



Pocklington School Foundation

Curriculum Policy

[i.i] Aims: General

Pocklington School's curriculum is intended to provide breadth, balance and choice while at the same time promoting academic excellence and personal development. This reflects the Foundation's overall stated mission:

Aims:	To Inspire for Life
Values:	To create a strong working relationship between pupils, staff and families
Practice:	To provide a community where pupils can explore, make mistakes, learn and grow.

Our mission reflects the Pocklington School Foundation's educational aims to promote equality of opportunity for all pupils to fulfil their potential and enable them to become:

LEARNERS | THINKERS | INDIVIDUALS | ADULTS

successful *Learners* who:

- L1 Enjoy learning for its own sake, are enquiring and are able to learn independently
- L2 Have the essential learning skills of literacy, numeracy and information and communication technology
- L3 Are able to identify, reflect on and solve problems and understand how to learn from their mistakes
- L4 Can process and synthesise information effectively
- L5 Can assess and critically evaluate a range of information

original and creative *Thinkers* who:

- T1 Can question and challenge both their own and others actions and beliefs
- T2 Can employ imagination and empathy to understand other's action and beliefs
- T3 Can make connections between ideas and links between subjects to develop new lines of thought
- T4 Can apply knowledge in a variety of contexts to develop creative ideas
- T5 Can apply critical evaluation to develop new ways of thinking

confident *Individuals* who:

- I1 Have a sense of self-belief, personal identity and emotional maturity
- I2 Are increasingly independent, organized and self motivated
- I3 Are confident to take risks and question conventional wisdom
- I4 Can communicate well in a range of ways and discuss their ideas openly
- I5 Work well on collaborative ventures with a range of creative individuals, both in and out of the classroom

responsible *Adults* who:

- A1 Make a positive contribution to society, are enterprising and are well prepared for life and work
- A2 Make healthy lifestyle choices and are physically competent and confident
- A3 Respect other cultures and traditions, and act with integrity and kindness
- A4 Sustain and improve the environment, locally and globally, and strive to change things for the better.
- A5 Have a clear understanding of the Christian faith combined with personal values that lead to mutual consideration and respect

These aims are further embodied by the Pocklington School Foundation's Values and Virtues which provide a framework to support pupils' academic and personal development.

Staff			Pupils		
Courage	Truth	Trust	Courage	Truth	Trust
Aspiration Challenge our pupils through achievable though ambitious targets, which allow all to feel a sense of achievement.	Enquiry Build a varied programme of activities, including those which develop skills of analysis and evaluation and encourage our pupils' curiosity.	Collaboration Form supportive relationships with our pupils, giving regular, meaningful feedback and providing opportunities for them to direct their learning.	Aspiration Work with motivation and increasing independence, setting myself high standards and taking pride in my work.	Enquiry Be curious about the world around me, asking questions to develop my understanding and solve problems.	Collaboration Work effectively with staff and pupils, and use their support to help me make progress.
Resilience Provide learning opportunities that encourage pupils to persevere, and see mistakes as a way to further their learning.	Creativity Inspire our pupils to try new activities and different approaches, and to continue their learning outside of the classroom.	Compassion Create an environment where children can feel relaxed, happy, safe and purposeful in their learning, meeting each pupil's individual needs.	Resilience Persevere with things I find difficult, seeing mistakes as an essential part of the learning process.	Creativity Think flexibly, forming my own ideas, trying different approaches and applying what I have learned to new situations.	Compassion Be kind and respectful of the skills, talents and viewpoints of others and celebrate their successes.
Integrity Engage the spirit and emotions, encouraging pupils to be honest and fair, and to have the confidence to think for themselves.	Reflection Pose questions to make our pupils think and generate questions of their own, by reflecting on what they have learned.	Commitment Deliver learning opportunities that will excite, enthuse and inspire our pupils, and show dedication in supporting their learning and development.	Integrity Have the confidence to behave truthfully and honestly, treating others fairly and completing tasks to the best of my ability.	Reflection Consider information from a range of reliable sources to draw reasoned conclusions and reflect on what I have learned.	Commitment Play an active part in the school community, participating in a range of activities.

