



Senior School Curriculum Policy

School context

St Edmund's aims to provide the best possible academic framework to allow all pupils to maximise their potential. Pupils are encouraged to aim for and achieve the very highest standards of which they are capable. We aim for our leavers to be justifiably proud of themselves, fully equipped to make a success of their personal and professional lives and deal with the demands of the modern world. Each pupil may proceed from school with:

- Accomplished intellectual skills and the best possible academic qualifications
- A mature awareness of the spiritual and ethical as well as the material nature of life
- Self confidence founded on self-knowledge and self-discipline, and honesty and integrity which inspires trust
- Assured social skills, including understanding of the concepts of duty and loyalty
- Willingness to accept responsibility and to be interested in, and care for, the people around them what ever their background or outlook
- Well developed physical capabilities and understanding of all that contributes to good health, together with the qualities of self reliance and teamwork gained through sport and the challenges of the outdoors, and appreciation of the ideals of sportsmanship
- Broad cultural awareness acquired particularly through music, drama and art, and understanding of the importance of beauty in their lives

Such values contribute to our common purpose of connecting every pupil through a love of learning, the pursuit of possibility and the challenge of being the very best they can be.

Introduction

The Curriculum Policy prefaces all other policy documents which relate to teaching and learning. It is an overarching statement of provision, rather than a detailed document outlining the delivery of the curriculum. Alongside other policies, this policy seeks to deliver the School's shared aims:

- To challenge all pupils to achieve their full potential;
- To prepare all pupils for adult life and future learning.

This policy should therefore be read in conjunction with

- Teaching, Assessment and Feedback Policy;
- Careers Education, Information and Guidance Policy;
- National Curriculum (non-statutory for independent schools);
- English as an Additional Language Policy;
- Very Able and Talented Policy;
- Special Educational Needs Policy; and
- Department for Education documentation regarding ongoing curriculum change at all Key Stages

Principles

- The curriculum will meet statutory requirements.
- The curriculum will be reviewed with due regard to the National Curriculum.
- The curriculum will be delivered within a framework which ensures that all pupils are safeguarded.
- The curriculum will be designed flexibly to enable all pupils to achieve.

Policy Detail

We will provide:

- **A well led, broad and balanced curriculum which is fully and accurately informed by national changes at each Key Stage;**

The school offers full-time supervised education for day and boarding pupils aged 13-18 which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The school aims to provide a rounded, age, aptitude and needs appropriate education for all its pupils, including those pupils with an Education, Health and Care Plan (where the school undertakes to provide an education which fulfils the EHC plan's requirements). In particular, this means:

- ensuring pupils develop key skills of literacy and numeracy
- encouraging creativity
- encouraging the development of learning and ICT skills
- promoting a healthy and safe life-style
- promoting personal development
- promoting fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance
- inspiring pupils with a commitment to learning that will last a lifetime
- promoting high standards in all learning and teaching

The school's curriculum is balanced and broadly based. It promotes the spiritual, moral, cultural, mental and physical development of all pupils; it prepares them for the opportunities, responsibilities and experiences of adult life. It encourages respect for other people and pays particular regard to the protected characteristics set out in the *Equality Act 2010*.

Pupils are expected to acquire skills in speaking, listening, literacy and numeracy. The medium of teaching is English. Pupils for whom English is not their native tongue receive tuition explicitly designed to foster facility in this medium.

In addition to the academic curriculum, Personal, Social, Health and Economic Education (PSHEE) is provided in a manner which reflects the school's aims, ethos and values through regular PSHEE sessions and a comprehensive tutorial programme.

Pupils all receive appropriate, accurate and up-to-date careers guidance in a tailored programme covering all year groups. This guidance is presented in an impartial manner, it enables pupils to make informed choices about a broad range of career options and it helps to encourage pupils to fulfil their potential.

- **Access to the National Curriculum for all students aged 11-16 (Years 7-11) for whom this is suitable;**

Subjects Offered

L5 (Year 9)

English, Mathematics, French/EAL, Science (Biology, Chemistry, Physics) – taught in sets
Art, Design Technology, Geography, Games, History, Music, PE, Religious Studies
Optional: Two subjects are selected from a choice of Drama, Spanish, Latin or Music
PSHEE (including careers)
Activities (including DofE or CCF)
ICT skills training

M5 and U5 (Year 10 and 11)

Core: English, Mathematics, Science (Biology, Chemistry, Physics) – taught in sets
PE, Games, Skills and Services programme (CCF or DofE for the M5)
PSHEE (delivered in 5 mornings over the year for M5, and one period weekly for U5)

Optional:

