



GIGGLESWICK SCHOOL

Curriculum Policy

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1 AIMS – GENERAL

We are a global boarding school in the heart of England whose mission is to deliver an outstanding learning culture, which inspires its pupils to develop the values, confidence, knowledge and skills to positively lead and impact an ever-changing 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 aims::

- Put children's wellbeing and learning at the heart of all that we do.
- Deliver the highest of educational standards across an engaging and broad curriculum, allowing all pupils to shape their chosen pathway for the future.
- Support every child in all the ways that we can to achieve their best outcomes.
- Encourage every child to participate in the full breadth of the curriculum, however challenging this may seem.
- Build positive relationships across our own community and with the communities that we serve.
- Equip children with the character and skills to become lifelong learners.
- Welcome people of all faiths and backgrounds to a community based upon a Christian foundation.

The School does this through the five core values of Commitment, Courage, Curiosity, Compassion and Integrity.

Commitment – we dedicate ourselves fully, maintaining focus and striving for excellence in all that we do.

Courage - we face challenges with resilience and take principled action, even in the face of uncertainty or adversity.

Curiosity - we pursue knowledge with an open mind, driven by a desire to understand, discover, challenge and grow.

Compassion - we seek to serve our community by acting with empathy and respect and valuing the perspectives and wellbeing of others.

Integrity - we uphold strong moral principles and do what is right, even when it's not easy or visible.

There are two strands by which we create the conditions for academic success. Firstly, we are dedicated to preserving an inclusive, safe, and grounded community in which all our pupils thrive. Our commitment to wellbeing underpins the development of excellence across the curriculum. This is complemented by an exciting and dynamic co-curricular programme, where the values, skills and confidence are nurtured to create the foundations for academic success.

Critically, our rich educational offering adds value to every pupil.

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. The School operates a weekly schedule of 35 lessons, each lasting 55 minutes. Thus, all pupils of compulsory school age are in lessons for 32 hours per week. (Details of allocation per year group and subject are published in the curriculum plan and the school timetable).

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 Director of Studies and involves Tutors, Heads of Department, Senior House Staff and parents. Further details are given in the GCSE and A Level Curriculum booklets.

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. Departmental Schemes of Work, Assessment Plans and Records of Monitoring are stored in the AAH Sharepoint in the Curriculum folder.

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. Departments follow Assessment Plans and report on pupil progress each half term using isams.

Please see the Assessment and Feedback Policy and Reporting Schedule for more detail.

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. Departments also identify those with a talent or exceptional ability in their subject area. Departments 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.

3.6 DISAPPLICATION

The School responds to individual needs by modifying the curriculum programme to allow pupils with individual strengths to emphasise 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 Departments 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 induction programme includes a range of activities to develop digital awareness and use of Microsoft Applications which are used throughout school. In Years 7 and 8, pupils have one period Computer Science which includes Digital Literacy.

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. Parents may request that their child be withdrawn from aspects of RSE. Requests should be made in writing to the Headmaster and will be recorded. The School will agree the arrangements for alternative provision with the parents.

6 CAREERS

All year groups use the Unifrog platform during careers sessions. This platform gives the pupils a wealth of up-to-date careers guidance 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 the use of the Unifrog platform.

Pupils follow the guidance on Unifrog about how to choose options for GCSEs and later for post 16 and 18. This is followed up with personal guidance from the pupil's tutor, SHS , Director of Studies or Head of Sixth Form.

Specific advice about post-16 options is given at the Sixth Form information evening organised by the Director of Studies 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 Head of Partnerships.

The School has a Careers Strategy which supports our mission: *to deliver an outstanding learning culture, which inspires its pupils to develop the values, confidence, knowledge and skills to positively lead and impact an ever-changing world.*

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.

Information about external trips, both within the UK and abroad, is contained within the Educational Visits Policy. Activities are coordinated by the Head of 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.

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 Director of Studies 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 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 be 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

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.

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 Community Service.

9.15 ACTIVITIES AND SOCIETIES

Many of the timetabled afternoon school activities e.g. Community Service, 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.

There are school-wide societies and other forums, such as Debating 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 1600-1700 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: 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, and mindfulness, climbing, kayaking, major sports .
- **Service:** a contribution to the wider community and support of the environment. Activities include; assisting with PREP SCHOOL activities, gardening, coaching younger pupils, running CASE activities.
- **Enrichment:** academic clubs and societies in school that stretch pupils by providing them with opportunities that challenge, inspire and stimulate them. Activities include: Robotics; MUN and Debating.

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 Director of Studies. Specific policies and their implementation lie with the relevant head of department/senior manager as below:

- Director of Studies
 - Curriculum Policy and Curriculum Plan
 - More Able Policy
 - EAL Policy
 - Classroom Culture and Basic Expectations

- Literacy and Numeracy Policies
 - Setting Policy
 - Assessment and Feedback
 - Independent Study Policy
- Related Polices

Head of Learning Support	SEND Policy
Head of Sixth Form	Careers Policy
Head of PSHE	PSHE Scheme of Work
Head of Co-Curriculum Activities	Policy and Educational Visits Policy

The Director of Studies is line managed by the Second Master. 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 Director of Studies and the Heads of Department in each academic year.