



## Curriculum Policy

*The intent of the curriculum is to seek to deliver the school's purpose and vision, which is to 'make the difference for all of our students', so that they can aspire, commit and excel at all stages of their secondary education, and beyond. This intent is underpinned by the school values.*

**Approved by:**

C&A Governors sub-committee (temporary chair) - Robin Kent

**Date:** 16-05-2022

**Updated:**

29-04-2022

**Next review due by:**

29-04-2023

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## **1. Purpose, Vision, Values and Context**

### **PURPOSE**

Our purpose is to make the difference for all of our students. The principal way in which we achieve this is via the curriculum.

### **VISION**

Our vision for our students and staff is:

- Aspiration – everyone should be aiming high
- Commitment – everyone should be working hard
- Excellence – everyone should achieve their best

### **VALUES**

Our values express how we work together at Southborough. They shape the culture we want our curriculum to embody:

- Support
- Challenge
- Respect
- Responsibility
- Relationships
- Resilience

### **CONTEXT**

Southborough High School is a smaller than average 11-19 school in South West London. It admits only boys in Years 7-11. The community it serves is both socially and ethnically diverse. The school is broadly comprehensive although the presence of selective schools locally mean that very high attaining pupils are underrepresented.

Whilst the majority of parents have not experienced Higher Education, the community has high academic aspirations and around 50% of each cohort make UCAS applications. The curriculum must cater both for those pupils who intend to continue on to Higher Education, whilst also supporting those pupils who require skills that may be more directly related to employment or vocational training. This includes the broader curriculum, including support for pupils in making appropriate curriculum choices. This is particularly the case where there may be little first hand parental experience of the different opportunities available.

## **2. Curriculum aims**

Our curriculum aims to achieve the vision of the school in accordance with our values and context. It will empower us to make the difference to all of our students

Specifically, this means that we aim to:

- Provide a broad and balanced education for all students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

### **3. 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.

### **4. Roles and responsibilities**

#### **4.1 The Governing Body**

- The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- The governing board 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 (SEN)
  - 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 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### **4.2 Headteacher**

The headteacher 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 governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body's Curriculum and Achievement Sub-committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### **4.3 Other staff**

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

- Senior Assistant Headteacher (Curriculum and Assessment)
- Senior Assistant Headteacher (Pastoral Care and DSL)
- Deputy Headteacher (Quality Assurance)
- Heads of Faculty
- Heads of Subject
- Heads of Year
- Personal Development Coordinator
- Careers Adviser

### **5. Organisation and planning**

- Subjects are embedded within faculties, to ensure clear line of sight with regard to the curriculum
- Our curriculum is subject based and organised into three Key Stages: 3, 4 and 5
- Our Key Stage 3 curriculum takes account of our specific context by offering Design Technology via STEM; our Key Stage 4 curriculum is constructed around a strong academic core and responsive to student preferences in their Options subjects; our Key Stage 5 curriculum is led by student preferences and guided by their aspirations for further study and / or employment

- Our curriculum makes appropriate provision for:
  - Relationships and sex education
  - Health Education
  - Personal, Social, Health and Economic education
  - Spiritual, moral, social and cultural development
  - British values
  - Careers guidance
- Long term planning is organised by the Heads of Faculty, supervised by the Senior Assistant Headteacher (Curriculum and Assessment); medium term planning is organised at Subject level and is monitored by Heads of Faculty; individual teachers are responsible for short term (i.e. lesson planning), monitored by Heads of Faculty
- The Deputy Headteacher (Quality Assurance) is responsible for quality assuring planning at all levels
- Heads of Faculty will undertake regular curriculum reviews to ensure that all students are covering the required curriculum content. This will ensure that students are reaching the necessary end points at the appropriate time, that curriculum intent has actually been covered and that the curriculum is sequenced as expected. They will report their findings to the Senior Leadership Team via their Line Manager
- Quality of Learning reviews, led by the Assistant Headteacher (Quality of Learning and Head of English faculty), are conducted as per the SLT monitoring schedule, to quality assure the effectiveness of the curriculum
- Appropriate resources should be allocated to the effective delivery of the curriculum; Heads of Faculty have responsibility for monitoring the way in which resources are stored and managed.

## **6. Inclusion**

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

- Higher attaining students (and outstanding learners)
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an Additional Language (EAL)

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

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects. Further information can be found in our statement of equality information and objectives and in our SEN 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:

- Quality of Learning Reviews, which are conducted by the Assistant Headteacher (Quality of Learning and Head of English faculty) and overseen by the Deputy Headteacher (Quality Assurance) and include: Subject "Deep Dives", Learning Walks, Work Scrutiny, Student Focus Groups, Staff Focus Groups, Meetings with the Head of Faculty and Line Manager
- School Improvement Partner visits and reports
- Sub-Committee discussions with the Senior Leadership Team
- Heads of Faculty monitor the way their subject is taught throughout the school by: work scrutinies, learning walks, book scrutinies, data analysis, student focus groups and line management.

This policy will be reviewed every two years by Senior Assistant Headteacher (Curriculum and Assessment) and the Governors' Curriculum and Achievement Sub-committee. At every review, the policy will be shared with the full Governing Body.

## **8. Links with other policies**

Learning and Teaching

Assessment & Marking Policy

Homework Policy

Behaviour Policy

SEN Policy

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