

Curriculum Policy

Aims

Culford Senior School aims to provide a broad, balanced and flexible curriculum to all its pupils. We aim to develop flexible, innovative, dynamic and resilient school leavers, who are ready for life. To do so we provide an education that is challenging, enriching and fun, and one that is focused upon individual needs and aspirations. The curriculum ensures that pupils have access to learning in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, as well as speaking, literacy and numeracy.

Roles and Responsibilities

The overall design of the curriculum is the responsibility of the Deputy Head, in liaison with the Head and the Senior Leadership Team, in particular the Head of Sixth Form, with regards to Key Stage 5 provision. The Head of Timetabling and Data Analysis is responsible for giving guidance as to which subjects the school is able to offer year-on-year, taking into account pupil interest and available staffing.

Heads of Department are responsible for:

- The design, implementation and monitoring of the long, medium and short-term curriculum planning in their subject areas
- Keeping up to date with developments in and any changes to exam specifications
- Ensuring that teachers follow the curriculum plan for the department
- Supporting teachers with accessing the professional development needed to deliver subjects with confidence

Teaching staff are responsible for:

- Supporting their Head of Department with curriculum development, including writing schemes of work and contributing to developing engaging, high-quality lesson resources
- Ensuring their area of the curriculum is implemented in line with this policy
- The regular monitoring of pupils' progress in the skills, knowledge and concepts of the curriculum
- Liaising with the Heads of EAL and Learning Development to ensure they are adapting schemes of work and resources to meet the needs of all pupils

Fundamental British Values

As a boarding school with a significant international cohort, we ensure that every pupil is able to make progress according to their ability. Because of the broad variety of nationalities in the classroom, we are particularly careful to ensure that we do not discriminate against pupils or promote partisan views. We also ensure that our teaching does not undermine the fundamental British values of democracy, the rule of law and individual liberty. Our international community means that mutual respect and tolerance of those with different faiths and beliefs is crucial to creating the inclusive community we aim for at Culford School.

The School Day and the Week

Culford Senior School is run on a two-week timetable, alternating between Week A and B. Each lesson lasts for one hour and there are six lessons in the course of the day and 30 over the course of the week. Academic lessons take place on Monday to Friday, with a vibrant Academic and Co-curricular



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Enrichment (ACE) programme run at lunchtimes, after school and on Saturday mornings. The detailed timings are below.

		Mon	Tues	Weds	Thurs	Fri	Sat
Registration	08:25						NA
Period 1	08:35			F4-U5 Tutor / Collective Worship			08:50 Session One
Period 2	09:35				F4/L5 Games EOW		
Break	10:35						10:20
Period 3	11:00						10:35 Session Two
Period 4	12:00		Senior Games Week B				
Lunch 1	13:00		Senior Games Week B				12:10
Lunch 2	13:35			Tutor Time / Sixth Form Collective Worship in St Mary's (tutor rotation)			Sat Afternoon Sports Fixtures
Registration	14:10						
Period 5	14:15	F4 Games	L5 Games		Senior Games (U5 - U6)		
Period 6	15:15	F4 Games	L5 Games		Senior Games (U5 - U6)		
Break	16:15					House Assembly	
Activities	16:25	Activities	Activities	Activities	Staff Meetings / CPD Activities	Pastoral Friday	
End of Day	17:25						

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Fourth Form (Year 9)

Fourth Form pupils have a broad and balanced curriculum and study the following subjects to the end of the year. English Language and Literature, Maths, Biology, Chemistry, Physics, French, Spanish, History, Geography, Philosophy and Religious Studies, Design Technology, Art, Music, Drama, Computing and Games. Maths, Science and the Humanities are set by ability in Fourth Form.

International pupils who speak English as a Second Language study the Humanities in an International set, with a curriculum designed specifically for their needs. Those pupils whose English is strong enough will be moved into the mainstream Humanities sets. Entry into the mainstream Humanities is by permission from the Head of English, in consultation with the Head of EAL and the Heads of the other Humanities. Culford's intention is that no class size will exceed 24 at Fourth Form.

A unique aspect of Culford's curriculum is that pupils have access to Individual Sport Programmes (ISP) throughout their time at Culford and may drop subjects to accommodate these programmes within their timetable. For details of the way in which such adjustments are managed, please refer to our Curriculum Pathways Policy.

Learning Development lessons to support pupils with additional needs are integrated into their timetables or offered at a time to suit them after school or during one of the two lunch blocks.

Pupils make choices about which subjects to study at GCSE in Term 2 of their Fourth Form year. Pupils are guided in these choices by their tutor, their teachers and through attending a GCSE choices evening.

GCSE: Fifth Form (Years 10 and 11)

While most pupils will take a core nine GCSEs, because we aim to offer a pupils a curriculum that suits their needs and future aspirations, some may choose to take more than nine and others fewer. However, in general, pupils take the following compulsory courses: English Language; Mathematics; Double Award Science (Biology, Chemistry, and Physics). The two top English sets also take English Literature. The Sciences can be studied as three separate GCSEs if pupils wish and they select this as part of the GCSE options process.

