

THORPE HALL SCHOOL

Curriculum Policy

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' 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 pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study and 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. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

- All courses provided for pupils that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils are provided with 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 pupils 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
- 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 pupils 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.

4. Organisation and planning

See our EYFS policy for information on how our EYFS curriculum is delivered.

In the Prep and EYFS our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term or topic plans are written to ensure coverage of the foundation subjects. They include learning intentions and activities with differentiation identified. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the

National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

In the Senior school each department must have schemes of learning related, where appropriate, to the National Curriculum and to examination board requirements. Schemes of learning must be followed by all departmental staff and monitored by Heads of Department. Schemes of learning must establish how the course content is structured, so that students' skills, knowledge and understanding are developed progressively.

Our teachers will have a detailed understanding of the curriculum structure and sequence, recognising how each lesson's learning fits into the pupils' broader development within the subject. Teachers will know what skills students are expected to have gained at each stage of the curriculum and how these cumulatively prepare students for the rigours of the GCSE exams in their subject.

Relevant and appropriately challenging home and project based learning must be provided for all students, with appropriate time given for students to complete the tasks set.

Pupils who enter at below average levels of attainment will be supported to narrow the gap, so they can access, and be successful in, our curriculum.

Key Stage 3 offers a rich and varied curriculum designed to prepare students for the 'step up' to Key Stage 4 and to develop key skills across all subjects. There is a strong focus on breadth of curriculum, with students studying a full range curricular range in addition to the core subjects. As a result, students are able to experience all subjects in order to develop their individual areas of interest and to make informed choices when deciding upon GCSE options subjects in Y9. For those SEND students who cannot access the KS3 curriculum, a bespoke alternative provision is offered to cater for their learning needs.

Students are well supported in choosing their individual curriculum pathway and parents are involved throughout this process. In addition to the core subjects, the majority of students select four option subjects.

Key Stage 4 focuses on depth of learning, with students guided to develop their knowledge of key concepts and to understand the underlying links between different subjects and ideas. There is a clear emphasis on the in-depth development of the key skills and knowledge required for exams, whilst still ensuring subjects are engaging and enjoyable for students. Again, there is an alternative curriculum offer for those SEND students who are unable to access GCSE courses.

Careers education: the school ensures that students receive excellent impartial careers guidance from Year 7 to Year 11.

Pastoral curriculum: this is delivered through tutor times, form assemblies, drop down days and whole school assemblies.

Extended curriculum: there are a wide range of opportunities within and beyond the timetabled curriculum. The school's curriculum, coupled with opportunities provided by the school's many strong partnerships, provides highly positive, memorable experiences and rich opportunities for high quality learning. These are provided through extensive extra-curricular opportunities and through a wide range of events, trips and visits to local, national and international destinations.

Promoting British values: the school pays careful attention towards promoting students' spiritual, moral, social and cultural development through a wide variety of activities; students thrive in the supportive, highly cohesive, inclusive learning community. The school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance throughout the curriculum and pastoral time, including assemblies and school trips and visits.

Relationships and health education (Prep School) and relationships and sex education, and health education (Senior School) is widely and actively taught in PSHE and in many subject areas.

Class groupings: Classes are taught in mixed ability teaching or ability grouping depending on need and circumstance. Some subjects are taught in tutor groups. These are mixed ability groups that have been put together with the aim of producing a balance of gender, ethnicity, ability, students with statements and students from different feeder primary schools.

5. Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

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

6. Monitoring arrangements

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Book scrutinies are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking and feedback policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.

Subject leaders also monitor the way in which resources are stored and managed. SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

7. Links with other policies

This policy links to numerous other whole school policies, as appropriate.

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