Normally 4 subjects from Art (Drawing and Painting), Art (Ceramics), Drama, Food Technology, Geography, History, Economics, Computer Science, Latin, Music, Sports Science (OCR National), Product Design, Religious Studies, French, Spanish, EAL

- **An Advanced Level programme at Key Stage 5, with access to GCSE Mathematics;**

Sixth Form

The following subjects are offered at A-level. The normal programme consists of 3 or 4 subjects with most pupils dropping to 3 by the end of the Michaelmas term of the L6 year. Art (Fine Art), Art (Ceramics), Art (Photography), Biology, Business Studies, Chemistry, Classical Civilisation, Design Technology, Economics, English Literature, Film Studies, French, Further

Mathematics, Geography, History, Mathematics, Music, Music Technology, Physics, Government & Politics, Religious Studies, Spanish, Theatre Studies

All Sixth Form pupils have the opportunity to take the Extended Project Qualification. Those pupils who study 3 subjects after the Michaelmas term of the L6 will follow the Sixth Form Academic Enrichment Programme, including academic endeavours such as the Durrell Essay Competition and the EPQ and Leadership Diploma (including modules on First Aid, Personal Finance, Life Skills and ICT Essentials).

Additional activities: Games and Activities options, Leith's Certificate in Food and Wine

Entry to the Sixth Form is based on demonstration of academic potential which suggests that the pupil is likely to cope with the demands of the course. This means for UK students a requirement of at least 6 GCSE passes at grade C or above, with Bs or better in the subjects to be studied (the Sixth Form Curriculum booklet details the specific entry criteria for each subject), or, for overseas candidates, successful completion of the school's entrance tests. For pupils unable to meet these entrance requirements, the school will endeavour to negotiate a modified curriculum.

- **Accurate assessments of students' progress in all curriculum areas**

The school assesses pupils' academic progress regularly throughout each school year. All pupils normally produce a piece of graded and assessed work every three weeks. Progress is tracked relative to recognised benchmark assessments such as MidYis and ALIS and target grades.

Progress data on all pupils is produced twice each term and reviewed by academic staff in the regular ARC meetings. Action plans are devised for pupils who are underperforming and implemented by Housemasters and the Head of Sixth Form.

Pupils who perform particularly well in each Academic Review period are recognised with prizes in assembly. Parents are informed formally of pupil progress through the regular Academic Review Cards and termly reports.

- **A co-curricular programme to complement the taught curriculum;**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils in the school are strongly encouraged to take part in the 'Skills and Services' programme. In the Michaelmas term, L5 pupils participate in an organised activities programme. During the Lent and Summer terms, they are involved in the CCF. M5 pupils choose either to participate in CCF or in the Duke of Edinburgh's Award Scheme. There is a weekend activity programme for boarders.

- **A careers education and guidance curriculum to enable students to make the right choices about their futures;**

The School takes seriously its responsibility to support and advise pupils on their choices relating to future careers and education. We have a Work Experience Advisor who organises

work placements for Middle Fifth pupils in the summer term after school examinations. Our Head of Careers and Progression conducts annual Morrisby Tests and feedback sessions in September each year and manages the UCAS process for pupils in the Upper Sixth. The Tutorial Programme also seeks to provide assistance to pupils on University choices and the application process. We also have a visiting speaker programme designed to give pupils useful insights into careers and life in the wider world. The school helps pupils choose GCSE and A level courses in a timely and impartial manner, showing no bias or favouritism towards a particular education or work option. The school enables pupils to make informed choices about a broad range of careers options. The school's careers guidance enables pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work. Pupils learn about different careers and opportunities, they obtain individual guidance, they have an opportunity to take part in work experience, and they gain information about training, education and occupations beyond school. The school avoids stereotyping in the advice and guidance which it offers and ensures that pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

- **Opportunities for students to develop their spiritual, moral, social and cultural awareness.**

The promotion of partisan political views in the teaching of any subject is prohibited by law. Where subject content has a political dimension, issues are presented in a balanced and objective manner. The School also recognises and understands its responsibilities under the *Counter-Terrorism and Security Act 2015* and the *Counter-Terrorism and Border Security Act 2019*, to take every effort to prevent individuals from being drawn into terrorism through the internet or by other means, and to challenge extremist ideas propagated by terrorist organisations. Therefore, the school seeks to foster understanding and respect for the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and a tolerance of those with different faiths and beliefs throughout the whole school community in a variety of ways, these include: whole school assemblies and chapel services, Curiosity Shop lectures, citizenship as part of PSHEE, the tutorial programme, through trips to Parliament and other important UK institutions, through questionnaires to test pupil understanding of key concepts like "democracy" and "representation" and through exploiting opportunities within the academic curriculum, particularly (though not exclusively) in subjects like History, English, RS and Politics.

