

# Walderslade Girls' School

## Curriculum Policy

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## Document Change History

Date:	Version:	Description of Changes:
11/23	2.0	Annual review

## Mission Statement

*“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”*

## Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Statement of Intent

Walderslade Girls' School recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of pupils. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extracurricular activities that we organise to enrich pupils' experiences of their lives and education.

Through this policy, the school aims to:

- Put pupils at the centre of all curriculum decisions, putting their needs above those of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all pupils for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of pupils.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'
- Keeping Children Safe in Education 2023

## Curriculum Aims and Intent

### What the curriculum is designed to do

The school's curriculum is designed with pupils' learning at the centre. The school recognises that the curriculum has to be broad, balanced, and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, the school aims to ensure pupils enjoy learning and feel prepared for life after school. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem.

## **How the school intends to deliver the curriculum**

The curriculum will be delivered through a variety of methods, both classroom-based and extracurricular.

### **Classroom-based Learning**

The school encourages teachers to make cross-curricular links where possible within their sequences of lessons and use different learning resources to teach core content. One-to-one teaching sessions are carried out for pupils who require additional support.

### **Extracurricular Activities**

The school provides a variety of extracurricular activities for pupils that enhance their learning experience.

A full list of subjects available to pupils in each year can be found in the Curriculum content section of this policy.

How the school involves stakeholders in curriculum planning and delivery.

The school values the input of its pupils, parents and the local community with regard to the planning and delivery of the curriculum. The school believes that pupils receive a well-rounded education if everyone is involved in shaping it; this is why pupils and parents are sent questionnaires on a regular basis.

The school engages with the wider community by ensuring there are opportunities for pupils to participate in community projects and embed each project within the curriculum into the relevant subjects.

The overall aims of the curriculum are to:

- Enable all pupils to be successful learners and achieve high standards.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable pupils to value their learning outside of the curriculum and relate this knowledge to

the taught curriculum.

- Teach pupils to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- Enable pupils to be creative and to develop their own thinking.
- Help pupils to develop an independent approach to their learning.
- Teach pupils about their ever-changing world, including how the environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and others, and to be able to live and work cooperatively with others.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

## **Roles and Responsibilities**

The Governing Board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, subject leaders and teachers with regard to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with subject

leaders, teachers and other members of the SLT.

- Communicating the agreed curriculum to the governing board on an annual basis.
- Producing an annual report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.
- Updating and maintaining this policy.

Subject Leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's short, medium and long term plans.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Senior Leadership Team and Headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term sequences of lessons that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Headteacher.
- Creating sequences of lessons in collaboration with colleagues and sharing these with the SLT where required.

- Collaborating with the Headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TA's to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able pupils.

The SENCO is responsible for:

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## Organisation and Planning

The school's curriculum will be delivered over 190 days and equally throughout the school week. Each school day will be split into two sessions. Pupils will receive two breaks, one during the morning (break time) and a lunch time.

In collaboration with subject leaders, teachers and other members of the SLT, the Headteacher will devise the following plans:

- Long-term plans that deal with the major areas and strands of the national curriculum to be covered across all key stages.
- Medium-term plans that deal with the activities within units of work that are set out termly.
- Short-term plans that are concerned with individual lessons or sessions and address issues of curriculum differentiation and access for individual pupils.

Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another. A full list of subjects covered in school can be found in the Curriculum content section of this policy.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.



Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.

Pupils who are identified as needing additional support will receive it, e.g. those with SEND - this will include dedicated time with TA's and access to specialist resources and equipment where required. TA's will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Classrooms will be organised so that pupils have full access to resources and equipment - they will be provided with a rich and varied learning environment.

