



GIGGLESWICK SCHOOL

Curriculum Policy

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

1 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.

Giggleswick School's ('the School') 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 to the best that has been thought and said and helping to instil an appreciation of our shared culture and history.

The curriculum is designed to help us meet the School's strategic academic goals:

- To achieve the best academic outcomes for each individual.
- To foster a joy in learning.
- Prepare children for life beyond school.

The School does this through promoting its 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

This policy ensures that the regulatory requirements of the School's curriculum are met.

2 PROVISION

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.

2.1 PROVISION

The School provides a broad academic programme from Year 7 to Year 13 which is designed to give all pupils full access to a range of educational experiences. 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

Annually, the breadth of the provision and subject range offered is discussed between the Senior Leadership Team and Governing Body at the Academic and Co-Curriculum Committee. The purpose of this is to ensure the School is offering subjects required to support its pupils in allowing them to access a broad range of further educational opportunities.

2.2 CHOICE

Pupils are given advice about curriculum choice at every stage. This is led by the 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 booklets. 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.

3 CURRICULUM CONTENT, SETTING AND ASSESSEMENT

The School ensures that subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with an Education, Health and Care Plan (EHCP), is provided, which is underpinned by the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3.1 CURRICULUM CONTENT

All subjects are guided by the content, knowledge and skills as defined by the A Level, BTEC and GCSE Assessment Criteria.

Departmental 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 incorporates the fundamental British values outlined above. Further details can be found in departmental teaching policies.

3.2 SETTING

Setting is used in Years 7 to 11 in Maths and Science and Years 10 and 11 in English to ensure that the pace of the curriculum is appropriate, and that the curriculum is ambitious for all pupils at all stages. Further details can be found in the Curriculum Plan and Setting Policy.

3.3 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 in line with the school's intent and aligned with the GCSE Assessment Criteria. There are 3 whole school Assessment Points during the year for internal monitoring and tracking purposes: one after half term in the Autumn term, one after half term in the Spring term and the End of Year exams.

Reporting, either informally to pupils 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.

3.4 LEARNING SUPPORT

The School welcomes pupils with learning difficulties including those with a Special Educational Need or Disability (SEND), or an EHCP, 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.

3.5 MORE ABLE

Pupils recognised as 'more able' are identified on a school wide level using a range of data indicators including MidYiS (Middle Years Information System), Yellis (Year Eleven Indicator System) and Alis (A Level Information System) tests. Faculties also identify those with a talent or exceptional ability in their subject area. Faculties provide a range of enrichment activities that supplement the curriculum to extend the most able. Most provision is aimed at all pupils. Procedures for identifying 'more able' pupils and provision for them are outlined in the More Able Policy. Academic Scholars in Years 7 to 10 follow a yearly enrichment programme organised by the Deputy Head (Learning). In Years 11-13 there is the Paley Society which attracts a range of guest speakers covering topics to stretch the most able.

3.6 DISAPPLICATION

The School 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 by taking fewer GCSEs.

4 LITERACY, NUMERACY AND ICT

The School ensures that pupils acquire skills in speaking and listening, literacy and numeracy and ICT.

4.1 LITERACY AND NUMERACY

The quality of spoken and written communication and numeracy skills is the responsibility of all subject areas and Faculties 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. Specific details on how this achieved can be found in its EAL (English as an Additional Language) Policy.

4.2 ICT

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. In Years 7 and 8, pupils have one period of digital literacy alongside a period of Computer Science. The School has been a Microsoft Showcase School for 3 years and aims to maintain this status.

5 PERSONAL, SOCIAL AND HEALTH EDUCATION

The School provides personal, social and health education which reflects our aims and ethos and encourages respect for other people, paying particular regards to the protected characteristics set out in the Equality Act 2010.

Teachers take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' PSHE awareness. Specific PSHE issues are covered in timetabled lessons and during tutor time (Years 7 to 11). In Years 12 and 13, the PSHE+ programme is covered in timetabled sessions, tutorial sessions and in the Sixth Form Lecture programme.

All aspects of the PSHE curriculum are covered such as Relationships and Sex Education(RSE) (further information can be found in the RSE Policy), emotional and physical wellbeing, financial wellbeing, and citizenship. Pupils are taught to respect other people, their lifestyles, and faith within a broad culture of tolerance and diversity in accordance with the School's

Equal Opportunities Policy. All aspects of the PSHE curriculum can be found in the PSHE Policy. The School's Boarding and Wellbeing Principles and Practice Policy contains further detail on how our key values translate into the rhythms and routines of school life.

6 CAREERS

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 begin Careers lessons in Year 7 and Year 8 as part of the PSHE programme. Delivery continues through tutorials and visiting speakers in Years 9 and 10.

