

WHITGIFT SCHOOL

CURRICULUM POLICY

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The curriculum at Whitgift is designed to support the fulfilment of the School Aims, maximising educational opportunities for all students at the School. Certain core principles lie at the heart of the curriculum.

- 1. To provide appropriate academic challenge for all students and to enable them to obtain academic excellence wherever possible, via a curriculum based upon rigour and opportunity.**
 - High expectations are set, achievement is recognised and praised.
 - The Assistant Head (Academic Impact) oversees the quality of Teaching and Learning and advises on changes and initiatives to ensure the curriculum reflects latest trends in education, as appropriate.
- 2. To ensure that all students fulfil their potential, both academic and personal.**
 - To achieve this, the principles of independent learning and critical self-reflection are key elements of the curriculum.
- 3. To engender a love of learning for its own sake, and to foster academic curiosity and a culture of exploration, through the development of higher order skills such as critical thinking and creative thinking.**
 - Subject matter is appropriately challenging for ages and abilities of students, including an Academic Enrichment programme operating across the curriculum.
 - Teaching staff are highly qualified professionals with a passion for their subject, able to inspire students.
 - Students are encouraged to think for themselves and to engage in personal research beyond the curriculum throughout their school career.
 - All lessons foster clarity of communication, giving students opportunities to listen and respond to a range of intellectual ideas, develop coherent arguments, and ask effective questions.

- A central tenet of the Second Form curriculum is Ignite, an Independent Project on an aspect of Global Citizenship, in which students will be taught independent research skills, and guided on how to write and present an academic paper.
- Whilst ensuring that all students are stimulated and engaged in their learning, those students with a particular gift or talent are identified and nurtured.
- Extra curricular activities such as public speaking and creative writing provide important additional opportunities.
- The establishment of Ideatum on the timetable has further strengthened both critical and creative thinking.

4. To provide a curriculum which is characterised by both breadth and depth, and which enables a high degree of personal choice alongside tailor-made curriculum routes.

- Diversity and choice are central to the Whitgift philosophy with extensive options available at GCSE, A Level and BTEC; ; furthermore there is significant choice available in the Junior Years and Third Form in terms of provision of languages and creative subjects. A full curriculum overview is provided in the Appendix.
- All students will pursue studies in mathematical, scientific, linguistic and human and social education until the age of 16, and have the opportunity to study technological, human and social, physical and aesthetic/creative education throughout their school careers. Special attention is given to ensure that students acquire skills in speaking and listening, literacy and numeracy.
- Individual learning programmes, either formal or informal, are a key element of the curriculum, enabling students to progress at an appropriate pace; a differentiated approach to teaching and learning will support this.
- Cross-curricular cooperation, for example across STEM subjects is actively encouraged.
- Ideatum is a distinctive Whitgift initiative which comprises a well-planned programme of study for PSHEE (Personal, Social, Health and Economic Education) and Citizenship which, in addition to the statutory content for RSHE, includes economic well-being, careers & enterprise education, and personal safety (including assessing and managing risk). The Ideatum curriculum is also designed to foster critical thinking and reflection and cross-curricular-inspiration. Ideatum is concerned with building upon, and extending, the academic profile of our students to furnish them with the attitudes, values, character traits, inter and intrapersonal skills for success in their childhoods, academic careers and lives beyond Whitgift. The aspects of Ideatum which involve the delivery of the PSHEE Curriculum
 - (i) reflect the School's aims and ethos; and
 - (ii) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

5. To enable students to develop strong work habits, self-discipline in learning, and for students to be aspirational in their ambition.

- Careful attention is paid to ensure that all students are able to learn and make progress, including those with SEND, learning difficulties or EAL students. This is achieved in a number of ways including regular learning walks, evaluation of learning outcomes and lesson observation.

- All students are expected to work hard; significant effort is recognised and praised, and behaviour which has a negative impact on the learning of others as well as sub-standard work are not tolerated.
- Homework is set regularly and is appropriate in terms of both quantity and challenge; a range of assessment tools including self and peer assessment are vital components of the curriculum.
- Students are actively taught study skills, in form time, assemblies, and evening sessions.

6. To foster a sense of responsibility within the school community and within the wider world where students are able to develop their own personal qualities effectively, enabling them to demonstrate confidence without arrogance.

- Principles of integrity and academic honesty are taken extremely seriously. The importance of academic honesty is explained, clarified and emphasised in a variety of settings; this goes hand in hand with sanctions and re-education for those who fall below the School's high expectations. Full details can be found in the Academic Honesty and Plagiarism policy; this area of School life has become more complex with the ease of access to ChatGPT and other forms of artificially generated content.
- The School ensures that students have the opportunity to engage with the wider world and to consider those less fortunate than themselves through various means, both inside and outside of the timetabled curriculum: a programme of engagement enabling Whitgift students to work within the Croydon community, and create, sustain and enrich links with primary and secondary schools is led by the Deputy Head (Development). In the Sixth Form, students have time in the timetable to engage with community activities, for example acting as mentors, role models and teaching assistants for local primary school pupils.
- Another important area is philanthropy, which is fostered under the leadership of the Deputy Head (Development), for example through an annual Philanthropy Week in which the importance of 'giving back' to their community plays a key role.

7. To meet the needs of the students' Spiritual, Moral, Social and Cultural (SMSC) Development.

- A range of opportunities is provided to enable students to reflect on their own spiritual and academic development including assemblies, House meetings and form time.
- With reference to the SMSC Development policy, the active promotion of Fundamental British Values is integrated into teaching and learning, ensuring that democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted; opinions or behaviours in lessons that run contrary to these principles are actively challenged.
- The School recognises its responsibility, via the curriculum, under the Prevent Duty, to be alert to the risk of a student 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 students with opportunities to develop the skills to be able to challenge extremist arguments.

