



WOOLMER HILL SCHOOL

Curriculum policy

Approved by:	Teaching and Learning Committee	Date: 6 th May 2021
Last reviewed on:	March 2021	
Next review due by:	March 2023	

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support to enable all students to make excellent progress
- Have a high academic/vocational/technical ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and enough teaching time is provided for students to cover the requirements of the funding agreement

- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state, and will count in Progress 8 and Attainment 8 measures
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Middle Leaders are responsible for:

- ensuring any statutory requirements of their course are taught
- deciding on the content and sequence of the curriculum
- quality assuring the provision within their department

4. Organisation and planning

Students follow a traditional and broadly academic curriculum.

In KS3 (Y7-9), we want students to experience a broad and balanced range of subjects. They are taught:

- Maths
- English
- Science
- History

- Geography
- French or Spanish
- RE
- Drama
- Art
- Computing
- Music
- Physical Education
- PSHE
- Design Technology – Product Design, Textiles and Food Technology are taught on a rotation.

For students in Years 10-11, the curriculum is structured around tuition towards GCSEs. All students study and will gain GCSEs in:

- Maths
- English Language
- English Literature
- Science – Combined Trilogy or Separates (Biology, Chemistry and Physics)

Students also choose four options to commence in Year10. We expect all students to study either History, Geography, Computer Science or MFL and encourage students to take a Humanity and a Language. We offer a wide range of options at GCSE, including vocational courses such as BTECs. The subjects typically on offer include (but will change depending on the cohort of students):

- French
- Spanish
- Geography
- History
- Art
- Computer Science
- Digital IT (BTEC)
- Design Technology
- Drama
- Performing Arts (BTEC)
- Business Studies and/or Economics
- Business and Enterprise (VCert)
- Catering (WJEC vocational)
- Music

- Physical Education
- Sport Studies (Cam. Nat.)
- RE

Students identified by the SEND team also have the option of following a more vocational Pathway, where students only choose 3 options and use the fourth option time to complete structured work on their core subjects. (We also offer some vocational subjects through the Waverley Federation, which take place off-site, for students who may be suited to these courses. These courses may vary from year to year, and are approved qualifications which count in progress measures. These will run depending on funding and student numbers within the Federation, and they are quality assured by the Waverley Federation).

In Years 10-11, all students continue to have PE lessons and a PSHE programme but there are no examinations in these subjects. Sex and Relationship Education is covered in PSHE and Science lessons in KS3 and KS4. British Values and SMSC are integrated across the curriculum and are also taught as part of PSHE. Careers guidance forms part of our PSHE curriculum in KS3 and KS4. Additionally, the school provides a number of opportunities regarding careers for students throughout Year 7-11.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Reports and presentations to governors by senior leaders
- School visits and learning walks
- Discussions with Middle Leaders (linked departments)

Heads of department and subject leaders monitor the way their subject is taught throughout the school by:

- learning walks

- book scrutinies
- lesson visits
- Middle Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed bi-annually by the Headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy (Exams policy)
- SEND policy
- Equality information and objectives
- Curriculum intent
- PHSE Policy
- RSE Policy
- Home Learning Policy