



# CURRICULUM POLICY

Date to be reviewed	June 2023
Date of last review	June 2022
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	HRM

The School believes that the RGS curriculum should provide an ambitious, challenging and stimulating experience for all students. High academic attainment and progress in addition to the development of well-rounded, confident and responsible young people are the core aims.

We believe that the term curriculum should be understood in its broadest sense, that it comprises all learning and other experiences planned for our students and encompasses the academic, co-curricular and hidden curriculum. Learning at the RGS is understood as knowledge retained in long-term memory which can be recalled with a sense of fluency, thus allowing learning and life skills to flourish. This policy is organised by considering the intent of the curriculum, its implementation and how its impact is assessed. Departments ensure the School's curriculum intent is embedded securely and systemically across the school.

Whilst academies are not required to follow the National Curriculum, this Policy draws on the Ofsted framework.

## **1. Curriculum Intent**

We have designed and structured a curriculum that:

- offers breadth and balance and inspires pupils to learn.
- is ambitious and designed to give all students, particularly disadvantaged students and students with SEND, the knowledge and cultural capital they need to succeed in life.
- is coherently planned and sequenced towards accumulating sufficient knowledge, understanding and skills for future learning and employment.
- allows learning and life skills to flourish and develops students as flexible and independent learners.
- is relevant, appropriate and engaging for students.
- allows knowledge to be assimilated into long-term memory allowing it then to be integrated into larger ideas.
- uses assessment well to help students embed and use knowledge fluently, or to check understanding and inform teaching.
- permits the development of ICT, numeracy and literacy across the curriculum.
- promotes students' spiritual, moral, cultural and social development and Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- helps each student gain a sense of self-worth and develop independence of thought and a questioning approach which challenges prejudice.
- helps to develop an understanding of personal, social and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle.
- provides careers advice and guidance throughout a student's time at School.
- encourages students to take part in a wealth of co-curricular and enrichment opportunities.
- promotes student involvement in the wider community and encourages volunteering.
- provides an opportunity to celebrate and recognise achievement and success in academic subjects and in co-curricular activities.

## 2. Curriculum Implementation

### General principles

- In designing and implementing the curriculum, long and medium term thinking and planning is considered, including the rationale for curriculum sequencing.
- In addition to the formal taught curriculum, an extensive range of co-curricular activities designed to support and develop classroom learning and skills development is offered to all students. These include sports, music, clubs and societies, house competitions, subject enrichment activities and trips abroad and within the UK.
- Aspects of Religious Education are covered through School assemblies. Where this may cause conflict, parents may request their child is withdrawn.
- There is an extensive programme of Careers education throughout a student's time at School.
- All subjects with the exception of Mathematics (Y9-13) and occasionally French (Y10-11) are taught in mixed ability groups within the context of our academically selective intake.
- Students also follow a programme of Personal, Social, Health and Citizenship Education (PSHCE) throughout their time at School.
- The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed by the Senior Team and with the Governors' Education Committee.

### The timetable

- The School operates a one-week timetable. There are 8 periods per day, each of which lasts for 35 or 40 minutes. There are 40 periods in each timetable cycle, the majority of which are double periods.
- Each morning has a registration/form period which twice a week will include a whole year group assembly.
- Afternoon registration is taken in Period 5.

### Key Stage 3 (Years 7-9)

- Our curriculum is designed to allow all students to experience as wide a range of subjects in Years 7-9 as possible.
- In Year 7 all students study a broad curriculum of:
  - English
  - Mathematics
  - Biology
  - Chemistry
  - Physics
  - French
  - Spanish
  - German
  - Latin
  - Classical Civilisation
  - History
  - Geography
  - Religious Studies
  - Computer Science

- Art
- Design & Technology
- Cookery
- Music
- Physical Education
- Games
- PSHCE
- In Years 8/9, Drama is added to the curriculum and students, whilst continuing to study French, choose to study for the two years one of:
  - Latin
  - Classical Civilisation
  - German
  - Spanish
- In Year 9 class sizes are smaller as the year group is divided into 8 teaching sets rather than 6 forms.
- All subjects are taught by subject specialists who teach the full 11-18 age range.