Pupils undertake the COA Cambridge Occupational Analysts (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 Sixth 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. Lower Sixth Form pupils also participate in a Higher Education week in the final week of the summer term. 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 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.

7 SIXTH FORM PROVISION

The School organises 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 organised 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 Extended Project Qualification (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 PSHE topics. All Year 12 pupils have a timetabled PSHE+ lesson and a Digital Skills lesson in which they work towards Microsoft Office Specialist qualifications in PowerPoint, Excel and Word.

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.

8 EQUAL OPPORTUNITIES

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

8.1 TRACKING OF PROGRESS

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 3 whole school internal assessment points and is fed back to parents via parents' evenings and PPRs.

8.2 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. Specific details on how this achieved can be found in the School's EAL Policy.

8.3 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. Further details can be found in the SEND policy.

8.4 LEARNING SUPPORT AND MORE ABLE

Please see earlier statements.

9 PREPARATION FOR LIFE IN SOCIETY

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

9.1 WHOLE SCHOOL

The School, in all its daily activities, actively promotes a growth mindset in which pupils are encouraged to respond positively to all challenges. It 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).

The School recognises its responsibility, via the curriculum, under the Prevent Duty, to be alert to the risk of a pupil or member of staff becoming susceptible to the messages of extremist organisations/individuals or to radicalisation, and to respond accordingly in line with School policy; curricular provision, as detailed in departmental handbooks, provides pupils with opportunities to develop the skills to be able to challenge extremist arguments.

Pupils have representation on a range of school bodies. They are encouraged to sit on representative bodies within and beyond boarding houses, which debate their conditions and rights. They are regularly consulted on their views in annual anonymous surveys.

9.11 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.

9.12 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 found in the Classroom Culture and Basic Expectations Policy.

9.13 SPIRITUAL EDUCATION AND COLLECTIVE WORSHIP

Religious education is compulsory in Years 7 and 8, and religious teaching is part of school assemblies. All pupils in Years 7 to 13 and staff attend Chapel twice a week and there are regular compulsory¹ Sunday services. Recent sermons and prayers have included topics such as speaking out for democracy, the rule of law, tolerance and defence of others' right to be themselves. Boarding Houses lead services and pupils deliver messages relating to fundamental British values among other topics. Assemblies also promote wider social, moral and cultural development and are often pupil-led.

9.14 CITIZENSHIP

Citizenship and economic wellbeing lessons form part of the PSHE 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).

9.15 ACTIVITIES AND SOCIETIES

Many of the timetabled afternoon school activities e.g. Community Service (S@S), Prep School volunteers, and the Combined Cadet Force promote responsibility and active citizenship. Games and Physical Education also contribute to physical wellbeing and provide opportunities for responsibility.

¹ For those pupils of non-Christian faith, an alternative option will be offered to allow them time to reflect on their beliefs each week. Where possible, this will be at a local place of worship.

There are school-wide societies and other forums, such as Junior Debating, *All Talk* and the Paley Society where a range of issues arising related to British and wider values of respect for the individual and pluralism are debated and discussed. Debating is encouraged and an annual inter-house competition pits pupils from different age groups against one another across a variety of contemporary topics.

9.16 THE CASE PROGRAMME

The School's Creative, Active, Service and Enrichment (CASE) Programme is a distinctive aspect of our curriculum that takes place between 1605-1755 on four days of the week. It focuses on personal development and participation and is shaped around a balance of creative, active, service, and enrichment components.

- **Creative:** an appreciation of the arts through exposure to music, drama and other experiences that involve creative thinking and application. Activities include: fashion design; CAD drawing; ceramics and creative writing.
- **Active:** physical exertion contributing to a healthy lifestyle; the experience of being part of a team or record or recreational activity. Activities include: football, spin, mindfulness and shooting.
- **Service:** a contribution to the wider community and support of the environment. Activities include; assisting with PREP SCHOOL activities and gardening.
- **Enrichment:** academic clubs and societies in school that stretch pupils by providing them with opportunities that challenge, inspire and stimulate them. Activities include: Astronomy; MUN and All Talk.

9.17 HOUSE AND TUTOR TIME

The House and tutor system foster responsibility and wider citizenship and are used to promote SMSC. The School's Boarding and Wellbeing Principles and Practice Policy details this further.

10 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	EAL Policy
Head of Learning Support	SEND Policy
Head of Sixth Form	Careers Policy
Head of PSHE	PSHE Scheme of Work
Senior Master Co-curriculum	Activities Policy
EVC co-ordinator	Educational Visits Policy

The Deputy Head (Learning) is line managed by the Headmaster. They meet 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.