In addition, pupils select to study up to a further four or five optional subjects from: Astronomy; Art; Computer Science; Dance; Design and Technology; Drama Acting; Drama Technical; Geography; History; Languages (French, Spanish); Music; Physical Education; PRE; Statistics.

Pupils are set according to ability for: English, Mathematics and Science. Culford's intention is that no class size will exceed 24 at Fifth Form.

Pupils who only select four option choices at GCSE will have an Enrichment Programme on their timetable, comprising the IDEA computing course, Supervised Independent Study and the opportunity to pursue an independent research project or Higher Project Qualification. Those pupils who take part in Individual Sport Programmes (ISP) will use one or two of their option columns for these programmes, with any remaining free periods being filled with timetabled slots from our Enrichment Programme. Pupils can also take an HPQ research project qualification in any topic of their choice as part of the ACE After School programme.

Every week on a Wednesday pupils also have one period that includes Collective Worship and a Learning for Life session with their tutor (covering topics such as RSE, health, assertiveness, careers,

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government, finance, British values). Please refer to the separate Learning for Life Policy that covers the PSHE curriculum and the Careers policy.

A level: Sixth Form (Years 12 and 13)

Students generally take three subjects in the Lower Sixth and Upper Sixth; exceptions may include further mathematics and high ability pupils if the fourth subject does not diminish performance in the main three subjects. The wide range of subjects and courses on offer include: Art and Design (Fine Art, 3D Design, Ceramics, Photography); Art Textiles; Business; Business Technical Single; Business Technical Double (2 A level equivalent); Computer Science; Media; Drama, DT (Product Design, Graphic Design, Engineering); Economics; English Literature; Geography; History; Mathematics; Modern Languages (French or Spanish); Music (Performing, Composing, Technology); PE; Psychology; PRE; Sciences (Biology, Chemistry, Physics); Sociology.

Lower Sixth students also have one lesson a week to study for either the EPQ or the Culford Independent Research Project. This research project develops critical thinking, study and research skills and is completed during the course of the Lower Sixth year. Students in their Upper Sixth year have one lesson per fortnight of Culford VI enrichment lessons.

The wider Culford VI Enrichment Programme also includes: events, seminars, workshops and visits in relation to topics such as team building, leadership, presentation skills and a range of Learning for Life topics. There are rigorous study skills, careers and UCAS/higher education programmes. Further details concerning the curriculum and each subject are outlined in the Fourth Form and GCSE Curriculum Booklets, and the Sixth Form Prospectus. This policy should also be read alongside the Learning for Life and Careers policies.

Technology in the Classroom

Senior School teachers use the online learning platform Google Classroom to support pupils' progress. Google Classroom serves as the repository for lesson and homework resources, and the Google Marks function of the learning platform is where pupils can track the grades for their regular classwork and homework. Teachers share resources and set assignments in a consistent manner across all departments using an internally devised set of Google Classroom protocols. While pupils have access to resources for the lesson if they happen to be ill or absent for another reason, Google Classroom is used at Culford as a support for our blended learning model and there is no substitute for being in the lesson itself.

In addition to Google Classroom, teachers also make use of MagicSchool AI, plus a variety of other subject-specific software to support pupils' learning. All software is approved for use by our Compliance Officer.

Learning Support

For detailed information regarding the support of pupils' special educational needs, please refer to our SEND policy.

Extra-curricular Enrichment

Culford Senior School offers a wide range of extra-curricular activities through our ACE programme designed to develop pupils' emotional, intellectual, social, creative and physical skills. Our lunchtimes are divided into two slots, with one slot available for academic clinics, pupil-led societies and music rehearsals. There is a one-hour slot for extracurricular activities at the end of the school day, between 4.25 and 5.25pm and we then run an entire morning on a Saturday dedicated to pupils' extracurricular enrichment. The after-school and Saturday activities range from an industry-leading array of sporting

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opportunities, to journalism, Model United Nations, forensics and the Living History Society. In addition, Culford's Outdoor Education programme offers pupils the opportunity to take part in both the Combined Cadet Force and Duke of Edinburgh schemes.

Educational Visits and Trips

Educational Visits and Trips are run throughout the year, during term time and holidays. These range from day trips with a specific educational focus, such as theatre productions to which pupils need to refer in their Drama GCSE to the week-long Ski Trip which is purely recreational. The running of these trips is guided by our Trips Policy.

Monitoring, Evaluation and Review

Curriculum provision is monitored by the Head and Deputy Head, in liaison with the Senior Leadership Team. The choice of subjects available to pupils at GCSE and A level is reviewed regularly and the Senior Leadership Team liaises with Heads of Department to ensure that pupils have access to courses that suit their aptitudes and set them up for future success.

The Assistant Head (Academic) monitors both internal and external data to assess pupils progress. An internal website provides a department-by-department review of the half-termly assessment points and any pupil not making the expected progress will be supported with interventions as appropriate. External data is thoroughly evaluated in annual reports and meetings between Heads of Department, the Head and the Deputy Head.

Metrics against which pupil outcomes are measured include, but are not limited to:

- GCSE outcomes
- A level and Technical outcomes
- University, Apprenticeship and Employment destinations

We report to parents half-termly and there are parents' evenings at least once a year for each year group. The nature of the reports and parents evenings are on a cycle appropriate for the individual year group.