## Curriculum Content

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will ensure every pupil has access to the following core subjects:

- English
- Mathematics
- Science
- Personal Development
- Physical Education

The school will ensure pupils also have access to the following foundation subjects during Key Stage 3:

- Art and design
- Computing
- Design and technology
- Ethics
- Geography
- History
- Languages
- Music

Pupils will choose their subjects for their GCSEs at KS4 in Year 9. Currently, students can select from the following options:

- Art
- Business
- Childcare

- Computing
- Dance
- Geography
- History
- Hospitality
- Health & Social Care
- Music
- Performing Arts
- Photography
- Psychology
- Sociology
- Sport
- Textiles

Pupils who join the sixth form, will become members of PGW, a joint sixth form provision with Greenacre boys. Pupils will choose their subjects for KS5 in Year 11 and can select from the following options:

- Applied Science
- Criminology
- Dance
- English
- Health & Social Care
- History
- Maths
- Photography
- Psychology
- Sociology
- Textiles
- Business
- Law

## **Personal Development**

As part of the curriculum, the school will make provision for Personal Development where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.

Students will receive 2 Personal Development lessons per rotation in Years 7-10, and 1 Personal Development lesson per rotation in Year 11.

Personal development topics will also be delivered as form time activities and assemblies.

## Careers Education

The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy as in accordance with Gatsby Benchmark #4.

The school will ensure that every pupil is exposed to the world of work by the age of 14 through meaningful work experience.

The school will ensure pupils have access to: Labour Market Information (LMI), businesses and professional networks, and providers of post-16 and post-18 education and training.

The school will arrange a variety of careers events, enabling pupils to participate in meaningful encounters with employers. These encounters will include:

- Careers fair
- Careers guidance for students in Years 10-13
- STEM
- Recognition and celebration of National Careers Week
- Recognition and celebration of National Apprenticeship Week
- Recognition and celebration of Green Careers Week
- Assemblies from a host of different career fields
- Mock interviews
- Parents/carers/students signposted to useful and information virtual events
- Enterprise activities, such as 'Money Matters' workshops

## Reporting and Assessment

All reporting and assessments will be conducted in line with the school's Assessment Policy.

Homework will be set on a weekly basis in accordance with the school's Homework Policy. Homework set will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

The school's assessment processes will be used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

Individual pupil performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded and reported back to the Headteacher, pupils and pupils' parents. Pupils will also complete national assessments. The results of these assessments will be reported back to the Headteacher, pupils and their parents. Evaluations and assessments will feed back into future or modified curriculum plans.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance. Assessment of pupils with EAL will take into account the pupils' age, length of time in the UK, previous education and ability in other languages.

## Equal Opportunities

There are nine protected characteristics within the Equality Act 2010, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

When planning and implementing the curriculum, the school will have due regard to the Pupil Equality, Equity, Diversity and Inclusion Policy at all times. Care will be taken within all schemes or work to ensure that all pupils have access to the curriculum content.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

## Supporting Pupils with SEND

The curriculum is designed to provide access and opportunity for all pupils who attend the school.

Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers.
- Taking measures to ensure pupils with SEND are not discriminated against in any way.
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO.
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education.

## Extracurricular Activities

The school will offer pupils a wide range of extracurricular trips and activities to enhance their academic learning and personal development. Extracurricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

The school will ensure that all pupils are able to participate in the activities and trips available.

Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

## **Monitoring and Review**

This policy is reviewed annually by the Headteacher.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is September 2024.

## Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input checked="" type="checkbox"/>			<input type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Curriculum Policy is designed to be inclusive of all groups. Access, inclusive teaching and SEN all form part of our Curriculum Policy to meet the needs of all pupils.	
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Our Curriculum Policy is inclusive of race, religion and belief and has been designed to ensure no discrimination on these grounds.	
Religion or belief:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Our Curriculum Policy is inclusive of race, religion and belief and has been designed to ensure no discrimination on these grounds.	
Sexual orientation:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Our Curriculum Policy is inclusive of sexual orientation and has been designed to ensure no discrimination on these grounds.	
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Curriculum Policy is designed to be inclusive of all groups. Access, inclusive teaching and SEN all form part of our Curriculum Policy to meet the needs of all pupils.	
Evaluation and decision making					
Summary of action taken:					
Final decision:					