

NEWLANDS GIRLS' SCHOOL

POLICY DOCUMENT



Curriculum Policy

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RESPONSIBLE		
Leadership Team	Deputy Head – Curriculum	
Governing Committee	Curriculum Committee	

APPROVED	Approved by FGB Meeting	Monday 9 th December 2024
UPDATED: Shared Drive Website		

COURAGE COMMITMENT COMPASSION

CURRICULUM POLICY

The Aims of the School

Our curriculum is designed to give all students a broad and varied learning experience that sets no limits on what students can achieve.

Students study a wide range of subjects which are rich in knowledge, skills, enrichment and personal development. Using the National Curriculum as a starting point, our subject specialist teachers expertly plan our curriculum to stretch and excite students and to be responsive to their needs, regardless of their background or individual starting points including SEND and disadvantaged students. This allows everyone to make the strongest academic progress while developing into rounded, courageous, committed and compassionate young people.

1. School policies

1.1. This policy has been created in accordance with, and will be implemented alongside, the following documents:

- Feedback, Assessment and Reporting Policy
- Relationships and Sex Education Policy
- Careers Education Guidance Policy
- PSHE Policy
- SEND

2. Roles and responsibilities

2.1. The Governing Body is responsible for:

- Ensuring that the statutory and non-statutory elements of the curriculum reflect the strategic aims and ethos of the school.
- Working with the Headteacher and other Senior Leaders to monitor and evaluate the impact of the curriculum.

2.2. Headteacher is responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects which the school chooses to offer, are organised to reflect the aims and ethos of the school.
- Alongside the Senior Leadership Team and Subject Leaders, ensuring that all aspects of the curriculum include how it will be organised, delivered and assessed in order to ascertain impact.
- Ensuring there is adequate time available for teaching the curriculum effectively.
- Where appropriate, ensuring the individual needs of students are met, for example those with SEND.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and students are adequately informed of progress and attainment.
- Ensuring the Governing Body is informed of aspects relating to the curriculum.
- Ensuring all staff members, in particular Subject Leaders are aware of their responsibilities in relation to this policy.

2.3. The Senior Leadership Team is responsible for:

- Working alongside the Headteacher and Subject Leaders to design the curriculum intent, including how it will be sequenced, delivered and assessed, and how it will cater for students' individual needs.
- Monitoring the implementation of the curriculum.
- Ensuring the curriculum meets the needs of all students including those with SEND.
- Holding Subject Leaders to account for their curriculum and assessment arrangements.
- Collating and analysing student assessment data and implementing support where necessary.
- Ensuring the continuity and progression from year group to year group by working with Subject Leaders to measure impact.

2.4. Subject Leaders are responsible for:

- Deciding the knowledge and skills that they want students to learn and remember.
- Planning the sequencing of their subject's curriculum.
- Ensuring that their curriculum is clearly mapped and articulated.
- Ensuring that their curriculum is at least as broad and is more ambitious than the National Curriculum.
- Ensuring that there are a wide range of enrichment and extra-curricular opportunities in their subject area.
- Ensuring that their curriculum maximises the opportunity for work related and careers education for all students.
- Ensuring their curriculum helps embed the school's values.
- Planning a curriculum that builds on prior learning from KS2.
- Ensuring each subject area supports, enriches and extends students' learning experiences.
- Developing the assessment expectations and calendar within their area, ensuring common standards for marking and feedback with records kept as needed.
- Reviewing how their subject area can benefit the aims and objectives of the whole school, specifically with regard to developing students' character and broader learning skills.
- Reviewing changes within their subject area and advising on their implementation in the curriculum.
- Monitoring the teaching and learning of their subject area, providing support for staff where necessary.
- Ensuring the curriculum in their subject area is planned to support all teaching staff in delivering the curriculum.
- Ensuring the continuity and progression of the curriculum from year to year and key stage to key stage.
- Encouraging staff to provide effective learning opportunities for students.
- Helping to develop colleagues' expertise in their subject area.
- Organising the deployment of resources.
- Ensuring there is consistency in the delivery of their subject area.
- Communicating developments in their subject area to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in their subject area.

- Advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities.
- To work with the SLT to monitor the impact of the curriculum evaluating learning in their subject area and developing the curriculum for the benefit of future students.
- Collating assessment data and setting new priorities for the development of their subject area in subsequent years.
- Communicating curriculum and assessment information to the Headteacher, Senior Leadership Team, Heads of Year, parents and carers where required.
- Highlighting the value and potential of their subject within and beyond our community.

2.5. Classroom teachers are responsible for:

- Working with subject leaders to plan and sequence the curriculum.
- Ensuring they implement the curriculum plan effectively.
- Adapting lessons to support students of all prior attainment levels and SEND needs.
- Planning lessons effectively, ensuring an effective range of teaching methods are set to cover the content of the curriculum.
- Liaising with subject leaders about key topics, resources and support for individual students.
- Monitoring the progress of students in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is required to enhance their knowledge and skills.
- Sharing best practice amongst colleagues.
- Working in partnership with other organisations to provide an appropriate range of curriculum opportunities.

2.6. The SENCO is responsible for:

- Ensuring that teachers are able to adapt their curricula to support students with SEND.
- Liaising with the Senior Leadership Team, Subject Leaders and Heads of Year in order to implement and develop the curriculum throughout the school.
- Organising and providing training for staff regarding the curriculum for students with SEND.
- Deploying Teaching Assistants to support curriculum delivery.
- Advising staff how best to support students' needs.
- Advising staff on the inclusion of curriculum objectives in students' individual education plans.
- Advising staff on the use of teaching assistants in order to meet students' needs.

3. Curriculum organisation

Most subjects have a 5-year curriculum that runs from years 7 to 11. This offers continuity of progression and allows some GCSE themes and topics to be introduced earlier thus ensuring our students are GCSE ready at the start of year 10.

