Curriculum Policy (September 2023)

AIMS OF THE SANCTON WOOD CURRICULUM POLICY

1. To explain how the planning of the curriculum supports the school aims

2. To outline the structure and rationale of the curriculum

The curriculum policy and plan is a regulatory requirement of the ISI.

CURRICULUM AIMS AND POLICY

At Sancton Wood, we aim to provide an inspiring and challenging curriculum to develop independent and enquiring learners who can think both critically and creatively. The curriculum should build an environment where questioning, academic risk-taking, and the freedom to learn from mistakes are all encouraged. We offer a relevant curriculum designed to nurture high aspirations, enable strong academic and personal outcomes, and prepare pupils for the opportunities and challenges of the 21st century, both in Britain and globally. Our curriculum should imbue in our pupils these qualities: responsibility, resourcefulness, resilience, and a sense that learning can excite and invigorate throughout life. Within the framework of a broad and balanced education for each pupil, we intend for our curriculum to

- a personalised curriculum so that each pupil can learn and make progress in ways that play to their strengths and fosters existing and new interests. Our curriculum considers the ages, abilities and needs of all of our pupils.
- The Curriculum Policy should be seen within the overall Core Values of the school and is complemented by our policy for PSHE.

CURRICULUM OBJECTIVES

Our curriculum is designed to allow each pupil to:

- achieve the best possible academic qualifications and fulfil their potential, whatever their ability.
- ensure high levels of engagement, enjoyment, and personal development.

We aim for our curriculum to develop pupils who:

- understand and respect the fundamental British values of democracy, the rule of law and individual liberty, and show respect for and tolerance of those with different faiths and beliefs.
- acquire an understanding of the social, economic, environmental, and political aspects of Britain and the wider world, and the interdependence of individuals, groups and nations.

- develop the values, skills and behaviours needed to achieve success in both education and employment.
- have the knowledge to develop for themselves an active and healthy lifestyle and a sense of wellbeing.

CURRICULUM DELIVERY

The curriculum should be seen in its broadest sense as the entire planned learning journey. This includes formal lessons and planned events, trip, and enrichment opportunities inside and outside the classroom. Although most of the pupils' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address several cross-curricular aspects. Areas such as: wellbeing and physical health, research and presentation skills, study and metacognitive skills, global and environmental awareness, economics, and money sense.

The skills are delivered through:

• subject lessons and subject specific extension activities

• FPQ and HPQ qualifications

• co-curricular activities including clubs and extras

• trips, visits and residencies

• enrichment programme

• assemblies and form time

CURRICULUM POLICY AN CURRICULUM PLAN

Some activities are compulsory, and for those that are voluntary, pupils are encouraged to participate in activities of each type, challenging themselves and developing new interests. Participation is monitored by Form Tutors and Head of Enrichment.

Spiritual, moral, social and cultural

All subject departments have a responsibility to nurture social, moral, cultural and spiritual development of the pupils including a duty to ensure that pupils understand fundamental British values of democracy, the rule of law and individual liberty, and show respect for and tolerance of those with different faiths and beliefs.

Literacy across the curriculum

We aim for all our pupils to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding. Pupils should be taught to recognise and use Standard English. In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in

logical and coherent forms. In speaking, pupils should be taught to use language precisely and cogently. Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively. In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Numeracy across the curriculum

Similarly, all departments are responsible, where appropriate, for developing pupils' numeracy and financial economic understanding when opportunities arise. This can be done through asking pupils to use mental maths, basic mathematical formulae, tables and graphs to present data, estimates and calculations. Wherever possible, opportunities should be taken to allow students to grasp the basics of personal finance and budgeting. Specific lessons to address financial understanding are included in the

ICT across the curriculum

Pupils are given opportunities to apply and develop their digital skills using ICT tools to

support their learning in all subjects. Pupils have access to laptops, a mac suite, IT suite, VR headsets and tablets during lessons.

Departments are encouraged to use a range of digital tools and resources to support student learning, and all students take computing as part of their IT curriculum at KS3, with opportunities to study robotics and coding as part of the enrichment programme.

Health and Safety

All departments have a duty to ensure appropriate compliance with health and safety guidelines, but specific responsibilities lie with Science, Art and Design, and Physical Education. When working with tools, equipment, and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

a) about hazards, risks and risk control.

b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves

and others.

c) to use information to assess the immediate and cumulative risks.

d) to manage their environment to ensure the health and safety of themselves and others.

e) to explain the steps they take to control risks.

