



# CURRICULUM POLICY

*This policy refers to Wellington Senior School*

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Website	Yes

This policy will be monitored by the Deputy Head (Academic) who reports to the Head and to the Academic Committee of the Governing Board.

## Aim

We aim to develop a curriculum that stretches and stimulates all our students, and the teaching to support and guide them as individuals; to help them discover their interests and potential; to encourage them to be adaptable, independent and ready to take their next steps beyond school.

We will achieve this by:

- \* providing a curriculum that ensures that all of our students are able to flourish intellectually and academically;
- \* fostering in all students the ability to think and learn for themselves, and to be self-motivated;
- \* developing a culture of scholarship, creativity and academic enrichment that goes beyond the examined curriculum;
- \* providing teaching of the highest quality that inspires and motivates all students;
- \* ensuring that all students are able to achieve the best possible progress and realise their academic potential; and
- \* guiding and preparing students for life after school by providing the best possible advice on Higher Education, careers and future steps.

We strive to develop independent thinkers and resilient learners who are not afraid of academic risk-taking and have the freedom to learn from their mistakes. Whilst we acknowledge that examination results are important, we also believe that the best in education cannot and should not always be measured, and that lessons are learned both in and outside of the classroom.

We want to awaken in our students a lifelong love of learning and we intend our curriculum to provide students with an environment where they not only learn, but also learn how to learn and learn about others and themselves.

Students at Wellington School experience a balanced academic curriculum and a rich co-curricular programme, which together promote intellectual, spiritual, moral, cultural and physical development, and strength of character, thereby preparing students for the opportunities, responsibilities and experiences of adult life. In addition, the curriculum aims to enable all students to develop:

- \* a sense of enquiry, the ability to question, investigate, acquire and select knowledge, solve problems and argue rationally;
- \* a willingness to apply themselves and an aptitude for learning in spite of difficulty;
- \* knowledge and skills relevant to adult life and employment in a changing world;
- \* literacy, numeracy and competence in the use of information technology;
- \* creativity, independence of thought, critical awareness, empathy and sensitivity;
- \* a recognition of their own and others' achievements in school and beyond;
- \* confidence in themselves and a sense of self-worth;
- \* the skills of working as an individual and co-operatively with others;
- \* appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect;
- \* an awareness of their place in the community and opportunities for service to each other and the community;
- \* a broad knowledge of public institutions and services in England;

- \* an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- \* an understanding of sustainability and responsibility to the environment; and
- \* knowledge and skills necessary for success in public examinations.

Throughout their time at the School, students' progress and attainment will be regularly monitored and shared with parents (see the Assessment and Reporting policy). Whilst the School is not restricted by the National Curriculum, the Schemes of Work of many Departments encompass its demands.

The School sets its own standards for learning and progress, managed principally by respective Heads of Department.

Entry to all programmes of study is based upon academic suitability and appropriateness, regardless of gender, race, ability, religion or belief. Individual academic suitability is determined through the admissions arrangements (see Admissions Policy).

## **Regulatory Context**

In accordance with national regulatory requirements, the School's curriculum provides for:

- \* full-time supervised education for students of compulsory school age, which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.  
*Please see the 'organisation of the curriculum' section of this document for further details*
- \* subject matter appropriate for the ages and aptitudes of students, including those students with an Education Health and Care (EHC) plan.  
*Schemes of work and lesson plans take into account individual difference*
- \* students to acquire skills in speaking and listening, literacy and numeracy.  
*These skills are not only developed in English and Maths, but across the broader curriculum, particularly in subjects such as MFL and Science. Intervention is also in place where students' levels of literacy or numeracy are identified as lower than would normally be expected*
- \* the principal language of instruction at Wellington is English
- \* where a student has an EHCP plan, education which fulfils its requirements.  
*Where necessary, students are provided with an Individual Education Plan (IEP), which inform individual staff planning. Please see Learning Support Policy for further details*
- \* personal, social, health and economic education that reflects the School's aims and ethos. *Please see 'PSHEE/RSE' section of this document for further details*
- \* appropriate careers guidance for students receiving secondary education.  
*Please see 'Careers' section of this document for further details*

