



Pitsford School

School Policy Document

Name of Policy: Curriculum Policy (Senior School)

Audience: Public

Date for Next Review: Autumn 2022

SLT Member(s) Responsible for Reviewing and Updating the Policy: JOE/BEH

Policy Statement

The aims of this policy are to:

1. state the principles upon which the school curriculum, approach to learning and teaching are based
2. outline the means by which the School maintains its traditions of academic endeavour dovetailed with strong pastoral care.

The School is committed to the principle that all its pupils can access the highest quality of education it can provide, regardless of their and their families' social, physical, ethnic, religious, cultural or financial circumstances.

The curriculum has a central role in assisting in the promotion of successful, enthusiastic and inspirational teaching. Indeed, both the current and future content of the curriculum should be seen as a key part of the wider continuing professional development (CPD) programme for teaching and other staff members at the School.

As a corollary of the above, staff members should be aware of the importance of sharing good practice in respect of curriculum matters when and wherever possible.

It is important that its curriculum ensures that the School remains true to its principles, namely that we create curious, committed learners who have the knowledge and skills to excel in their studies, and the confidence, judgement and experience to embrace challenge and change. We endeavour to inextricably link the pastoral and the academic aspects as we educate the whole child, to ensure that they are known, valued for who they are, and they are safe and happy.

This should, furthermore, provide pupils with effective preparation for the opportunities, responsibilities and experiences of life in the society in which they live by promoting respect for the rule of law, democracy and tolerance of those with different faiths and beliefs.

The curriculum will seek to:

- Promote academic curiosity
- Develop in our pupils a life-long love of learning
- Develop our pupils' ability to think for themselves
- Provide teaching, which is stimulating and challenging, and goes beyond the narrow confines of examination syllabuses.

This policy will be supported by appropriate plans and schemes of work, which are drawn up by Heads of Teaching Departments in consultation with their departmental staff and others.

Personal, social and health education (PSHE)

The School is fully committed to providing a comprehensive programme of PSHE for all its pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head of PSHE, who will produce and review a written plan to this effect.

Relationships and Sex Education (RSE)

RSE is integrated into the PSHE programme and is a core aspect of the curriculum, primarily delivered by tutors however visiting speakers who specialise in given areas may support the tutor teams. This is to ensure we meet requirements set out in the Revised Department for Education Statutory Guidance on Relationships and sex education (RSE) and health education which states that from September 2020 all schools must deliver Relationships and Sex Education. Please refer to our RSE policy for more information.

Acquisition of key skills

The School is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

- Speaking and listening
- Literacy
- Numeracy

Learning experience

The School is committed to providing a curriculum that is sufficiently broad and balanced to meet the needs of all its pupils. In particular, it will ensure that all of its pupils have learning experience of the following areas of education:

- Aesthetic and creative
- Human and social
- Linguistics
- Mathematical
- Physical (which is supported by an extensive Co-Curriculum programme in this area)
- Scientific Technological

The School also provides an appropriate curriculum for those pupils above compulsory school age. The day-to-day responsibility for its maintenance and development rests with the Academic Assistant Heads.

However, whilst the curriculum is designed to ensure that all pupils have the opportunity to learn and progress, it also recognises their needs as individuals. In particular, it is designed to ensure that those pupils with high ambitions are given the best opportunity to fulfil their potential.

The curriculum and the work of the SENCO

The School will also provide appropriately for those pupils with special educational needs and disabilities, in accordance with current legislation. The School's provision in this respect will be coordinated by the SENCO and further information about how special educational needs are catered for in the school can be found in the SEND policy.

The curriculum and members of teaching staff

Members of teaching staff should ensure that desired learning outcomes are properly established and incorporated into their strategies for implementing the curriculum. Similarly, teaching staff should ensure that an appropriate level and standard of homework is regularly set and marked. In this way, learning outcomes can be consolidated and the needs of individual pupils more rapidly identified and accommodated.

Monitoring and evaluation of the effectiveness of teaching

Evaluation of teaching in the School is conducted formally through a variety of methods, including lesson observations and work scrutiny.

The curriculum, academic excellence and public examinations

Whilst accepting the need to prepare its pupils for public examinations and university entry, the School will work to ensure that the pursuit of these particular goals is consistent with achieving the other objectives set out elsewhere in this policy.

Alongside the commitment to academic excellence, therefore, the curriculum should also help to:

- Develop the capacity for independent thinking, learning and academic drive
- Promote respect and tolerance for the individual and individuality
- Actively promote respect for the British values of democracy, the rule of law, mutual respect and tolerance of those with different faiths and beliefs
- Encourage the development of individual passions and enthusiasms, both curricular and co-curricular, and
- Develop the qualities of leadership, creativity, appropriate risk-taking and responsiveness in order that each pupil is prepared for the obligations, challenges and also the opportunities of adult life.

Assessment and reporting

The School recognises the impact which high quality written and verbal feedback has on pupil performance. All departments are responsible for having an assessment policy, and lesson observations feature a requirement to comment on the nature and quality of assessment.

Feedback is delivered to pupils and parents in a variety of ways, through a combination of parents' evening per year, written reports and grading cards, which are produced on a schedule which reflects the needs of each particular year group.

Career's education

The School provides age-appropriate and impartial careers education to all pupils as appropriate to enable them to make informed choices about their future. In particular, this aims to provide pupils with insight into the world of work, the range of career opportunities available to them, entry routes and what further education and training they can and/or need to access. The Schools Head of Careers Education manages and develop this provision. A programme career events runs throughout the year.

