

# CURRICULUM POLICY

## AIMS: GENERAL

Giggleswick School's curriculum provides breadth, balance, choice and challenge while at the same time promoting academic excellence and personal development. This reflects Giggleswick's overall stated mission:

**'to provide a supportive and stimulating independent education that prepares confident young people for the challenges of the adult world.'**

Our curriculum is designed to help us meet our strategic academic goals:

**'To achieve the best academic outcomes for each individual.'**

**'To foster a joy in learning.'**

We do this through promoting our core values of participation, respect and ambition, to develop individuals who are:

<b>Curious</b>	actively enquiring
<b>Skilled</b>	adept and accomplished
<b>Aware</b>	tolerant and compassionate
<b>Creative</b>	innovative and original
<b>Pro-Active</b>	dynamic and enterprising
<b>Passionate</b>	aspirational and spirited
<b>Resilient</b>	tenacious and positive
<b>Assured</b>	confident not arrogant

## AIMS: SPECIFIC

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

- 1. The School provides 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 designed to give all pupils full access to the educational experiences in Aim 1. Full details can be found in the *Curriculum Plan* and in the *GCSE and A Level Curriculum booklet*. Both give details about:

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

### **Choice:**

Pupils are given advice about curriculum choice at every stage. This is led by Assistant Head (Academic) and involves tutors, Subject Leads and Heads of Faculty, Divisional Heads, Senior House Staff and parents. Further details are given in the *GCSE and A Level Curriculum booklet*.

There are set option blocks at GCSE but the creation of option blocks at A level follows the collation of preliminary choices to ensure that maximum choice is offered. The school timetable is then designed to maximise this choice for all pupils.

**2. The School ensures 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:**

All subjects will draw on the content, knowledge and skills defined by the A Level, BTEC and GCSE Assessment Criteria.

Department schemes of work 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 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 provides effective strategies for learning. In years 7 to 11 pupils are assessed for Knowledge, Skills and Understanding using skills ladders that are derived from GCSE Assessment Criteria. There are 5 whole school assessment points during the year for internal monitoring and tracking purposes.

Reporting, either informally to students or formally to parents, is 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 Policy* and the *Independent Study Policy*.

**Learning Support:**

The school accepts pupils with learning difficulties including those with a SEND or an EHC plan and has a specialist Learning Support department. The procedures for identifying pupils with special needs and methods of supporting and evaluating them are contained in the *SEND Policy* which acts in compliance with the 2014 SEN and Disability Code of Practice.

**More Able:**

Pupils recognized as 'more able' are identified on a school wide level using a range of data indicators. Faculties also identify those with a talent or exceptional ability in their subject area. Faculties provide a range of enrichment activities to extend the most able. Most provision is aimed at all students. Procedures for identifying "more able" pupils and provision for them are outlined in the *More Able Policy*. There are three co-curricular groups: Inspire (7-8), Aspire (9-11). These groups contain pupils identified as 'more able'. The work covered in Inspire is cross-curricular in its nature and is aimed at stretching the most able. Pupils in Aspire are withdrawn from their normal timetable for one lesson per week to study the content of the Middle Years IB Theory of Knowledge.

**Disapplication:**

Giggleswick responds to individual needs by modifying the curriculum programme to allow pupils with individual strengths to emphasize a particular curriculum area or to allow a pupil making significantly less progress than his/her peers to consolidate his/her understanding.

### **3. The School ensures 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 Faculties should ensure that they support both literacy and numeracy in both lessons and through their marking and feedback. Further information can be found in 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:**

The school is committed to implementing a programme of devices for learning for all year groups to fulfil our strategic aim to develop responsible, digital citizens.

### **4. The School provides 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 take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' PSHCEE (called **Curriculum for Life**) awareness. Specific PSHCEE issues are covered in PSHCEE lessons (Years 7 to 11). Some elements of the CfL programme are also covered in tutorial sessions and in the Sixth Form Lecture programme.

The separate PSHCEE scheme of work can be accessed for further information. This ensures that all aspects of the PSHCEE curriculum are covered such as: relationships, emotional and physical well-being, financial well-being, citizenship etc. Pupils are taught to respect other people, their lifestyles, faith etc. within a broad culture of tolerance and diversity in accordance with Giggleswick's *Equal Opportunities policy*.

### **5. The School provides 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 undertake the COA testing at the beginning of Year 11 and are given careers guidance from Year 11 onwards by the Head of Middle Years and the Head of Sixth Form. Further details can be found in the *Parents' Handbook*.

All pupils are given advice on their GCSE and Post-16 options in an impartial way which allows them to make informed choices. Specific guidance is available from subject teachers, Subject Leads, Senior House Staff, Tutors, Faculty Heads and the Assistant Head (Academic).