- \* a programme of activities that is appropriate to the needs of the students in the Sixth Form. *Students in the Sixth Form not only partake in a wide range of co-curricular activities, but also follow a timetabled programme of enrichment courses designed to prepare them for university and adult life*
- \* all students to have the opportunity to learn and make progress. *Schemes of work and lessons are designed to ensure that all students are able to make good progress. Where necessary our 'standard' curriculum can be either reduced or augmented to best meet the needs of individual students. We use our reporting system of both effort and attainment grades, together with our external assessment data to track student progress and intervene where necessary. Students take MidYIS assessments in Year 7 or Year 9, and Alis assessments in Year 12 so that the School can benchmark students and look at expected attainment levels*
- \* preparation of students for the opportunities, responsibilities and experiences of adult life. *Our curriculum is designed with this aim in mind and it is wholly in keeping with the School's own aims and objectives. This is in evidence not only in the formal taught lessons, including Sixth Form enrichment and PSHEE lessons, but also in our wider curriculum, including assemblies, tutorials, lectures from visiting speakers, workshops, educational visits and the many and varied co-curricular opportunities that the School offers.*

## Organisation of the Curriculum

The School operates a fortnightly timetable using 60-minute lessons and summaries of the programmes of study for each subject are available on Firefly.

### Years 7, 8 and 9

Students in Years 7, 8 and 9 follow a broad curriculum which allows students the opportunity to have progressively more challenging linguistic, mathematical, scientific, technological, aesthetic, creative, physical, human and social educational experiences. The following subjects are taught, with respective allocations:

Subject	Number of Lessons		
	Year 7	Year 8	Year 9
Mathematics *	6	6	6
English	6	6	6
Biology	2	2	2
Chemistry	2	2	2
Physics	2	2	2
French	2	(3)	(3)
Spanish	3	3	3
German**	0	(3)	(3)
Latin or Classical Civilisation	3	2	3
History	2	3	3
Geography	3	3	2
Religious Studies	2	2	2

Art and Design	3	2	2
Design Technology	2	2	2
Music	2	2	2
PSHE	1	1	1
Drama	2	2	2
Computer Science	2	2	2
Sports Performance and Well-being	5	5	5
Total	50	50	50

\*In Years 7-9 Mathematics is taught in sets. These sets are regularly reviewed allowing movement either way. The top set students are accelerated allowing them to take IGCSE at the end of Year 10. These students then do more advanced work in Mathematics in Year 11 and have the option of completing both Mathematics at Advanced level and Further Mathematics at Advanced level in the Sixth Form.

\*\*In the Summer Term of Year 7 students will have a taster session in German. They then choose either to continue with their study of French or to study German instead in Years 8 and 9. All students continue to study Spanish in Years 8 and 9

In Years 7 and 8 all students study Latin. In Year 9 students either continue with Latin or study Classical Civilisation.

Where it is deemed appropriate, students receiving Learning Support or in need of additional EAL support may be withdrawn from some lessons following discussion between the Deputy Head (Academic), the Head of Learning Support, the relevant Heads of Department, the Head of Year, the student and their parents.

### Years 10 and 11

Subject	Number of lessons	
	Year 10	Year 11
Mathematics	6	6
English Language and English Literature (2 GCSEs)	7	7
Sports Performance and Well-being	4	4
PSHEE	1	1
A choice of six more GCSE subjects chosen from the following: Biology, Chemistry, Physics, French, Spanish, German, Latin, Business Studies, Classical Civilisation, Computer Science, Drama, History, Geography, Music, Art and Design, Design and Technology, Religious Studies (Philosophy and Ethics), Physical Education	5	5
CCF/Community Volunteer Programme	2	2
Total	50	50

- \* Students usually take 9 GCSEs/IGCSEs, comprising a compulsory core curriculum of English Language, English Literature, Mathematics
- \* Students usually take two or three of the individual science subjects. A level 2 BTEC in Applied Science is also available. This is the equivalent of one GCSE. Where staffing allows, students may also be offered the opportunity to study Classical Greek or an extra MFL as additional GCSEs. These are taught at lunchtimes and after school as part of the academic enrichment co-curricular offering;
- \* Students have, initially, a free choice of Option Subjects. Once Option Blocks have been created around student option choices, a small number of students may need, after discussion with the Deputy Head (Academic) or the Head of Year, and their parents, to re-consider their option choices;
- \* Students receiving Learning Support or EAL Support may be withdrawn from some lessons following discussion between the Deputy Head (Academic), the Head of Year, the Head of Learning Support or EAL, and their parents.

