



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 aims:

- **Embed our Pocklington Values and Virtues into all that we do**
- **Broaden our pupils' horizons and elevate their ambitions**
- **Work and engage with families in educating their children**
- **Embrace innovation and be conscious of tradition**
- **Ensure our Foundation's Future as a provider of excellent education**

Our aims reflect the Pocklington School Foundation's Values and Virtues which provide a framework to support pupils' academic and personal development:



[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 for Applicants* booklet. 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 curriculum plans, schemes of work and subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, are provided, which do 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 programmes of study and 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 provide personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard 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 all 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.

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
Laura Powell [Curriculum Director], February 2020