#### Key Stage 4 (Years 10-11)

- The curriculum remains broad in Key Stage 4. All students study 10 GCSEs unless there are major extenuating circumstances.
- The core curriculum subjects taken to GCSE are:
  - English Language / Literature
  - Mathematics
  - Biology
  - Physics
  - Chemistry
  - A modern language
  - Geography or History
  - Two further options from French, Spanish, German, History, Geography, Art (Fine), Art (Graphic Design), Music, DT, Computing, Religious Studies, Latin, Classical Civilisation, Physical Education
- In addition, all students follow modules in RE/Ethics, PSHCE, Careers, PE and Games.
- On Thursday Afternoons they take part in TAA, an enrichment programme which includes opportunities to be part of the CCF, volunteer for Social Service, play a new or different sport, learn a language or spend time on Art or Music.
- The vast majority achieve the English Baccalaureate.
- The School endeavours to meet the subject requests of all students; however, at times this may not be feasible, due to the constraints of the timetable.
- There is a huge range of co-curricular and enrichment activities beyond the formal curriculum and students are regularly encouraged to develop their transferable skills and 360 profile by trying new things and taking part in regular activities.

#### Key Stage 5 (Year 12 and 13):

- All students start by studying four subjects with an optional enrichment subject in Year 12. This is to ensure a broad range of options, skills building and experiences and ample time to find out which are their best three.
- They continue with three or four subjects with an optional enrichment subject in Year 13.
- Year 12 students also follow a Games programme and have supervised Private Study.

- Year 13 students also follow a PSHCE/Lecture programme.
- The subjects currently available are:
  - Ancient History
  - Art
  - Biology
  - Business Studies
  - Chemistry
  - Computer Science
  - Design and Technology
  - Economics
  - English Literature
  - French
  - Further Mathematics
  - Geography
  - German
  - History
  - Latin
  - Mathematics
  - Music
  - Physics
  - Politics
  - Psychology
  - Spanish
  - Sport (BTEC)
- The additional enrichment subjects currently available are:
  - EPQ
  - GCSE Italian
  - Beginners Japanese
  - Beginners Chinese
  - CCF
  - SLST
- All Sixth Formers are strongly encouraged to develop their 360 Profile through an extensive programme of co-curricular opportunities. These include volunteering, mentoring and school leadership, as well as all the activities available throughout the school.

#### Adapting the curriculum for individual students

The Headmaster is responsible for the management of the curriculum by virtue of his office, and he delegates the day-to-day responsibility to the Assistant Head (Curriculum). In certain cases which will be supported by evidence the School recognises that there may be a need to adapt our stated curriculum to the specific needs of an individual. This will be managed in the first instance by the Assistant Head with advice from the Head of Year or SEN Manager. The Headmaster is the final arbiter.

### **3. Curriculum impact**

The impact of our curriculum is assessed by considering:

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects. This includes a particular focus on the most disadvantaged and SEND students.

- The progress which students make through the School as seen from regular assessment points, attainment and attitude to learning grades, end of year exams and thorough analysis of data drawn from these.
- Curriculum QARs of academic departments to ensure high standards and consistency within and across departments.
- The manner in which the curriculum is applied systemically and systematically from Key Stage 3 through to Key Stages 4 and 5.
- The degree to which students read widely and often, with fluency and comprehension appropriate to their age.
- The degree to which they can apply mathematical knowledge, concepts and procedures appropriately for their age.
- The range and variety of co-curricular and enrichment activities and students' participation in them as indicated by regular pupil surveys.
- The retention of students from Year 11 into the Sixth Form.
- The numbers of students applying to join the School in Year 7 and Year 12.
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level.
- The destinations of our leavers at Year 11 and Year 13.
- Annual reviews of the PSHCE and assembly programme.
- The successful implementation of a post-covid recovery programme.

If parents require any further information about the curriculum, they should contact the Assistant Head, Miss Munday ([hrm@rgshw.com](mailto:hrm@rgshw.com)).

### **Complaints Procedure**

If a parent feels that the School is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them, s/he can make a formal complaint using our Complaints Procedure which can be found on the School website [www.rgshw.com](http://www.rgshw.com).