KS3. A complementary PSHE programme will include topics on personal, social, health education and citizenship. Careers guidance will also be introduced in Year 8 and continue throughout the remainder of the school career.

Areas of experience required are covered in the following ways:

Linguistic (in addition to English): At KS3 all pupils study either French or Spanish; In KS4 pupils study it is expected that pupils will study at least one language, French, Latin or Spanish at GCSE level, where possible.

Mathematical & Scientific: At KS3 and KS4 all pupils study Mathematics and all three sciences. In Year 7 and 8 pupils study Science and in Year 9,10 and 11 the sciences are taught as three distinct subjects. In KS4 students will follow courses which will result in either one, two or three qualifications science. In addition, Geography which is compulsory until the end of KS3, includes some mathematical and scientific aspects.

Technological: In KS3 all pupils study Food and Nutrition, Textiles and Computing. At KS4, Business Studies (of which ICT is an integral part), Food and Nutrition and Computing are offered as GCSE choices.

Human & Social: History, Geography, Religious Studies and Classical Civilisation are compulsory until the end of KS3. At KS4 pupils choose at least one of these Humanities subjects.

Physical: In KS3 all pupils receive two hours of Physical Education teaching per week and in KS4 all pupils receive 1.5 hours of Physical Education teaching per week.

Aesthetic & Creative: In KS3 all pupils study Art, Textiles, Music and Drama and these subjects are optional at KS4. Dance is part of the PE curriculum until the end of KS4. Drama and the study of literature are also an integral part of the English curriculum and both English and English Literature are compulsory GCSE subjects.

At KS4, most pupils study a core curriculum of English, Mathematics, a modern foreign language and science (three subjects) and then choose from a list of optional subjects to complete their timetables. Pupils are able to enter for up to 9 GCSE subjects at the end of Year 11. The PSHE curriculum continues. GCSE optional subjects available include Art, Business Studies, Classical Civilisation, Computing, Drama, Food and Nutrition, French, Geography, History, Latin, Music, PE, Religious Studies, Spanish. All pupils are encouraged to choose a broad range of GCSE subjects to provide a wider choice for A level study.

Departmental Schemes of Work highlight in more detail how required aspects are covered by the individual subjects.

The Alternative Curriculum:

For pupils with specific and individual needs the school provides a personalised curriculum that meets the pupil's social and emotional needs and complies as far as possible with statutory entitlement. (Appendix 1). This adaptation is usually employed at Key Stage 4 for pupils whose cognitive ability and/or language skills mean that they are unlikely to attain a grade G at GCSE for the full range of subjects. Pupils on this pathway are likely to take a combination of GCSEs/Entry Level and Asdan / Arts Awards units. Specific unit choice will depend upon individual needs.

Other pupils may take fewer GCSE qualifications and spend more time on improving progress in the core subjects. These pupils will be those who are assessed to be able to attain A*-G (9-1) grades with a reduced timetable and additional support. An alternative curriculum offer is less likely during Key Stage 3. However, it will be considered for pupils with Severe Learning Difficulties or for those with a special educational need who are also new to English. The Special Educational Needs Coordinator liaises with the Vice Principals (Teaching and Learning) and (Inclusion) to ensure that the alternative curriculum is offered appropriately. Appendix 2 shows the procedures followed when considering whether an alternative curriculum may be appropriate.

Management

The Principal ensures that arrangements are in place for providing Governors, parents and prospective parents with information about the curriculum and the pupils' achievements. It is the responsibility of each Subject Leader to:

- provide schemes of work detailing the content of the work to be covered at each stage including resources and suggestions for teaching and learning strategies
- ensure that work is matched to pupils' ability, balancing challenge with the likelihood of success for each student across the ability range. This implies a need for variation in teaching approaches and classroom organisation
- monitor the work of members of their team to ensure that the schemes of work are followed
- ensure that the assessment, recording and reporting policy is implemented, and that pupils are monitored to assess achievement and diagnose difficulties
- use assessment to inform review of schemes of work.

It is the responsibility of all members of staff to ensure that the part of the curriculum which they teach takes into account and reflects the aims as outlined above.

A programme of Continued Professional Development is supported by the school, and staff are encouraged to participate in training and development opportunities which are available, and which support the school development plan.

Evaluation

A curriculum audit is conducted as required to respond to external and internal demands.

For further information regarding the content of the curriculum please refer to: the school website; the GCSE Courses Booklet and the Senior School Parent Information Booklet.

This policy should be read in conjunction with the Homework Policy, the Assessment, Recording and Reporting Policy and the EAL policy.

Appendix 1 The alternative curriculum –subject mapping at KS3/4

Module	KS3/4 Subject coverage
Personal and Social Development	PSHE
Creative Activities	D.T Art Science (Physics) Maths
PSD – Using Technology	ICT English
Towards independence	English Maths
Personal progress	Food and Nutrition Science (Biology) PSHE English
PSD - Safety at home	Physics ICT English PSHE Maths D.T.
PSD - Parenting	Biology PSHE Geography R.S English Maths
The Arts Award	ICT English Art Maths PSHE Geography History
Entry Level Science	Biology Chemistry Physics ICT

Appendix 2 Procedures followed when considering whether an alternative curriculum may be appropriate.

Stage	Action	Notes
Pre-stage 1	New to English induction programme	See EAL Policy
Stage 1	Full Curriculum or Curriculum without languages for some New to English Pupils	See EAL Policy For one half term
Stage 2	Review progress – look at attainment and talk to teachers / teaching assistants	At the end of the half term
Stage 3	Ensure Wave 1 intervention has been tried for another half term	For another half term See Intervention policy
Stage 4	Review progress – identify subjects where least progress is being made	For some pupils, wave 2 interventions may help. See intervention policy
Stage 5	Reduce National Curriculum or GCSE subjects and supplement with ASDAN course(s)	Agree with Vice Principal (T&L)
Stage 6	Review progress each half term	