

CURRICULUM POLICY

AIMS: GENERAL

To support every child in their lifelong journey of learning so that they have the skills to lead fulfilling lives and make a valued contribution to society

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

'Education is not about the filling of a pail but about the lighting of a new fire.'

WB Yeats

Giggleswick School's curriculum is rich and deep. It provides breadth, balance, choice and is ambitious for all pupils. It equips pupils with the essential knowledge they require to become educated citizens, introducing them the best that has been thought and said and helping to instil an appreciation of our shared culture and history.

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.'

Prepare children for life beyond school

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

Curious	actively enquiring
Skilled	adept and accomplished
Aware	tolerant and compassionate
Creative	innovative and original
Pro-Active	dynamic and enterprising
Passionate	aspirational and spirited
Resilient	tenacious and adaptable
Assured	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 booklets*. 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 Deputy Head (Learning) 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 no set option blocks at GCSE or A Level but the creation of option blocks 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 Maths and Science 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 and Feedback Policy* and the *Independent Study Policy*.

Learning Support:

The school admits 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 including MidYIS, YELLIS and ALIS tests. 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*. Scholars in Year 7 and 8 follow a yearly enrichment programme organised by the Lower School Divisional Head. In Years 9-13 we have the Paley Society which attracts a range of guest speakers covering topics to stretch the most able.

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 *Numeracy 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 digital learning for all year groups to fulfil our strategic aim to develop responsible, skilled 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 CfL issues are covered in timetabled CfL lessons (Years 7 to 11). In Years 12 and 13 the CfL programme is covered in tutorial sessions and in the Sixth Form Lecture programme.

All aspects of the CfL curriculum are covered such as: RSE (further information can be found in the RSE policy) 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*. All aspects of the CfL curriculum and wider school coverage of aim 4 can be found in the Well-Being Curriculum.

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 Deputy Head (Learning).

Specific advice about post 16 options is given at the 6th form information evening organised by the Deputy Head (Learning) 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 who is assisted by the Work Experience and Careers Co-ordinator.

The school has a Careers Strategy which supports our mission
'To support every child in their lifelong journey of learning so that they have the skills to lead fulfilling lives and make a valued contribution to society'

It addresses all of the Gatsby Benchmarks and has the following objectives:

1. To enable our students to make ambitious and informed choices regarding careers based upon national and international job opportunities.
2. To develop students' understanding of career pathways, based upon classroom lessons, visiting speakers and employer visits.
3. To provide students with comprehensive programme of careers information, advice and guidance to support their future career paths which is personalised to their individual needs.
4. To raise aspirations and challenge stereotypes. By increasing students' awareness of career opportunities and building their skills and competencies we will develop students who will be ambitious to reach their full potential.
5. To help pupils understand what employability skills are and help them develop those skills and behaviours which are required in the world of work.
6. To support a successful transition into higher education, apprenticeships or employment.

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.

Policies: Curriculum

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, 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 Deputy Head (Learning) 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. regular Chapel and assemblies, tutorial sessions, mock elections, Model United Nations, charity events)

Equality and Diversity

The school promotes equality and diversity in terms of curricular and co-curricular success indicators and through its student-led Equality and Diversity Committee.

Classroom Teaching:

Teachers promote collaborative working and self-reflection through their normal classroom teaching to promote adult skills. Good behaviour and respect is actively promoted at all times. Teachers 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 *Classroom Culture and Basic Expectations Policy*.

Spiritual education:

Religious education is compulsory in Years 7 and 8, and religious teaching is part of school assemblies. All pupils in Years 7 to 13 attend Chapel twice a week. 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 such as the Friday afternoon Service at School activity (S@S)

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 Deputy Head (Learning). Specific policies and their implementation lie with the relevant head of department/senior manager as below:

Deputy Head (Learning):

Curriculum Policy and Curriculum Plan
More Able Policy
Classroom Culture and Basic Expectations
Literacy and Numeracy Policies
Setting Policy
Assessment and Feedback
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 Deputy Head (Learning):

The Deputy Head (Learning) is line managed by the Headmaster and meets with him on a regular basis to discuss curriculum matters.

Oversight of the Curriculum Policy is undertaken by the Governors' Academic and Co-Curriculum Committee and will be reviewed by the Deputy Head, Learning and the Faculty Heads in each academic year.

Reviewed by: Anna L Wood, Deputy Head (Learning)
Review period: Annual
Updated: October 2021
Approved by: Governors' Academic and Co-curriculum Committee (November 2021)
Next review date: October 2022