8. To ensure students are ready to access opportunities beyond the school environment and be effectively prepared for future study.

- Students have access to accurate, up-to-date careers guidance that:
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential.
- Every opportunity is taken to prepare students thoroughly for the opportunities, responsibilities and experiences of life in British society.
- Where there are students above compulsory school age, a programme of activities appropriate to their needs is provided.
- Provision of preparation for life beyond school is led by the Assistant Head (Student Futures): full details can be found in the Careers Policy

9. To provide a curriculum where Equality of Access is a fundamental tenet, ensuring effective provision is made for students with SEND and/or learning difficulties, or those students who have English as an Additional Language (EAL).

- The Learning Support Department ensures that teachers are provided with the guidance they need to support individual student needs, and that the curriculum is adjusted, where appropriate.
- EAL timetabled lessons are provided by a specialist EAL team, in part this may be achieved by students using curriculum time gained if opting for fewer subjects; EAL mentoring and monitoring are important aspects of the EAL provision.
- Students' progress and learning are evaluated on an individual basis, and appropriate provision is made as required.

10. To provide exposure to a broad range of ideas and perspectives, and to develop international mindedness and critical tolerance in our students.

- The curriculum celebrates and acknowledges the diverse international background of our students, and we encourage students to respect and learn about traditions, beliefs and customs of other cultures.
- Languages are at the core of our curriculum, with all students studying 3 (out of a choice of 6) in the First Form, including a Romance language, an Inflected language and an Oriental language; students with a mother tongue other than English are given the opportunity of sitting public exams in their mother tongue; the IB is, by definition, an international qualification, and our commitment to this reflects the very deepest values of the School.
- To foster students' sense of social responsibility and awareness of international issues, Global Citizenship is on the curriculum in the Lower First and First Forms.

11. To provide a curriculum which students can engage with enthusiastically, appreciating that learning can be fun, and they can relish the opportunities provided.

Departments

All departments produce Schemes of Work which ensure that the curriculum maintains its breadth and depth.

Implementation

The Deputy Head (Academic) is responsible for the implementation of the Curriculum Policy throughout the School. The Deputy Head (Academic) is assisted by the Senior Academic Team and Heads of Department and advised by the Curriculum Committee.

Appendix: curriculum overview

Year Group	Core (compulsory) subjects	Optional subjects
Lower First (Y6)	Ma, En, Sc, Kn, Lw, Hi, Gg, Tp, Cs, Ar, Dt, Mu, Dr, DI, Id, Gc, Pe, Ga	
First (Y7)	Ma, En, Sc, Hi, Gg, Tp, Cs, Ar, Dt, Mu, Dr, DI, Id, Gc, Pe, Ga	Sp, Fr, Mc, Ja, Ge, La
Second (Y8)	Ma, En, Bi, Ch, Ph, Hi, Gg, Tp, Cs, Ar, Dt, Mu, Dr, Id, Ig, Pe, Ga	Sp, Fr, Mc, Ja, Ge, La
Third (Y9)	Ma, En, Bi, Ch, Ph, Hi, Gg, Tp, Cs, Id, Pe, Ga	Sp, Fr, F+, Mc, Ja, J-, Ge, G-, La, Gk, Ea, Ar, Dt, Mu, Dr
Fourth (Y10)	Ma, En, Bi, Ch, Ph, Id, Pe, Ga	Sp, Fr, F+, Mc, Ja, Ge, La, Gk, Hi, Gg, Ec, Tp, Cs, Ar, Ag, Dt, Mu, Dr, Gp
Fifth (Y11)	Ma, En, Bi, Ch, Ph, Id, Pe, Ga	Sp, Fr, F+, Mc, Ja, Ge, La, Gk, Hi, Gg, Ec, Tp, Cs, Ar, Ag, Dt, Mu, Dr, Gp
Lower Sixth (Y12) and Upper Sixth (Y13) A Level	Gs, Ga, Id	Ma, Fm, En, Bi, Ch, Ph, Sp, Fr, Mc, Ja, Ge, La, Hi, Po, Gg, Ec, Bs, Cc, Tp, Cs, Pc, Ar, Dt, Mu, Dr, Pe
Lower Sixth (Y12) and Upper Sixth (Y13) IB	ToK, EE, CAS	Ma, En, Bi, Ch, Ph, ES, Sp, Fr, Mc, Ja, Ge, La, Hi, Po, Gg, Ec, Py, Cs, Pc

Subject Key:

Ma (Maths); FM (Further Maths); En (English); Sc (Science); Bi (Biology); Ch (Chemistry); Ph (Physics); ES (Environmental Sciences); Kn (Korean); Lw (Language Awareness); Sp (Spanish); Fr (French); F+ (Section Francaise); Mc (Mandarin Chinese); Ja (Japanese); J- (Ab initio Japanese); Ge (German); G- (Ab initio German); La (Latin); Gk (Greek); Ea (EAL - English as an additional language); Hi (History); Po (Politics); Gg (Geography); Ec (Economics); Bs (Business Studies); Cc (Classical Civilisation); Tp (Theology & Philosophy); Py (Philosophy); Cs (Computer Science); Pc (Psychology); Ar (art); Ag (Art Graphics); Dt (DTE); Mu (Music); Dr (Drama); Gp (GCSE PE); DI (Digital Literacy); Id (Ideatum); Gc (Global Citizenship); Ig (Ignite); Pe (PE); Ga (Games); GS (General Studies); ToK (ToK - Theory of Knowledge); EE (Extended Essay); CAS (Community, Action, Service)