



# CURRICULUM POLICY

Date to be reviewed	June 2020
Date of last review	June 2019
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	HRM

The School believes that the curriculum should provide an ambitious and stimulating experience for all students. High academic attainment and 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 and that it comprises all learning and other experiences planned for our students. This policy is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

## **1. Curriculum Intent:**

We have designed a curriculum that:

- is relevant, appropriate and engaging for students
- offers breadth, balance and coherence for all
- permits continuity and progression, within and across year groups
- provides equality of opportunity for all students, promoting the development of inclusive learning opportunities
- provides an opportunity to celebrate and recognise achievement and success in academic subjects and in co-curricular activities
- promotes students' spiritual, moral, cultural and social development
- helps to develop an understanding of personal, social and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle
- helps each student gain a sense of self-worth and develop independence of thought and a questioning approach which challenges prejudice
- promotes student involvement in the wider community and encourages volunteering
- aims to develop students as flexible and independent learners
- provides careers advice and guidance throughout a student's time at School
- permits the development of ICT, numeracy and literacy across the curriculum
- enables all students to meet their full academic potential
- encourages students to take part in a wealth of co-curricular and enrichment opportunities.

## **2. Curriculum Implementation:**

### 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 15-minute form period/registration (30 minutes on Thursdays). This is either followed (Y10-13) or preceded (Y7-9) by a 15-minute assembly.
- Afternoon registration is taken in Period 5.

### General principles

- In addition to the formal taught curriculum, an extensive range of co-curricular sports, music, clubs and societies, house competitions, subject enrichment activities and trips and visits abroad and within the UK are offered to all students.
- Aspects of Religious Education are covered through School assemblies. Where this may cause conflict, parents may request their child is withdrawn.
- There is a programme of careers education throughout a student's time at School.

- All lessons with the exception of Mathematics (Y9-13) and 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 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.

### 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
  - Personal, Social, Health and Economic (PSHE) Education
- In Year 8/9, Drama is added to the curriculum and students 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, Music, DT, Computing, Religious Studies, Latin, Classical Civilisation, Physical Education
- In addition, all students follow courses in RE/Ethics, PSHCE, CEIAG, 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 vast 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.

### 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.
- The range and variety of co-curricular and enrichment activities and students' participation in them as indicated by regular pupil surveys and the RGS Bronze / Silver / Gold Awards.
- 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.

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).