

# Curriculum Policy

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**Ellesmere College**

## **Curriculum Policy**

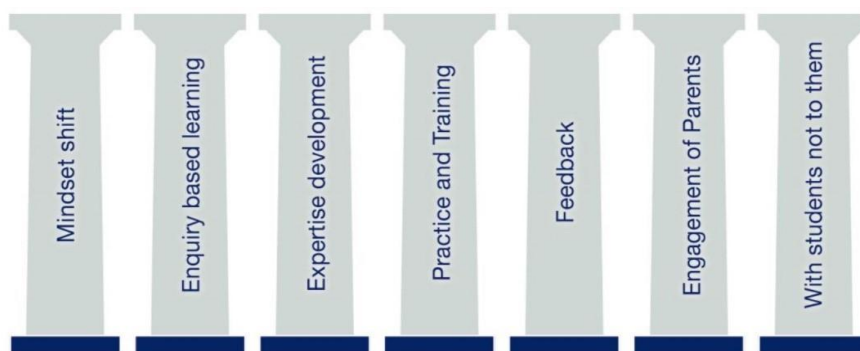
The curriculum at the College promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.

The driver that is the core of this policy is the promotion of the wellbeing of pupils; physical and mental health, emotional wellbeing, protection from harm and neglect, education, training and recreation, the contribution made by them to society, and their social and economic wellbeing.

It is through education that our pupils are provided with learning experiences, guided and supported in a nurturing environment, so each can grow into a secure and confident adult who will make a positive contribution to the world around them. The policy and practice in designing and delivering our curriculum pays due regard to equality, diversity and inclusion as defined in the Equality Act and related legislation.

Ellesmere College aims to provide a rich curriculum for all pupils that provides breadth and depth. It is enquiry-led, and enhanced by our enrichment offer. The curriculum is designed to create the opportunity for pupils to experience the areas of linguistic, mathematical, scientific, technological, social, physical, aesthetic and creative education.

Influencing the delivery of this policy is the High-Performance Learning (HPL) philosophy which sets out to engage the learner in the belief they can learn, progress, achieve and see obstacles as stepping stones. Learning to perform 'highly' is about acquiring skills and attitudes where the learner is resilient, believes that challenges in their learning can be overcome, a rejection of 'can't' to a 'not there yet' belief.



**Aims**

### **The school aims to:**

- Ensure that pupils develop the essential literacy and numeracy skills.
- Provide pupils with a full and rounded entitlement to learning.
- Foster pupils' creativity and develop essential skills, including learning skills.
- Promote a healthy lifestyle with a rounded focus on wellbeing.
- Inspire pupils to a commitment to learning that will last a lifetime.
- Promote high standards and expectations in all learning and teaching activity.

The school's curriculum follows statutory requirements and is mindful of the guidance given in the National Curriculum.

At the core of the curriculum pupils are expected to acquire skills in speaking and listening, literacy and numeracy skills. They will acquire knowledge and understanding of the HPL advanced cognitive performance characteristics (ACPs) and the values, attitudes and attributes (VAAs) that are essential to developing as a curious, resilient, agile lifelong learner.

### **Subjects offered**

Specialised learning support lessons for learning support and English as an additional language are arranged in consultation with parents to meet a learner's individual needs. An individual education plan (IEP) is drawn up by the support department and shared with subject teachers for all pupils with an identified learning need. A small number of learners will also be supported through the multi-agency agreement in an Education and Health Care Plan (EHCP)

The College has purchased the software 'Wellio' which provides access to the wellbeing library online that provides PHSE lessons and resources that are delivered by our trained teachers which map to the statutory guidance and are easily tracked to monitor the delivery of each topic scheduled to each class.

Personal, social, health education (PSHE) is delivered through timetabled Health and Social Awareness lessons (HSA) which includes personal, social, relationships, financial and economic awareness. The programme of study includes Relationships and Sex Education. Parents receive a letter at the start of each term to share the topics to be covered that term and provide opportunity to parents to raise questions and seek further information. In addition to the timetabled sessions the programme is enhanced by focus tutor sessions, topic dedicated assemblies, and focus events with contributions from external providers.