### The Sixth Form

- \* Students will usually study 3 A Level subjects. These qualifications will be taught over two years and students will not sit AS exams at the end of Year 12;
- \* Where students are considered to be sufficiently academically able, the option of studying a 4<sup>th</sup> A Level subject will be considered. These students will normally have achieved at least 8 7/8/9 grades at GCSE;
- \* Entry to the Sixth Form normally depends on students attaining three grade 6s and in addition three grades 4/5 at GCSE (including English and Mathematics);
- \* It is strongly recommended that students have achieved at least a 6 at GCSE in the subjects that they intend to study at A Level. In some more demanding subjects, a 7 at GCSE would be preferred;
- \* In addition to their A Levels, in Year 12 students will follow a programme of academic enrichment, which includes the option of taking the Extended Project Qualification.
- \* All students in Year 12 also follow a compulsory Future Steps programme. This includes short courses in careers, university application, interview skills and ICT;
- \* Students are initially given a free choice of Option Subjects. However, once option blocks have been created around student option choices, a small number of students may need, after discussion with the Deputy Head (Academic) or Head of Sixth Form and their parents, to re-consider their option choices;
- \* The School reserves the right to withdraw a subject if the numbers of students choosing it are too small to be viable. In this case parents will be informed and guidance offered to help the student select a suitable alternative subject;
- \* The Deputy Head (Academic) may reduce or increase an individual student's curriculum if it is agreed with parents and the student that this would be in the student's best educational interests;
- \* A Level subjects currently available are Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Computer Science, Design and Technology, Drama & Theatre Studies, Economics, English Literature, French, Geography, German, History, Latin, Mathematics and Further Mathematics, Music, Music Technology, Physics, Psychology, Religious Studies, Ethics & Philosophy, and Spanish;
- \* The following BTEC qualifications are also available: BTEC Level 3 National Diploma in Sport. This is equivalent to two A Levels; BTEC Level 3 National Extended Certificate in

Applied Science; This is the equivalent to one A Level. BTEC Level 3 National Extended Certificate in Business. This is the equivalent to one A Level.

- \* Able mathematicians may study Mathematics and Further Mathematics at A Level as one of their choices;
- \* Further information about the A Level and BTEC courses may be found in the Sixth Form Prospectus, available on the School website, or by request from the School.

	Number of Lessons	
	Year 12	Year 13
Options (A Levels/BTEC)	30	30
Future Steps	2	0
Academic Enrichment	2	0
Private Study	10	16
Sports Performance and Well-being	2	2
CCF / Community Service	2	2
Total	50	50

Please note that the School cannot guarantee the availability of courses or particular subjects in the future, as these will depend on demand and on our ability to provide teaching of a sufficiently high standard.

### Teaching Practice/Staffing

Wellington School is committed to appointing the highest calibre of staff and to ensuring that students are taught by subject specialists.

We are committed to ensuring an optimal teacher to student ratio. At A Level, classes rarely exceed 16 and are frequently much lower.

All staff are expected to promote the aims of the curriculum listed above and in particular to:

- \* have high expectations of students;
- \* employ a variety of teaching and learning methods appropriate to the age and ability of the students and to the subject being studied, taking account of the students' prior attainments and making effective use of resources;
- \* involve the students in the process of learning, by sharing aims and objectives with students, discussing work, giving regular feedback through assessment and encouraging students to evaluate their own achievements;
- \* provide work in lessons and in homework, which meets the students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- \* develop students' skills to become independent learners;

- \* monitor students' progress and plan lessons effectively making use of assessment information (see Assessment and Reporting Policy);
- \* encourage, reward and value achievement and effort, both formally and informally;
- \* work with other staff in a manner that builds upon the School's strong community ethos (see Appraisal Policy);
- \* keep parents/guardians informed about the progress and achievement of their sons or daughters through assessments, grades, reports and parents' meetings;
- \* ensure that the learning environment is stimulating, lively, and purposeful.

The quality of teaching is monitored by Heads of Department and by the Deputy Head (Academic).

The School cannot guarantee that any particular teacher will, or will not, teach any particular student.

### **Equality of Opportunity/Inclusion**

Wellington School is committed to ensuring that all students are provided with the best possible opportunities to learn and make progress, and differentiation is embedded in the design of departmental schemes of work and individual lesson planning. This section of the curriculum policy details how we make provision for those students who are identified as having special educational needs or learning difficulties, those for whom English is an additional language and the most able.

#### **SEND/EAL**

Wellington is committed to ensuring that all students at the School have the opportunity to learn and make progress, including those with an EHC plan or other identified learning need and those for whom English is an additional language.