[i.ii] Aims: Specific

This policy ensures that the regulatory requirements of the school's curriculum are met, specifically:

[a] The School will provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Provision:

The School provides a broad academic programme from Year 7 to Year 13. Full details can be found in the *Curriculum Plan* and in the *Information* booklet, which forms part of the School's brochure. Both give details about:

- period allocation per subject
- teaching groups/sets
- class size
- choices

Choice:

Pupils are given advice about curriculum choice at every stage. This is led by the Curriculum Director and involves parents, house staff, heads of academic departments and the careers and university adviser where appropriate. Further details are given in the 3 *Curriculum Choices and Guidance* booklets, and *Curriculum Guidance Policy* for Third Year, GCSE and A

Level/BTEC. The creation of option blocks at GCSE and A Level/BTEC follows the collation of preliminary choices to ensure that maximum choice is offered.

[b] The School will ensure that subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, is provided, 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.

Curriculum content:

Departmental schemes of work should ensure that programmes of study are appropriate to the ages, aptitudes and needs of pupils, are progressive in terms of skills and development and do not undermine the fundamental British values outlined above. Further details can be found in the School's *Teaching and Learning Policy* and in departmental teaching policies.

Setting:

Setting is used in Years 7 to 11 in some subjects to ensure that the pace and delivery of the curriculum is appropriate. Further details can be found in the *Curriculum Plan* and *Setting Policy*.

Assessment and Reporting

Assessment is a continuous process and should provide effective strategies for learning. Reporting- either informally to students or formally to parents - should be both summative in terms of what has been achieved and formative in terms of what should be done to improve. Further details can be found in the *Assessment, Marking and Homework Policy* as well as the *Report Writing Code of Practice*.

Learning Support:

The school accepts pupils with learning difficulties including those with an EHC plan, and has a specialist Learning Support department for this purpose. The procedures for identifying pupils with special needs and methods of supporting and evaluating them are contained in the *Learning Support Policy*.

Able, Gifted and Talented:

Pupils recognised as 'gifted' or 'able' are identified on a school wide level using a range of data indicators. Departments also identify those with a talent or exceptional ability in their subject area and have a representative for this purpose. Departments provide a range of activities both within and outside of lessons. Most provision is aimed at all students. Procedures for identifying "Able, Gifted & Talented" pupils and provision for them are outlined in the *Foundation Able, Gifted & Talented Policy*.

[c] The School will ensure that pupils acquire skills in speaking and listening, literacy and numeracy and ICT

Literacy and Numeracy:

The quality of spoken and written communication and numeracy skills is the responsibility of all subject areas and departments should ensure that they support both literacy and numeracy in both lessons and through their marking and feedback. Further information can be found in the both the School's *Teaching and Learning Policy* and *Literacy Policy*. In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose principal language is not English with its *EAL Policy*.

Information and Communication Technology:

Subjects should use and support the development of ICT skills in their lessons, alongside the normal teaching of ICT and Computing. Further details can be found in the *Teaching and Learning Policy*.

[d] The School will provided personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regards to the protected characteristics set out in the 2010 Act:

Teachers should take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' P.S.H.E. awareness. Specific P.S.H.E. issues are covered as part of discrete PSHE lessons for Y7 and Y8, through Thursday afternoon activities for Y9-Y11 and through the LEAP programme for Sixth Form. A separate *P.S.H.E. Policy* can be accessed for further information.

[e] The School will provide appropriate access to accurate, up-to-date careers guidance for pupils receiving secondary education, which is presented in an impartial manner to enable them to make informed choices about a broad range of careers options and to help encourage them to fulfil their potential:

Pupils are given careers guidance from Year 9 onwards by the Careers & University department. Further details can be found in the *Careers and University Guidance Policy*.