Careers guidance is planned within the HSA/PHSE programme and through specific careers events. All pupils have access to the online Xello Careers software and individual careers advice. The College provide guidance on university application and apprenticeship routes. Further details are available in the Careers Policy document.

Religious education is provided for all pupils to year 9 and is available as an option at GCSE. As a Woodard school, all pupils attend Christian chapel services.

The College offers an appropriate programme of extra-curricular activity for all pupils. This includes games, with a large range of sports which changes termly, clubs such as newspaper club, drama and stage tech club, cadet force (Army, Navy, Royal Air Force) Duke of Edinburgh, Leadership programme, Environmental 'Green Team' group, Arts Award programme.

### **Academic Subject offer**

#### **The following subjects are compulsory in KS2**

English, Mathematics, Science, Geography, History, IT/CS, Art & Design, French, Music, Religious Studies, Physical Education & Games, Personal, Health and Social Awareness (tagged in the timetable as Health and Social Awareness (HSA) In September 2025 year 6 curriculum will have the addition of Latin.

### The following subjects are compulsory in Year 7 and Year 8

English, Mathematics, Science, Geography, History, IT/CS, Art, Design Technology, French, Latin, Music, Religious Studies, Drama, Physical Education & Games, Spanish, Personal Health and Social awareness including careers.

Some pupils may be withdrawn from a subject, usually one MFL or Latin; for Learning Support/EAL lessons. This is done in negotiation with parents.

Pupils engage in the English-Speaking Board in year 6, 8, 10 and 12. Science is taught combined in years 3 to 7, but taught separately as Biology, Chemistry and Physics from year 8.

### Year 9.

#### Compulsory

English, Mathematics, Biology, Chemistry, Physics, Geography, History, IT/CS, Religious Studies, Physical Education & Games, PHSE/Health & Social awareness including careers

Pupils may choose from Art, Design Technology, Engineering Design, Drama, French, Latin, Spanish, Media, Music

Pupils can choose a small number of subjects to allow a pre-GCSE taster experience. Most subjects remain compulsory Pupils are encouraged to continue with MFL although some may choose not to continue with a language other than English.

Years 10 and 11 all pupils study English, English Literature, Mathematics, Science, PE & Games.

Science is offered as individual separate subjects of Biology, Chemistry, Physics. Pupils can opt to study all three or select two sciences in their option choices.

### GCSE Options

Art & Design, Business studies, Computer Science, Design Technology, Engineering Design, Drama, French, History, Geography, Latin, Media Studies, Music, Religious Studies Spanish, GCSE P.E.

All pupils follow a Health and Social awareness course (Personal, Health and Social Education)

### Equality, Diversity and Inclusion.

All subjects are offered in line with the Equality Act. Entry to all programmes of study is based on academic suitability. Guidance is provided to pupils and parents on option choices.

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

### Differentiation

*'More pupils than we previously thought have the potential to perform at the highest levels. Gifted education tells us exactly how to achieve this. There really is 'Room at the Top' if we systematically nurture more children to get there.'* (Professor D Eyre, 2010)

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs from the point they are on at entry. We do not decide their future for them but believe that every child can realise their potential if given the right tools. As a HPL school we believe that we can systematically teach students how to be 'intelligent' and how to succeed in

school. World class schools produce students that are intellectually and socially confident, workplace and life-ready with a global outlook and a concern for others.

As children journey down this path some may need more individual support or challenge dependent on the point there are at. The Support for Learning department provides IEPs for all pupils identified with specific learning needs and liaise with the subject teachers, sharing information and agreeing areas to focus on for development. Pupils moving at a faster pace and needing stretch and challenge are offered additional investigative and research work and are expected to participate in our Academic Enrichment events, which are open to all and mandatory to those in receipt of an academic award.

### **Disapplication**

The College has the right to respond to individual needs by modifying the Curriculum programmes for the duration of Key Stage 4, to;

- Allow a pupil with individual strengths to emphasise a particular curriculum area; and
- Allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the parent and pupil.

