

# CURRICULUM POLICY

## Prior Park Gibraltar

Policy Owner	Applies to	Superseded documents
Deputy Head, Academic	Prior Park Gibraltar (PPSG)	NA
Associated documents	Review frequency	Legal Framework
Admissions Policy Assessment, Tracking and Reporting Policy EAL Policy Homework Policy Academic Intervention Policy Teaching and Learning Policy SEND Policy Faculty Handbooks	Every two years (unless the legislation/regulations update before this time)  <b>Implementation date</b> 25 May 2022	KCSIE DfE Teaching Standards COBIS Standards British schools overseas: standards for schools

**This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees (if applicable)**

<b>Last reviewed by:</b>	Deputy Head Academic (Mr Paul Martyn) and Head (Mr Peter Watts)
<b>Date last reviewed:</b>	April 2022
<b>Approved by Trustees:</b>	PPSG Local Board
<b>Date last approved:</b>	25 May 2022
<b>Date for next approval:</b>	May 2024

## 1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

**The PPSG Curriculum Policy is guided and informed by the following DfE Teaching Standards**

- TS1 - Set high expectations which inspire, motivate and challenge students
- TS2 - Promote good progress and outcomes by students
- TS3 - Demonstrate good subject and curriculum knowledge
- TS4 - Plan and teach well-structured lessons
- TS5 - Adapt teaching to respond to the strengths and needs of all students
- TS6 - Make accurate and productive use of assessment
- TS7 - Manage behaviour effectively to ensure a good and safe learning
- TS8 - Fulfil wider professional responsibilities

*Prior Park School Gibraltar seeks to provide an environment in which students, staff and parents are committed to the idea of excellence within a caring, supportive community. We aim to give access to a broad, balanced and relevant curriculum suited to each student's abilities and aptitudes.*

## 2. Aims

Through the opportunities offered to students within the classroom and beyond:

- Skills and interests are developed so that students might respond effectively to social, economic and political changes and to changing patterns of work and that they might gain personal satisfaction in the use of their leisure time
- Knowledge is valued and acquired for its own sake, as a means of understanding reality and to help students to know more about themselves and the society in which they live
- Individual autonomy is fostered, and individual aptitudes are developed in an environment in which there is an equal opportunity so that the students might be capable of independent thought and that their self-respect may be enhanced
- Moral standards are encouraged so that students have respect for others and become responsible members of their community.

### 3. The Academic Curriculum

#### a) Years 7-9

- Students will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the Core and co-curriculum
- All students follow a Core Curriculum of English, Mathematics, Science, Spanish, Humanities (History, Geography), IT/CS, Performing and Creative Arts (Art, Music, Drama), Religious Education, PE and PSHCE
- Students acquire skills in speaking and listening, literacy and numeracy through the core curriculum, especially English, Mathematics and Spanish
- Students for whom English is a second language or who have a special educational need may follow an amended Core Curriculum as their needs dictate
- Dedicated LDP classes run parallel with the timetabled curriculum but not in co-curricular time.

#### b) Years 10-11 GCSE

- Most students study 10 subjects at GCSE or IGCSE
- These include the core subjects: English Language, English Literature, Mathematics, Spanish, Combined Science (Biology, Chemistry, Physics) and Religious Studies (and given the choice of Catholic Christianity or AQA A)
- Students then choose a further three subjects from a range of options, including Art, Business Studies, Computer Science, Drama, French, Geography, History, Music, PE, Photography, Psychology and Triple Science
- Students in receipt of LDP, as well as EAL, might possibly study fewer subjects. This is achieved by dropping one of the optional subjects. Support classes in the LDP are offered during ensuing curriculum time
- The academic curriculum is complemented by an extensive co-curricular curriculum, including team sports, physical activity, creative pursuits, and opportunities to develop service and leadership skills. A broad range of educational visits extends and enriches the taught curriculum. In addition, selected students are given the opportunity to develop their gifts and talents during the co-curricular time. Homework Club and subject clinics are also offered alongside the ECAs to support students' progress.

#### c) Setting in Years 7 - 11

It is policy to teach most of the curriculum in mixed ability and a few subjects set by academic ability.

- i. Mathematics & Spanish from Year 7 onwards
- ii. English, RS & Science: GCSE
- All other groups are taught in mixed ability groups.

#### d) Sixth Form

- Students are given as much choice as possible in selecting subject options at Advanced Level
- There is an extensive range of subjects available, including:
  - Art, Biology, Chemistry, Computer Science, Economics, English Literature, French, Geography, History, Mathematics & Further Maths, Music, Photography, Physics, PE, Psychology, Spanish, Theology

- As of September 2022, the School will offer iBTEC level 3 courses. Initially, Creative Media and this will grow to include Applied Sciences and Business
- Sixth Formers have the opportunity to extend their studies through enrichment courses such as the EPQ and, in common with all PPSG students, have core lessons of PSHCE, PE, and unique to Sixth Form, Skills 4 Life
- A broad range of extra-curricular activities and educational visits extends and enriches the taught curriculum.

#### 4. Roles and Responsibilities

The Head, supported by the Deputy Head Academic (DHA) and Assistant Head (Curriculum, Teaching & Learning), reports to the Board of Trustees on all matters related to the curriculum

The DHA has responsibility for curriculum matters in School. They are in turn supported by the AH (C, T&L), examinations officer and MIS manager.

Academic Board is comprised of all the SLT academic leads, Heads of Faculty, Head of VI Form, Head of Digital Learning & Strategy, SENDCo and is the main forum for discussion and management of all matters relating to the academic curriculum. The Academic Board reports directly to the Head.

All faculties are reviewed annually by the Headmaster and DHA where they report back on matters such as public examination performance, faculty development plans, curricular change, and staffing/resourcing needs

Heads of Faculty have responsibility for the curriculum in their subject departments.  
Heads of Faculty report directly to the DHA

Priorities for the monitoring and evaluation of teaching and learning are set down in the staff handbook and general information to students and parents.