Sex education is provided in the basic curriculum as part of the PSHEE programme for all pupils in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's Sex Education Policy can be found on the school website. It has been drawn up in consultation with staff, pupils and parents. It has regard for the government's guidance in *Sex and Relationship Education Guidance (06/07/2000)* and *KCSIE 2019*.

In accordance with the law, the biological aspects of human reproduction are compulsory for all pupils, but parents may withdraw their children from any other part of the sex education programme offered without giving reasons.

The school promotes respect and a culture of tolerance and diversity. In accordance with *Careers guidance and inspiration in schools, April 2017*, the school develops in every young person the values, skills and behaviours they need to get on in life. All pupils receive a rich provision of classroom and co-curricular activities, to develop the personal qualities which underpin success in education and employment.

- **Appropriate levels of support to access the curriculum for those students with learning difficulties or disabilities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, religion or belief. As far as is possible, within the physical constraints of the building, this is also true of disability. The school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available on the school's website.

The school recognises the importance of differentiation. A variety of teaching and learning methods are used in all courses to suit pupils' different needs to ensure that all pupils have the opportunity to learn effectively and to make progress. The school prepares pupils effectively for the opportunities, responsibilities and experiences of life in British society.

- **Opportunities for personalised learning in conjunction with other local providers for pupils for whom the national curriculum may not be suitable**

Additional Educational Needs (AEN)

The School's AEN provision follows statutory requirements and is based on the *SEND Code of Practice 0-25 years (2015)*.

The AEN department has considerable experience and expertise in dealing with a broad range of learning difficulties. The school admissions process includes an audit of previous support. When a pupil with AEN joins the Senior School the Head of AEN consults with parents to provide accurate information and strategies for staff. This ensures that pupils' needs are known and taken into account from their first day.

The small class sizes and caring teachers at St Edmund's enable us to differentiate the curriculum appropriately to meet the needs of our many AEN pupils, but sometimes extra support is needed. The school tracks pupils' academic progress closely throughout each school year relative to recognised benchmark assessments. Pupils who are at risk of underachievement are discussed every term and an action plan is formulated. This may include the pupil accessing an intervention programme until their grades are securely on track.

Having identified particular needs for intervention (usually in English or Maths) the AEN Department withdraws pupils from lessons or tutorials to attend targeted programmes aimed at raising their levels of performance. We work closely with subject teachers to ensure that our interventions are relevant to the pupil's courses of study.

On occasion, members of staff may suspect a pupil has a learning difficulty. Mrs Blench, the Head of Department is a trained assessor of Specific Learning Difficulties. She is able to quickly carry out a meaningful assessment and recommend action to help the pupil concerned.

Exam Access Arrangements are also under the AEN Department's remit. Exam concessions (such as extra time or use of a laptop) compensate for a pupil's disabilities and allow a level playing field for them to reach their potential in exams.

The School policy on Disability Inclusion, SEN and Learning Difficulties can be accessed on the intranet in the policies area.

The school has followed the changes to the national arrangements for SEN since 2014 with the implementation of provisions from the *Children and Families Act 2014* and the *SEND Code of Practice, 0-25 years (2015)*.

English as an Additional Language (EAL)

Bilingual learners at St Edmund's come from a range of ethnic and cultural backgrounds. Their ability to function in English at an appropriate initial level is assessed prior to acceptance in the school. The school's objective is to support their learning through developing their linguistic competence, aural, oral and written, in the English language, in order to ensure that their educational achievements at the end of their course is commensurate with their ability and is not compromised by difficulties in written or spoken English.

Curriculum Arrangements

- All pupils in the fifth forms (L5, M5 and U5) for whom English is not their native language are directed to EAL lessons during the teaching block devoted to Modern Foreign Languages. This provides 5 lessons per week, delivered in a group context, in which English is studied formally. There is a charge for this additional support.
- The requirement to take additional EAL lessons may be waived for those pupils who are confidently expected to gain a B grade or above in English at GCSE, this being the standard exemption made for University entrance.
- Sixth Form pupils whose language skills fall below those expected from IELTS for entry to British Universities are directed towards individual or small-group EAL lessons to coincide on an individual basis with their study periods. Again, additional charges apply. They are expected to sit IELTS examinations. At the pupil's request, formal lessons may be discontinued once the appropriate IELTS standard has been reached.
- It is expected that during the school's working day, pupils should use English as their medium of communication at all times. Out of school hours, the use of English is encouraged but not formally enforced.
- All classroom teachers are expected to be aware of the challenges facing pupils working in English as a second or third language, and to differentiate their teaching accordingly.