Specific advice about post 16 options is given at the 6<sup>th</sup> form information evening organised by the Assistant Head (Academic) and post A level guidance is given by the Head of Sixth Form at a Higher Education Information evening for parents and pupils. L6th form pupils also participate in a Higher Education week in the final week of the L6th form year. Specific advice on careers and the completion of UCAS/apprenticeship/school leavers' programme applications is given by a specialist Sixth Form tutor team which is led by the Head of Sixth Form.

### **6. The School organizes a programme of activities appropriate for pupils above compulsory school age:**

Alongside the post 16 academic programme there is a wide range of activities and societies organized in addition to the normal programme of games and timetabled activities.

All year 12 pupils (except those studying 4 A Levels or BTEC) undertake an EPQ and attend weekly timetabled lessons with a group of trained supervisors.

All Sixth Form pupils attend a compulsory weekly lecture slot. The programme combines a range of age appropriate subjects including CfL topics

Information about external trips, both within the UK and abroad, is contained within the *Educational Visits Policy*. Activities are coordinated by the Senior Master responsible for the Co-Curriculum.

**7. The School ensures that pupils have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum:**

**Tracking of Progress**

At Giggleswick, Baseline testing takes place in Years 7 (MidYIS), Year 10 (Yellis) and Year 12 (ALIS) from which minimum target grades are agreed.

Regular assessment and Pupil Progress Reports (PPRs) ensure that attitude to learning and progress is tracked.

There are internal examinations in the summer for Years 7,8,9,10 and 12 and trial examinations in January for Years 11 and 13. Results from these examinations also help us to track progress. Progress is also tracked through 5 whole school internal assessment points and is fed back to parents via regular reports (PDRs), parents' evenings and PPRs.

**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 through its *EAL Policy*.

**Disability:**

Reasonable adjustments will be taken by the Assistant Head (Academic) and Bursar on the advice of the Learning Support Co-ordinator to ensure that any pupil with a disability has access to all parts of the curriculum.

**Learning Support:**

Please see earlier statement.

**More Able:**

Please see earlier statement.

**8. The School ensures that pupils have effective preparation for the opportunities, responsibilities and experiences of adult life in British society.**

**Whole School**

Giggleswick School, in all its daily activities actively promotes a growth mindset in which pupils are encouraged to respond positively to all challenges. Giggleswick encourages its pupils to make a positive contribution to society and seeks to foster respect for the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs through a range of activities (e.g. mock elections, Model United Nations, charity events)

**Equality and Diversity**

The school promotes equality and diversity in terms of curricular and extra-curricular success indicators.

Policies: Curriculum

### **Classroom Teaching:**

Teachers promote collaborative working and self-reflection through their normal classroom teaching to promote adult skills. Good behaviour and courtesy is actively promoted at all times. Please see the 'Classroom Culture' policy. 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 to 11, and religious teaching is part of school assemblies. All pupils in Years 7 to 13 attend Chapel on Tuesday afternoon and Thursday lunchtime. Assemblies also promote wider social, moral and cultural development and are often student-led.

### **Citizenship:**

Citizenship and economic well-being lessons form part of the Curriculum for Life (PSHCEE) programme. Further details can be found in the schemes of work. Other aspects of Citizenship are supported in the Co-Curricular programme.

### **Activities:**

Many of the timetabled, lunch and afternoon school activities e.g. Community Service (SaS), Maths clinic helpers, Sixth Form prep mentors, CCF, Science Club 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.

## **9. Responsibilities**

Responsibility for the overall Curriculum Policy lies with the Assistant Head (Academic). Specific policies and their implementation lie with the relevant head of department/senior manager as below:

Assistant Head (Academic):

Curriculum Policy and Curriculum Plan  
More Able Policy  
Teaching and Learning Policy  
Classroom Culture Policy  
Literacy and Numeracy Policies  
Setting Policy  
Assessment, Marking and Independent Study Policy

### **Related Polices:**

Head of EAL  
Head of Learning Support  
Head of Sixth Form  
Head of CfL  
Senior Master Co-curriculum  
EVC co-ordinator

EAL Policy  
SEND Policy  
Careers Policy  
Curriculum for Life Scheme of Work  
Activities Policy  
Educational Visits Policy

### **The Assistant Head (Academic):**

The Assistant Head (Academic) (AH(A)) is line managed by the Headmaster and meets with him on a regular basis to discuss curriculum policy.

Policies: Curriculum

**Oversight of the Curriculum Policy is undertaken by the Governors' Academic and Co-Curriculum Committee and will be reviewed by the AH(A) and the Faculty Heads in October of each academic year.**

Reviewed by: Anna L Wood, Assistant Head (Academic)

Review period: Annual

Updated: October 2018 (no changes made)

Approved by: Governors' Academic and Co-curriculum Committee – October 2017 (no changes made)

Next review date: October 2019