



Curriculum Policy

This policy should be read in conjunction with the curriculum documents for the Shells, Fourth, Fifth, and Sixth forms.

Canford School provides a broad and balanced curriculum which aims:

1. to provide a full-time supervised education for pupils which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;

The Shell curriculum is very broad, with all pupils studying English, Latin or Greek, Classical Civilisation, French, German or Spanish, Maths, Physics, Chemistry, Biology, Design Technology, Information Technology, Philosophy and Religion, History, Geography, Art, Music, Drama, Physical Education, PSME, and Business Studies.

In the Fourth and Fifth forms, all pupils study English, Maths, Connections (a General Studies programme designed to allow pupils to make connections between the subjects they study), and (in the Fourth form) Philosophy, Ethics and Spirituality and PSME. They must choose at least one language from French, German, and Spanish, as well as at least two sciences, all of which are taught by separate subject specialists. Pupils who express no special preference such as languages or arts are advised to take in addition a third science, a humanities subject, and a creative art. All the subjects taught in the Shells are available to choose as GCSE options. Nine GCSE subjects are chosen normally, leading to ten GCSEs.

In the Sixth form, in addition to the subjects available earlier, Sport Science, Economics, and Government and Politics are taught.

2. to provide subject matter appropriate for the ages and aptitudes of pupils, which does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

In the Shell year pupils are offered a comprehensive curriculum appropriate to their abilities and experience, which aims to give them a thorough introduction to the subjects available for their GCSEs, so that they can make an informed choice. In the Fourth and Fifth form nine GCSE or IGCSE subjects are chosen. In the Sixth form four subjects are normally studied in the LVI, and three in the UVI; however, it is possible for a pupil to study more or fewer than

this as appropriate to their ability. French, German, Spanish and Art are taught and examined as Pre-U subjects, and the remainder as A levels. AS exams are not taken at any stage for those subjects (all other than Maths, Classical Civilisation, Politics, and Design Technology) which are now examined linearly; AS exams are taken in the four A level subjects which remain modular.

As well as subjects in which material is taught in preparation for public exams, there is a non-examined General Studies course, called Connections, followed by pupils in every year group other than the Shells. The purpose of this course is to encourage pupils to make connections between what they learn in each different exam course, and also to allow certain topics to be taught – particularly PSME and Citizenship – which don't feature elsewhere.

Separate to Connections, there are groups which provide academic enrichment to those of above average ability and enthusiasm. These are provided at all age groups, and change from a broad, non-subject based approach at the lower end of the school, to Oxbridge preparation groups in the U6.

While there are currently no pupils with EHC plans, there is a strong Support for Learning department, and many pupils receive help for learning difficulties. The provision of an option in the Fourth and Fifth forms to follow a course in Learning Skills in place of a GCSE is a very powerful help to those who either have Specific Learning Difficulties or need help with the organisation required to follow a full programme of GCSEs. Canford undertakes to support appropriately the needs of any pupil with an EHC plan.

3. to enable pupils to acquire skills in speaking and listening, literacy, and numeracy;

English Language and Literature, and Maths are compulsory for all up to GCSE level. In the Shells, two Modern Foreign Languages as well as Latin or Greek must be studied; for GCSE at least one Modern Foreign Language must be chosen.

4. to provide for pupils with statements an education which fulfils its requirements;

We undertake to ensure that any pupil with a statement is provided with an education that fulfils the requirements of the statement.

5. to provide personal, social, and health education which reflects the school's aims and ethos;

Our PSME (Personal, Social, and Moral Education) programme allows pupils to clarify their thoughts in areas such as community, personal finance, sexuality, and organisation. PSME is taught as part of our General Studies programme (Connections) in the Shells and Fourth; in the fifth and sixth form tutors take on much of the work of continuing this vital part of the education we offer. The PSME programme encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Education Act.

6. to provide appropriate Careers and Higher Education guidance for pupils;

The Careers Department offers a continuing programme of help with determining careers and identifying the steps necessary to achieve specific career goals. The purpose of the

programme is to present up-to-date and accurate careers guidance in an impartial manner, to allow pupils to make informed choices about a broad range of career options, in order to encourage them to fulfil their potential. This programme begins in the Shells, with an online test offering initial thoughts on career direction, and continues in the fifth form with externally organised testing and individual interviews to enable pupils to make better informed choices about their sixth form and University choices. In the Lower Sixth, there is a Careers Convention where pupils have the opportunity to meet representatives of many different careers (most of them old boys and girls of the school, or current or former parents). Careers advice is supplemented with Higher Education advice at all stages, and particularly by the academic tutor allocated to each pupil when he or she joins the Sixth form, who gives advice on appropriate course choice, and assistance on the process of completing the UCAS application.

7. to provide a programme of activities appropriate to the needs of pupils above compulsory school age;

A full programme of games (compulsory, but with a great deal of choice) and Community Service and CCF are offered. All of these contribute greatly to helping our pupils become well-motivated, self-disciplined, interesting people with a sense of service, ready to look after themselves and to contribute positively to society.

8. to provide all pupils with the opportunity to learn and make progress;

All pupils have the opportunity to learn and make progress, regardless of their intellectual potential, EAL, or LDD needs. The level of tutorial and pastoral support offered is exceptional, and the opportunities for intellectual stimulation beyond the examined curriculum are considerable, such as the scholars' programmes in the Lower School, and 'Pi' enrichment sessions in the Sixth form.

9. to provide pupils with adequate preparation for the opportunities, responsibilities, and experiences of adult life in British society.

Apart from the intellectual, social, cultural, physical, and spiritual growth afforded by the curriculum, the opportunities for leadership particularly within the House structure enable pupils to experience a degree of responsibility appropriate to their age and maturity. The importance of service to others is reinforced through the wide-ranging Community Service programme in the Sixth form.

Author:	SKW
Last Review Date:	19/09/16
Last Amendment Date:	19/09/16
Published:	
Website:	Y
Gateway (Staff)	Y
Gateway (Parents)	Y
Gateway (Pupils)	Y
ISI Document	Y (A3)