Very Able and Talented

The School has extensive provision for Very Able and Talented (VAT) pupils, and gives all pupils the opportunity to take risks and experience the challenge of going beyond their known capabilities.

This process starts through identification and information sharing. Pupils may be identified by their past educational performance, by tests of underlying ability or by nomination through

teacher, parents or peers. The School's VAT register is updated twice a year. The status and profile of all VAT pupils is shared with staff, pupils and their parents. This forms the beginning of an ongoing, supportive dialogue between parents, pupil and school. Enrichment opportunities include extension courses of study, workshops, development programmes plus the many co-curricular trips and visits on offer.

We track pupil progress carefully, offering personalised extension and co-curricular enrichment sessions to VAT pupils when appropriate.

Progress of all pupils, including VAT, is monitored closely through termly reports, discussion at departmental meetings and in public examinations.

We believe that challenge is the driving force of teaching, and only by giving pupils work that makes them struggle, and having high expectations of them, will we be able to move beyond what they know and can do now.

Other considerations

As a Church of England Foundation School, we:

- Provide religious education informally for through the medium of collective worship and Chapel services.
- Expect all pupils to take part in twice-weekly collective worship. The worship is of a broadly Christian character and is designed to be inclusive for all faiths. A service of Holy Communion led by the Chaplain is held once a month. Other services may be led by the Chaplain, other members of staff, pupil groups or visiting speakers.
- Provide parents with the right to withdraw their children from acts of collective worship if they inform the Head in writing; parents are encouraged not to exercise this right.

In addition, we will:

- Teach programmes which enable continuity and progression;
- Make partnerships for curriculum delivery, where this is appropriate (e.g. with special schools, further education colleges, work-based learning providers, employers);
- Publish outline programmes of study;
- Ensure that assessment is timely and accurate;
- Encourage innovation in teaching and learning where it will contribute to high standards;
- Develop intervention and other programmes to meet the needs of those students who are not achieving to their full potential;
- Ensure that literacy and numeracy are delivered effectively throughout the curriculum;
- Seek students' feedback on their curriculum experiences;

- Ensure that impartial advice and guidance is provided for progression and transition;
- Ensure that teachers receive appropriate professional development to fulfil their duties;
- Make appropriate resourcing decisions to support the curriculum.

Responsibilities

School Leadership Team

- Implement policy
- Plan the curriculum and its resourcing to meet individual needs
- Ensure the curriculum is planned, monitored and evaluated in the light of national developments; the curriculum content for each year group is reviewed annually
- Provide accurate accounts of curriculum activity to the governing body
- Provide continuing professional development for teaching staff

Heads of Department

- Plan the delivery of teaching programmes to meet necessary requirements
- Prepare schemes of work
- Ensure the highest quality teaching and learning in their areas
- Support the implementation of the policy with reference to National Curriculum subject requirements and cross-curricular themes
- Contribute to whole academy developments on teaching and learning
- Ensure the Department is well informed of national developments relating to the subject area(s)
- Take part in and deliver continuing professional development
- Monitor the quality of work in the areas for which they are responsible

Teachers

- Ensure the highest quality teaching and learning in their lessons through effective planning and delivery
- Maintain accurate records of assessment
- Follow department, faculty and whole academy plans and policies
- Take responsibility for their own continuing professional development, and contribute to leading professional development, if appropriate
- Maintain Qualified Teacher Status, Teacher Standards and/or Upper Pay Spine Standards as appropriate

Other Promoted Post Holders

- Contribute to curriculum development in line with their role description

Teaching Assistants

- Provide high quality support for teaching and learning
- Support individuals and small groups in their learning as deployed by the Head of Learning Enhancement (SENCo)

- Participate in relevant continuing professional development

Associate staff

- Recognise how their roles contribute to delivering the highest quality teaching and learning
- Participate in appropriate continuing professional development to enable them to fulfil their core functions

Governing Body

- Ensure that statutory requirements are met
- Receive monitoring and other reports on the curriculum through the appropriate committees of the governing body

Concerns and Complaints

Parents who have concerns about any aspects of the curriculum should discuss these in the first instance with the child's tutor or with the Deputy Head Academic.

If the issue cannot be resolved, parents should make a complaint in writing to the Head.

EOC/AEB September 2019

Signed: _____ Date: _____
 Governor responsible for the Curriculum

Review Date: September 2020

Version Number	Date of Amendment	Signature
1	September 2013	LJM
2	April 2014	LJM
3	April 2015	LJM
4	September 2015	LJM
5	September 2016	LJM
6	September 2017	LJM
7	February 2018	LJM
8	September 2018	EOC
9	September 2019	EOC