The School has a Learning Support department, which supports students with special educational needs or learning difficulties. Students with SEND or EAL are assessed as they enter the School to ensure that the right provision is put in place for them.

Students who are identified as having additional learning needs may also have an Individual Education Plan. This is designed together with the student and their parents. It is then shared with all staff who teach that child.

The School also has an EAL department, which caters for students for whom English is not their first language. In addition to monitoring and providing for the needs of our EAL students throughout the School, the EAL department also prepares students in the Sixth Form for the IELTS test.

Furthermore, both the Learning Support and EAL departments work to ensure that all staff are appropriately trained in meeting the needs of the SEND/EAL students in the School. This may include contributing to whole school inset training or working with individual departments/teachers to provide them with support and guidance in teaching SEND/EAL student. For further information, see the Learning Support Policy.



## Most Able Students

At the heart of our curriculum is a commitment to excellent teaching which allows our most able to benefit from suitably challenging subject material that stretches them academically both within the classroom and in the prep tasks that they are set.

The School identifies and monitors the progress of the School's most able students. For further information, see the Academically Able Students Policy.

## **Careers and Further Education Guidance**

The aim of the Head of Careers is to provide careers education, information, advice and guidance (CEIAG) to students that will help them to explore a range of possible career options and make informed choices in order to realise their career aspirations.

In the Lower School students receive general careers education through PSHEE. This is focused primarily on making students aware of the broad range of career options that will be available to them and on guiding students to get to know themselves better and how their individual interests relate to the world of work.

In Year 7 students are introduced to *Unifrog*, which is a web-based careers advice and guidance package. It uses psychometric assessments to highlight each person's interest, attitudes and motivations and then suggests personally tailored careers and courses. *Unifrog* offers a wealth of career, course and subject information, coupled with independent adviser support, to inspire students and to help them make informed decisions about their future, thus encouraging them to fulfil their potential. Use of Unifrog continues throughout Years 10-13.

*Unifrog* brings all the available information into one single, impartial, user-friendly platform that helps students to make the best choices, and submit the strongest applications for university, apprenticeships or work.

Regular career 'spotlight' events are calendared throughout the academic year. These include talks from visiting speakers representing a wide range of career pathways.

Students are provided with regular opportunities to attend lectures, workshops and go on external visits which explore a range of related careers.

In Year 11 students attend a one-to-one Careers meeting with the Head of Careers, whilst in the Sixth Form students are encouraged to have at least one careers appointment each year. Careers appointments are also open to students in all other year groups.

Other opportunities include employability workshops, lectures on Higher Level Apprenticeships and termly visits from the Armed Forces Liaison Officers for all three Services. In addition to this, students have the opportunity to attend the Independent Schools Careers Fair in Year 11.

All students receive individual guidance on Further and Higher Education applications and opportunities. This is delivered both through the Future Steps programme and by tutors.

In the Summer Term of Year 12, students attend a UCAS course. They are also offered the chance to attend the Discovery Event in Exeter.

During their time in the Sixth Form, students who are interested in applying for apprenticeships are offered the opportunity to attend the National Apprenticeship Show, as well as an apprenticeship preparation day.

Any student wishing to apply for Oxford, Cambridge or other highly academically selective university courses such as Medicine receive additional support and guidance.

Any student wishing to apply for a Higher-Level Apprenticeship will also be offered support with their applications and interview preparation.

Any student wishing to apply to an Overseas University will be offered support and guidance with their application.

### **Personal, Social, Health and Economic Education (PSHEE) / Relationships (PSHEE) and Sex Education (RSE)**

Wellington aims to foster a strong sense of community where individuals are recognised, valued, respected and equipped with the knowledge and tools to understand the important issues of our society today.

More specifically, the whole school aim is to ensure that our students are provided with excellent age-related understanding and skills to navigate current societal upheavals which they will face during and after their time at the School, by ensuring that they are given the opportunity in lessons to consider, discuss and reflect on real life experiences and challenges.

Instilling in students the need to show respect for and tolerance of other people is therefore of paramount importance and is promoted both through assemblies and chapels, collapsed days as well as through the high expectations of students' behaviour at all times. Wellington School has a strong boarding community that welcomes international students from a range of other countries and which celebrates diversity. Students at Wellington learn to respect and celebrate not only their own cultures and traditions, but those of others.

#### **PSHEE**

We use PSHEE education as a vehicle to address diversity issues and to ensure equality for all by creating a classroom environment where all students can thrive together regardless of their race, gender, age, disability, religion or sexual orientation, and understand that individual characteristics (which are protected in law) make people unique and not 'different' in a negative way.