Students are taught in five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.

Key Stage 3

- All students follow a 3-year Key Stage 3. Students take a broad range of subjects: English, Mathematics, Science, three foreign languages, Art, PE, Geography, History, Music, Drama, Religious Education, Computer Science, PSHE and on a rotation; Textiles, Design and Technology and Food Technology.
- The content of each subject taught in Key Stage 3 is mapped by each department and is made available on the school's web site.
- Each individual department's curriculum is reviewed regularly to ensure the design and sequencing is effective.

Key Stage 4

- Students in Years 10 and 11 follow a 2-year Key Stage 4. Which consists of English;
- Mathematics; Combined or Separate Sciences; PE, PSHE, Religious Studies and up to four option choices.
- For a small number of students, additional support is put in place using the study plus programme.
 - Students who select study plus have additional Maths and English lessons in place of one option subject.
 - Students studying the study plus pathway still have a free choice over their remaining subjects to ensure the curriculum is not narrowed.
- The content of each subject taught in Years 10 and 11 is published on the school web site.
- Each individual department's curriculum is reviewed regularly to ensure the design and sequencing is effective.
- Students are able to modify their subject choices in the first two weeks of Year 10. Such changes must be approved by the Senior Leadership Team and are subject to the change working in the timetable, ensuring that it does not impact other students and does not put a class over capacity. From that point onwards, students cannot change their curriculum and will study their chosen subjects until they sit their GCSE exams in Year 11.

Post-16 curriculum

- Newlands Girls' School offers post-16 education for students who want to undertake qualifications at this level.

- In addition to the core curriculum, students have the opportunity to engage in a wide range of cross- and extra-curricular opportunities as well as PE lessons through the Sixth Form enrichment programme.
- Students must meet the entry requirements for Sixth Form and for the specific courses they wish to study.
- During sixth-form, lessons are taught as 60-minute lessons per day – students may have between 3-5 lessons a day and are provided with study periods in between these lessons where they can undertake their own study.

4 Personal Social and Health Education (PSHE) and Social, Moral Spiritual and Cultural Awareness (SMSC)

4.1 The school will fulfil its statutory and non-statutory duties, in order to ensure that students:

- Develop healthy, safe lifestyles, both in the real and the online world.
- Develop good relationships, respecting others and themselves.
- Take responsibility for their finances and begin to ensure their future economic well-being.
- Make a positive contribution to the school and society.

5 Citizenship, including the upholding of fundamental British values

5.1 Citizenship is a core aspect of the school's curriculum. The school fulfils its statutory Citizenship duties to ensure students:

- Understand the rule of law, individual liberty, and mutual respect and tolerance.
- Understand the role of government and political processes.
- Learn to make informed personal and political decisions.

5.2 All subject areas play a part in ensuring students understand fundamental British values.

5.3 The programme is implemented through PSHE lessons from Year 7-11; other lessons in subjects across the curriculum; students taking on leadership roles or who influence younger students through activities such as peer mentoring; students influencing school decisions through focus groups, student panel interviews and the School Council and student involvement in house challenges.

6 Relationships, Sex and Health Education

6.1 The school's statutory duty to cover Relationships, Sex and Health Education is fulfilled via PSHE lessons and the tutor programme and includes: physical development; emotional development; relationships; online dangers including the dangers of pornography and sexting; marriage; sexual behaviour and the possible consequences; sexual health including HIV and AIDS, and other STIs; contraception; reproduction; cultural and religious issues; sources of advice and the law and sexual relationships. Further details can be found in the Relationships and Sex Education policy.

7 Religious Studies

7.1 The school considers it essential for all students to have a good understanding of different religious beliefs and practices. Religious Studies is a compulsory part of the Newlands' curriculum in Key Stages 3 and 4 and Religious Studies is taught in Key Stages 3 and 4. Students can also choose to take the Religious Studies GCSE in Years 10 and 11. Religious Studies is also taught through school assemblies, the tutorial programme.

8 Careers Education, Information, Advice and Guidance (CEIAG)

8.1 The Careers Education, Information, Advice and Guidance (CEIAG) programme at Newlands aims to offer students a variety of ways to acquire knowledge and skills in order to make informed career and future choices. We structure our careers provision around the 8 Gatsby benchmarks recommended in the strategy and listed below:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

8.2 All students from Years 7-13 benefit from high-quality impartial careers provision. The level and intensity of provision will vary according to student age and individual need, including whether students are in receipt of Pupil Premium, have SEN status, or are in danger of becoming NEET (not in education, employment or training).

8.3 The programme is implemented the PSHE programme, GCSE taster lessons, sixth former for a day, Year 9 Options Evening, visits to Oxford University for potential high achievers, university visits for all Year 10 students, discrete opportunities to develop enterprise and other business related skills including work experience in Year 10 and 12, opportunities for students to engage with local businesses and role models, both in and out of school, careers mentoring for all students provided by Form Tutors, group and individual careers interviews with school staff, the Careers Leader and other outside organisations, dedicated support in Years 12 and 13 for those intending to go to university, and for those entering other forms of education employment or training including apprenticeships.

9 Equality and Diversity

9.1 Newlands Girls' School ensures that all students, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstance, will have equal access to the curriculum.

- 9.2 Where it is inappropriate for a student to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the student's needs and alternative arrangements involving extra support will be provided where necessary.
- 9.3 The school offers additional support for students with various learning needs. For the majority of students, the class teacher provides this. However, for students with specific learning needs our Learning Support staff provide specialist interventions.
- 9.4 All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.
- ..11.5 The school aims to provide more academically able students with the opportunity to extend their thinking through extension activities, e.g. problem solving, discussion exercises, investigative work and research.