### **Religious Education**

Religious Education is compulsory for all pupils in years 3 to 9. As a Woodard School the curriculum emphasises Christianity in years 3 to 7 although other religions are included in part of the scheme of work. Year 8 pupils are provided with a programme of study of World Religions and year 9 explore religions alongside moral and ethical issues.

### **Collective worship**

All pupils are expected to take part in collective worship. The school has a programme of collective worship involving weekly chapel services. School assemblies focus on the celebration of achievements and usually include a music or drama contribution by pupils.

### **Relationships and Sex Education**

The school provides relationships and sex education in the core curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life with respect for the diversity of families. The science-based aspects are taught through biology lessons and the wider aspects including relationships and respect are delivered through the PHSE/HSA programme.

In accordance with education legislation, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. The PHSE/HSA programme includes topics on developing healthy and respectful relationships that are revisited in an age-appropriate manner each year as pupils move through the school.

A full statement of the school's Relationships and Sex Education policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes in to account the views of representatives from the community. A letter is sent to parents at the start of each term to share the topics that are to be taught that term.

### **Political Education**

The promotion of partisan political views in the teaching of any subject in the school is not permitted. Political issues are introduced in a number of courses and are presented in a balanced manner.

### **PE and Games**

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

### **Extra-Curricular activities**

The school has a wide and varied programme of cultural and sporting activities which take place outside the formal curriculum. All pupils are expected to take part in the programme and participate in the expeditions that are scheduled through the year.

### **Homework - Prep**

The school expects prep to be set as appropriate. Information is provided on the College virtual learning environment (VLE) and tutors are required to monitor pupil workload to assist pupils in managing their time. Student athletes who engage in high level and frequent sports training (as a result of competing at higher than County level) are monitored through the Athlete Friendly Education Centre mentor scheme.

### **Special Educational Needs**

The school has a Special Educational Needs policy for pupils with a learning needs, including those with an Education & Health Care plan (EHCP) The school will determine the appropriate courses in consultation with parents.

### **Supervision**

Proper supervision of pupils is ensured through appropriate allocation of teaching staff to deliver the curriculum. Supervision of extra curriculum and prep sessions is conducted by teaching staff and/or appropriately trained other adults such as coaches.

Younger pupils are supervised during breaks by use of a staff rota. Middle School and Sixth Form benefit from House Staff (Housemothers) and Tutors being visible during break and lunchtimes. All have access to the library at these times, should they require it, which is staffed by a librarian throughout the day.

## Concerns and Complaints

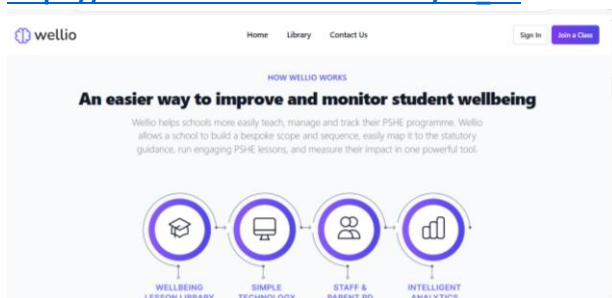
Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's tutor. If the matter is not resolved the tutor will inform the Head of the appropriate section of school: Lower School, Middle School, Sixth Form

## References

[Welcome to High Performance Learning - High Performance Learning \(HPL\) - Prof. Deborah Eyre](#)

[Information for Parents - High Performance Learning \(HPL\) - Prof. Deborah Eyre](#)

[https://www.wellioeducation.com/en\\_uk](https://www.wellioeducation.com/en_uk)



[Mental Health and Wellbeing - Ellesmere College](#)

## Related policies

- Equality, Diversity and Inclusion
- Special Educational Needs
- Accessibility Plan
- Relationship & Sex Education
- Careers

## Review

This policy will be reviewed bi-annually

<b>Authorised by</b>	Headmaster
<b>Date</b>	Updated February 2025

<b>Reviewed by</b>	Senior Deputy Head
<b>Date</b>	Updated February 2025