

Curriculum Policy

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1. Introduction and Curriculum Intent

The curriculum is fundamental in ensuring the highest possible expectations for the pupils, staff and communities we serve. It is at the heart of our core purpose, vision and values, 'in pursuit of excellence'. The curriculum intent is underpinned by our core values: **Resilience, Integrity, Respect, Community** and **Excellence**:

The Worthing High School ethos to *always pursue excellence* is encapsulated in the school's curriculum intent, which is to provide every pupil with: *breadth of knowledge, academic challenge and empowerment*.

Breadth of knowledge

- To equip pupils with the knowledge and cultural capital they need to succeed in life
- To enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Academic Challenge

- To have a high academic/vocational/technical ambition for all pupils
- To ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- To provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- To provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc

Empowerment

- To promote ambition and develop pupil's confidence
- To develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- To help pupils Innovate and be able to use their knowledge positively
- To promote a positive attitude towards learning

The Worthing High School curriculum will challenge pupils to become academically inspired, 21st century citizens who are ready for the opportunities and challenges of the world around them. The impact of the curriculum will allow:

- All pupils, regardless of prior attainment, SEND or personal barriers to be supported to make excellent academic progress
- All pupils to be academically challenged in order to excel
- All pupils to be skilful and resilient problem solvers
- All pupils to be practical and resourceful in their approach to challenges
- All pupils to develop cultural capital, respect and a sense of citizenship
- All pupils to appreciate the world around them and understand the benefits of collaboration and community

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Local Governing Body

The Local Governing Body will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

The Local Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Body.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Local Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Precision support is in place for pupils with different abilities and needs, including children with SEND.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject Leaders will regularly evaluate curriculum content to ensure subject content and pedagogy is up-to-date and relevant, ensuring implementation meets the expectation of the school.

4. Organisation and planning

- The school has a curriculum intent, from this flows the 'subject curriculum intent statements'. These set out the aims, purpose and rationale for the curriculum in each subject.
- Each subject sets out its long term (or 'high-level') plan for each year group. This begins with the 'big ideas' in each subject which provide the foundation for each subject.
- Each subject area will keep these plans under continuous review.
- Each subject will use the 'big ideas' to plan specific skills, knowledge and vocabulary which we want pupils to learn.
- Curriculum plans are sequenced and organised to interweave, develop and assess key knowledge, vocabulary and skills to support mastery and memorisation.
- Through the Personal Social Health and Economic (PSHE) curriculum, tutor and assembly programme the following key areas will be delivered:
 - Relationships, sex and health education
 - Spiritual, moral, social and cultural development
 - British values
 - Careers guidance
- The curriculum will remain as broad as possible, for as long as possible. Our curriculum does not narrow pupils' experience of subject learning inappropriately.
- Pupils will receive a curriculum which provides them with the essential 'cultural capital' they will need to succeed and flourish in their future lives.
- A three year Key Stage 3 will ensure the curriculum provides, at least, the breadth and entitlement of the [National Curriculum](#).

5. Curriculum Implementation

Delivery of the Curriculum will be:

Inclusive

- Challenging lessons will be designed to support all pupils to make progress, regardless of individual barriers
- Pedagogy and resources that ensure pupils can reach their full potential.

Informed

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- Pedagogy and resources that ensure pupils can reach their full potential.

Inspiring

- Learning inside and outside of the classroom will be relevant and enjoyable.
- Positive relationships develop stimulating learning environments

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- High Prior Attaining pupils (HPA)
- Pupils with Low Prior Attainment (LPA)
- Pupils from disadvantaged backgrounds, Disadvantaged Pupils (DP)
- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Where removing barriers is not possible, adaptive teaching will be used to support students in overcoming barriers to learning.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our inclusion policy.

7. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through school enquiry visits, meetings with Subject Leaders and Local Governing Body meetings

Subject Leaders monitor curriculum implementation throughout the school by conducting learning walks, drop-ins, carrying out student work scrutiny and evaluating provision in departmental meetings.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Senior Leaders will quality assure the monitoring of Subject Leaders.

This policy will be reviewed every two years by the Head of School/Local Governing Body. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- Inclusion policy
- Equality information and objectives
- High Prior Attainment policy