ACADEMIC SUPPORT AND PERSONALISATION

In order to ensure every pupil reaches their full potential and makes progress, and is fully engaged in their learning, we offer a high level of personalisation within the curriculum, depending on the needs of each individual pupil. This happens in a number of different ways:

Number and Combination of Subjects Studied

At Key Stage 1-3 pupils study a broad and balanced curriculum and experience a range of subjects across week. Occasionally a pupil's curriculum will be personalised to allow for a gift or talent to be pursued in more depth, or to allow for consolidation and support, or to allow some space in the day for those whose wellbeing requires it. This personalisation might take the form of one or more subject's being dropped, or one subject taking up extra time or intervention from our SEND and Pastoral team.

In KS4 the number of options a pupil chooses at GCSE will be dependent on their skills, abilities, and interests. The decision about numbers of subjects is made after consultation with the pupil, their parents, and a range of staff and over seen by the Vice Principal Academic. Some pupils will review and change their programme of study during a year to ensure they have an appropriate curriculum.

Languages

Each pupil has a choice of languages with Spanish being taught in the early years and French and Spanish being taught in Y5 and Y6 and in Y7- 9 pupils can opt for two modern foreign languages out of French Spanish and Mandarin. A bilingual pupil or pupil with exceptional linguistic ability may be given the opportunity to sit an early GCSE if they so wish.

Academic Support and SEND

Some pupils come into the school with an identified additional learning need, and some pupils are identified whilst at the school as having an additional learning need. If a need is identified, further assessments are administered and with the parents' agreement, the pupil is offered lessons with the Academic Support Department and given a personalised learning plan. This would also apply to pupils with an EHCP. This is circulated to each pupil's teachers with appropriate teaching recommendations which are to be addressed during lessons. In some cases, pupils are assessed as needing extra time or laptop use in examinations.

Every teacher is aware of pupils on the Special Educational Needs & Disability (SEND) register and differentiates for them appropriately within taught lessons. This provision and the progress of the pupils on the register is monitored by the SENDCo and the SEND department. Pupils can be recommended for academic support by teachers during termly pupil progress meetings, or by form tutors or parents. Those students identified as in need of English as an Additional Language (EAL) support are offered weekly lessons and their progress monitored by the EAL team and Vice Principal Academic. Pupils on the SEND register or with EAL have full access to the curriculum but may be offered the chance to personalise their programme to allow for the core subjects and skills to be consolidated.

Most Able

Annually, departments identify pupils who are currently most able within their areas. This includes pupils who have come into the school as scholars or who have been awarded a 7+,11+ or 13+ scholarship after entry. Pupils are identified by subject teachers and those with high overall CAT4 scores, standardised assessment scores (PIRA & PUMA Y1-9) or through in class formative teacher assessment. Teachers differentiate for these pupils appropriately

within lessons and there are subject extension programmes, a scholarship programme and an Able, Gifted and Talented Programme 'Thriving Minds' which are designed to challenge and nurture creative, critical, and connective thinking. The progress of those on the register is monitored by the Scholarship Mentors in addition to the usual means.

Setting

Setting by experience and current ability takes place from Year 6 in Mathematics. In all other subjects, pupils' needs are differentiated for within the lesson through a variety of strategies.

Movement between sets is facilitated by timetabling, meaning a pupil can move up or down a set if their progress requires this.

REGULATORY REQUIREMENTS

Religious Education and PSHE

Sancton Wood responds to the legal requirement in maintained schools to teach Religious Education. At Key Stage 1-3 pupils receive weekly lessons in RSE.

All pupils at Sancton Wood receive Personal, Social, Health and Citizen education weekly. The PSHE programme specifically encourages pupils to respect other people, with particular regard to the protected characteristics (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation) under the Equality Act 2010. All students receive Relationships and Sex Education as required in the latest statutory guidance. At Key Stage 1-4 Pupils receive one weekly lesson of PSHE, including drugs, alcohol and Relationships and Sex Education.

At Sancton Wood, pupils in all year groups, receive a minimum of three hours' sport each week and a maximum of 4 (excluding sporting clubs and fixtures), significantly exceeding the minimum recommendation to schools that 85 per cent of pupils aged 5-16 take part in a minimum of two hours' high-quality PE and school sport within and beyond the curriculum each week.

Computing (regulatory in maintained schools from 2014) is taught as a discrete subject to Years 1-9, as part of the offering in Information Technology. Computer Science GCSE is offered as part of the GCSE options programme.

MONITORING

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Vice Principal Academic, Heads of Departments, Form Tutors and individual subject teachers. The policy is supported by schemes of work developed by individual

departments, summaries of which can be found on the school website and the Academic Statement and Curriculum overview.

The curriculum provision is reviewed annually at SLT and through Heads of Department meetings as well as discussed at various academic meetings.

Evidence for the effective implementation of the policy can be found in:

• the curriculum overviews

• pupil timetables

• pupil questionnaires

• programmes of study and schemes of work

• lesson observations

• work scrutiny

• related policies.