[f] The School will organize a programme of activities appropriate for pupils below the compulsory school age:

Alongside the academic programme for 11-16, there is a wide range of activities and societies organized which is appropriate to pupils' educational needs in relation to personal, social, emotional and physical development, communication and language skills. Full details can be found in the *Activities Map* and *Activities Handbook*. External trips, both within the UK and abroad, are managed by the *EV Policy*.

[g] The School will organize a programme of activities appropriate for pupils above the compulsory school age:

Alongside the academic programme post 16 there is a wide range of activities and societies organized in addition to the normal programme of games and timetabled activities such as CCF and Community Action for all Year 11-13 students. Full details can be found in the *Activities Map* and *Activities Handbook*. External trips, both within the UK and abroad, are managed by the *EV Policy*.

[h] The School will ensure that pupils have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum:

English as an Additional Language:

In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose principal language is not English with its *EAL Policy*.

Disability:

Special measures will be taken by the Curriculum Director and Bursar to ensure that any pupil with a disability has access to all parts of the curriculum.

Learning Support:

Please see earlier statement.

Able, Gifted and Talented:

Please see earlier statement.

[i] The School will ensure that pupils have effective preparation for the opportunities, responsibilities and experiences of adult life in British society through a range of initiatives and activities including:

Equality and Diversity

The school analyses equality and diversity in terms of curricular and extra-curricular success indicators. The *Action Plan* provides details about the school's objectives and methods.

Classroom Teaching:

Teachers should promote collaborative working and self-reflection through their normal classroom teaching to promote adult skills. Good behaviour and courtesy should be actively promoted at all times. Teachers should also take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' Spiritual, Moral, Social and Cultural awareness [SMSC]. Further details can be found in the *Teaching and Learning Policy*.

Spiritual education:

Religious education is compulsory in Years 7-9, and religious teaching is usually a part of school assemblies. All pupils in Years 7-11 attend Church on Friday morning. Assemblies should also promote wider social, moral and cultural development.

Citizenship:

Alongside PSHE activity afternoons also provide students with citizenship and economic well-being lessons. Further details can be found in their schemes of work.

Activities:

Many of the timetabled, lunch and afternoon school activities- e.g. Community Action, Prep School Reading, Peer Support, CCF, Young Enterprise etc. – promote responsibility and active citizenship. Games and PE also contribute to physical well-being and provide opportunities for responsibility.

House and Tutor time:

The House and tutor system foster responsibility and wider citizenship and are used to promote SMSC.

[ii] Procedure

Full details on procedure can be found in the individual policies cited above.

[iii] Responsibilities

Responsibility for the overall Curriculum Policy lies with the Curriculum Director. Specific policies and their implementation lie with the relevant head of department/manager as below:

Director of Curriculum:	Curriculum Policy and Curriculum Plan Able, Gifted and Talented Policy Teaching and Learning Policy Literacy Policy Setting Policy Assessment, Marking and Homework Policy Curriculum Guidance Policy
EAL Co-ordinator	EAL Policy
Head of Learning Support	Learning Support Policy
Careers and University Adviser	Careers and University Guidance
Head of PSHE	PSHE Policy
Director of Co-Curriculum	Activities Map and Handbook EV Policy

The Curriculum Director is:

- Line managed by the Headmaster and will meet with him on a regular basis to discuss curriculum policy.

Oversight of the Curriculum Policy is undertaken by the Governors' Education Committee and will be undertaken by the Curriculum Director in September of each academic year.

Policy written and reviewed by:

Jonathan Webb [Director of Teaching and Learning], May 2012
Laura Powell [Director of Teaching and Learning], February 2013
Laura Powell [Director of Teaching and Learning], February 2014
Laura Powell [Director of Curriculum], February 2015
Laura Powell [Curriculum Director], February 2016
Laura Powell [Curriculum Director], September 2016
Laura Powell [Curriculum Director], September 2017
Laura Powell [Curriculum Director], September 2018
Laura Powell [Curriculum Director], September 2019