Our programme promotes the values of participation, perseverance, integrity, courtesy and kindness and aims to equip our students with the skills to make confident choices.

Programmes of study are in place for the delivery of PSHEE (incl. RSE - statutory since 2020) to all year groups. All students receive a fortnightly 60-minute lesson in PSHEE/RSE delivered by a specific team of teachers whose remit is to cover the themes of Living in the Wider World, Relationships, Mental Health, and Careers and Relationships and Sex Education (RSE). In

addition to timetabled lessons, RSE is also delivered through collapsed days in order to reinforce important learning or address topical issues.

## RSE

The RSE programme is embedded in PSHEE. It effectively follows RSE statutory guidance and the May 2021 Ofsted/ISI recommendations - addressing healthy relationships, abuse, sexual harassment, consent, pornography... and delivers statutory teaching as detailed in the PSHE Association's Programme of Study for PSHEE/RSE Education. RSE is organised in three strands: Relationships with self, 2) with others and 3) with the online world.

Dedicated RSE lessons aim to address feelings of uncertainty and anxiety that might be caused by today's highlighting of societal issues. Rather than belittling issues, we aim to address worries head on, reframe negative thinking and explore strategies to build resilience, think about what values give us strength and how this process can lead us to think about coping strategies. The lessons invite participation, sharing of ideas so that students feel they can voice their thoughts and so that they know they are listened to.

## Parents and Guardians

We will notify parents by email when RSE will be taught. The Head of PSHEE/RSE and the Head of Sixth Form write to parents and guardians in the first half term of every academic year. The letters explain the right for parents/guardians to withdraw their child from content that is not part of the statutory science curriculum.

Parent/guardian forums and webinars take place during the school year, often at the same time that important content is being delivered during collapsed days.

A full statement of the School's PSHEE/RSE curriculum is available to parents. For further details see our PSHEE/RSE Policy.

## **Political Education**

The promotion of partisan political views in the teaching of any subject in the School is forbidden. Political issues are introduced in a number of courses, such as History, and are presented in a balanced manner. Furthermore, students are educated about the importance of democracy, not only through their PSHEE lessons, but also through participation in whole school events which reflect the national scene, such as a mock referendum on the EU.

Ensuring that our students understand fundamental British values, including democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is not only reflected across the breadth of our curriculum but is also addressed more specifically in assemblies and chapel services, which are often centred around a certain theme or value.

## **Religious Studies, Ethics & Philosophy**

Our beautiful school chapel is a focal point of our school community, and whilst the worship is of a Christian character it is also sensitive to, and inclusive of students of, all faiths and from diverse backgrounds.

Religious Studies, Ethics & Philosophy is a compulsory part of the curriculum for Years 7 to 9 and students learn about a variety of different faiths. For more detail see the RS departmental handbook.

### **Sports Development and Well-being**

All students in Years 7-11 are expected to take part in the School's Wellbeing programme with all students taking part in the Sports Development programme. As well as coaching students in the School's target sports of rugby, hockey, netball, cricket and athletics, students follow a wellbeing programme. This includes lessons on diet, lifestyle and physical fundamental movement. Furthermore, students are able to experience a wide range of sporting opportunities including swimming, racket sports, basketball and modern pentathlon.

Students can only be excused from these lessons for medical reasons, for which a note from a parent/guardian will suffice, or other reasons agreed with the School. For further details, please refer to the 'organisation of the curriculum' section of this document.

### **Co-curricular Activities**

At Wellington we believe that students' learning continues beyond the classroom and we provide a wealth of co-curricular opportunities and educational visits.

The School has a wide and varied programme of cultural, musical and sporting activities, which take place outside of the formal curriculum. All students are encouraged to participate in the programme, and involvement is monitored by tutors. In Years 10 and 11 students also either participate in the CCF or a community service activity and may choose to continue to do so in the Sixth Form. Furthermore, there are many opportunities for students to participate in outdoor education such as kayaking, climbing, Ten Tors, and the Duke of Edinburgh Award.

As well as providing exciting and varied opportunities, these activities also play an important part in developing important attributes such as perseverance, resilience, determination, leadership and teamwork

### **Concerns and Complaints**

Parents who have any concerns about any aspects of the curriculum should discuss these in the first instance with the relevant Head of Department. If the issue is not resolved parents should contact the Deputy Head (Academic). The School's Complaints Procedure is available on the School's website or via the School office.