The School's pastoral structure enables each pupil to be well-understood and supported with appropriate individual guidance. This provision includes bespoke advice to pupils and, where relevant, their parents, in respect of the following:

- IGCSE and GCSE courses
- A-level and BETEC
- University courses and careers

Monitoring and evaluation

The Academic Assistant Head is responsible for the on-going monitoring and evaluation of the effectiveness of this policy and its implementation, taking account of feedback from Heads of Departments, pupils and parents.

Curriculum overview

Subject	Number of lessons taught per one week per year group								
	7	8	9		10 [⊠]	11 [⊠]		12 [◆]	13 [◇]
1 Classical Civilisation					4	4			
2 English	5	5	4		5	5			
3 English Language					2.5 [⊙]	2.5 [⊙]		7	8
4 English Literate					2.5 [⊙]	2.5 [⊙]		7	8
5 Maths	5	5	5		4	4		7	8
6 F Maths								7	8
7 Biology	2	2	3		4	4		7	8
8 Chemistry	2	2	3		4	4		7	8
9 Physics	2	2	3		4	4		7	8
10 Geog	3	3	2		4	4		7	8
11 History	3	3	2		4	4		7	8
12 R Studies	1	1							
13 French	3	3	3		4	4		7	8
14 German			3 ⁺		4	4		7	8
15 Spanish	3	3	3		4	4		7	8
16 Art	2	2	2		4	4		7	8
17 Photography								7	8
18 Music	2	2	2		4	4		7	8
19 IT	2	2	3		4	4			
20 Economics								7	8
21 Business studies								7	8
22 EPQ								2	
23 EFL					4 [▽]	4 [▽]		7	8
24 P E	2	2	2		4	4		7	8
25 PSHE/RSE	1 [⊙]	1 [⊙]	1 [⊙]		1 [⊙]	1 [⊙]		1 [⊙]	1 [⊙]
26 Games [■]	3	3	3		3	3		3	3
Total	40	40	40						
Notes									
40	min per lesson								
⊙	PSHE/RSE is taught by tutors in two 20 min segments per week to all year groups								
±	Year 9 can choose between French or German								
▽	EFL students have a minimum of 4 lessons, requirement depends upon individual need								
⊙	Double English at GCSE								
⊠	GCSE options are 7 subjects with 4 lessons pw along with 5 for double English 4 for Maths and 3 Games								
◆	A Level (12) option 4 subjects with 7 lessons pw along with 2 EPQ and 3 Games								
◇	A Level (13) option 3 subjects with 8 lessons pw along with 3 Games (exceptions can made for students who continue with four subjects)								
■	Compulsory Games								

	Minutes taught per one week per year group by subject								
Subject	7	8	9		10 [⊠]	11 [⊠]		12 [◆]	13 [◇]
1 Classical Civilisation					160	160			
2 English	200	200	160		200	200			
2 English Language					100	100		280	320
3 English Literate					100	100		280	320
4 Maths	200	200	200		160	160		280	320
5 F Maths								280	320
6 Biology	80	80	120		160	160		280	320
7 Chemistry	80	80	120		160	160		280	320
8 Physics	80	80	120		160	160		280	320
9 Geog	120	120	80		160	160		280	320
10 History	120	120	80		160	160		280	320
11 R Studies	40	40	0						
12 French	120	120	120		160	160		280	320
13 German			105 ⁺		160	160		280	320
14 Spanish	120	120	120		160	160		280	320
15 Art	80	80	80		160	160		280	320
16 Photography								280	320
17 Music	80	80	80		160	160		280	320
18 IT	80	80	120		160	160			
19 Economics								280	320
20 Business studies								280	320
21 EPQ								80	
22 EFL					160 [▽]	160 [▽]		280	320
23 P E	80	80	80		160	160		280	320
25 PSHE/RSE	40	40	40		40	40		40	40
24 Games [■]	120	120	120		120	120		120	120
Total	1640	1640	1640		1640			1360	

	proportion of curriculum time								
Subject	7	8	9		10[⊠]	11[⊠]		12[◆]	13[◇]
1 Classical Civilisation					9.8	9.8			
1 English	12.2	12.2	9.8		12.2	12.2			
2 English Language					6.1	6.1		17.1	19.5
3 English Literate					6.1	6.1		17.1	19.5
4 Maths	12.2	12.2	12.2		9.8	9.8		17.1	19.5
5 F Maths								17.1	19.5
6 Biology	4.9	4.9	7.3		9.8	9.8		17.1	19.5
7 Chemistry	4.9	4.9	7.3		9.8	9.8		17.1	19.5
8 Physics	4.9	4.9	7.3		9.8	9.8		17.1	19.5
9 Geog	7.3	7.3	4.9		9.8	9.8		17.1	19.5
10 History	7.3	7.3	4.9		9.8	9.8		17.1	19.5
11 R Studies	2.4	2.4	0.0						
12 French	7.3	7.3	7.3		9.8	9.8		17.1	19.5
13 German			7.5 ⁺		9.8	9.8		17.1	19.5
14 Spanish	7.3	7.3	7.3		9.8	9.8		17.1	19.5
15 Art	4.9	4.9	4.9		9.8	9.8		17.1	19.5
16 Photography								17.1	19.5
17 Music	4.9	4.9	4.9		9.8	9.8		17.1	19.5
18 IT	4.9	4.9	7.3		9.8	9.8			
19 Economics								17.1	19.5
20 Business studies								17.1	19.5
21 EPQ								4.9	
22 EFL					10 [▽]	10 [▽]		17.1	19.5
23 P E	4.9	4.9	4.9		9.8	9.8		17.1	19.5
25 PSHE/RSE	2.4	2.4	2.4		2.4	2.4		2.4	2.4
24 Games[■]	7.3	7.3	7.3		7.3	7.3		7.3	7.3
Total	100	100	100						