



Curriculum Policy

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ISI REQUIREMENT

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Introduction

1. Wellingborough School provides full time supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The School's curriculum is all the planned activities that are organised in order to promote learning, and personal growth and development. It includes, but does not restrict itself rigidly to, the formal requirements of the National Curriculum, and includes elements such as the various co-curricular activities that the School organises in order to enrich the pupils' experience. It also includes the unplanned lessons when pupils learn from the way they are treated and the way they are expected to behave. The aim is for pupils to grow into successful learners, confident individuals and responsible citizens. The highest standards of attainment are sought for all our pupils. The breadth of the curriculum that we provide is valued. Pupils gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Values

2. The curriculum is underpinned by the values that are held at Wellingborough School. It is the means by which the School achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. All advice and guidance is provided in an impartial way to enable pupils to make informed choices about a broad range of future options, and to help them fulfil their full potential.
3. These are the main values of our School, upon which the curriculum is based:
 - We value a child's uniqueness, we listen to the views of individual pupils, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each pupil in our School for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
 - We strive to meet the needs of all our pupils through a creative curriculum that engages and is challenging.
 - We value our environment and we teach our pupils through our curriculum how we should take care of the world, not only for ourselves, but also for future generations.
 - We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Aims

4. The aims of our School curriculum are:

- to enable all pupils to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning so that pupils enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy, information and communication technology (ICT) and to develop skills of communicating, including in modern foreign languages;
- to enable pupils to be creative and to develop their own thinking;
- to teach pupils about the developing world, including how their environment and society have changed over time;
- to help pupils understand Britain’s cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable pupils to be positive citizens;
- to teach pupils to have an awareness of their own spiritual development and to distinguish right from wrong;
- to help pupils understand the importance of truth and fairness;
- to enable pupils to have respect for themselves and others, to have high self-esteem and to live and work co-operatively with others;
- to encourage pupils to reflect on and understand their strengths, weaknesses and interests, and how they relate to the world of work;
- to provide pupils with opportunities to learn about different careers, training and work experience;
- to strive to meet the needs of all our pupils.

Organisation and Planning

5. We aim to deliver a broad and balanced curriculum, up until Year 9, for pupils of all abilities. The curriculum enables them to acquire appropriate skills in speaking, listening, literacy and numeracy and until the Sixth Form pupils are set according to ability and/or learning style, as shown in the following table:

Years 1, 2 & 3	Elements of Mathematics and elements of English
Year 4	Mathematics
Year 5	Mathematics and English
Year 6	Mathematics and English
Year 7	Mathematics, English, and Latin
Year 8	Mathematics, English, French, Latin and Spanish
Years 9, 10 & 11	Mathematics, English, Science and a Modern Foreign Language

6. The curriculum is planned in three phases:
 - The long-term plan, which indicates what topics are to be taught each term and to which pupils. The long-term plan is reviewed annually by departments or Curriculum Coordinators;
 - The medium-term plans give clear guidance on the objectives for each topic. Discussion on methodology is encouraged as part of departmental meetings;
 - The short-term plans are those that the teachers write on a weekly or daily basis. These set out the learning objectives for each session and identify what resources and activities are going to be used in the lesson.
7. Regular meetings are held between the Deputy Head, Academic from the Senior School, the Deputy Head, Curriculum from the Prep School and the Deputy Head, Curriculum of the Pre-Prep School to liaise over issues that relate to the curriculum and to ensure good transition between the different parts of the Schools.

The Curriculum and Inclusion

8. The curriculum is designed to be accessed by all pupils who attend Wellingborough School. If it is thought necessary to modify some pupils' access to the curriculum in order to meet their needs then this is only done after the parents have been consulted.
9. The principal language of instruction is English. A minimum standard of English is required for pupils to access the curriculum (see Admissions Policy).
10. For pupils for whom English is an additional language the School will endeavour to provide specialised teaching to support the curriculum. This may be provided as additional tuition for which an additional charge will be made.
11. If a pupil has a defined special educational need or disability, Wellingborough School does all it can to provide the appropriate curriculum through Quality First teaching as part of good, differentiated mainstream classroom practice and offers learning support. We comply with the requirements set out in the SEND Code of Practice. If a member of staff is concerned that a pupil may have an unidentified special educational need or disability then a referral is made to the Learning Development Department who will carry out the appropriate investigations to determine whether a specialist assessment is necessary. In most instances the School is able to provide the resources and the educational opportunities that meet the pupil's needs within normal class organisation or, occasionally, on a withdrawal basis. If a pupil's need is more severe, external agencies are contacted for further advice and assessment, following parental consultation and agreement. An individual programme e.g. an Individual Education Plan (IEP) or a Personal Learning Plan (PLP), may be prepared for any pupil with a significant defined special educational need. Additional resources and support are available for pupils with defined special educational needs and this includes activities for the gifted and talented. Where a pupil comes to the School with an Education, Health and Care Plan, the School will make reasonable adjustments in order to fulfil the requirements of the Education, Health and Care Plan (EHCP) in regards to meeting the pupil's defined special educational need.
12. The process for placement of pupils with disabilities is well considered and all reasonable steps are taken to ensure that they are given the best possible education. With reference to the amended Equality Act 2010, where a pupil has a recognised disability, this must be advised to the School at the earliest possible opportunity; once aware of such factors the

School, in conjunction with parents, guardians or carers will investigate what adjustments need to be made and will consider whether these would constitute reasonable adjustments (both from the perspective of the individual pupil and also his or her peer group).

The adjustments to be considered would be all of those necessary in order to accommodate the pupil, including the following areas:

- teaching styles
- learning resources
- physical factors, such as access to parts of the site
- transport arrangements

In accordance with the provisions of the Act, the School, in discussion with parents, carers or guardians, would consider what, if any, additional costs would accrue, which would be agreed in advance.

The School will maintain periodic reviews with parents, carers or guardians, to ensure that any additional measures remain appropriate in the context of the pupil and his/her peers.

13. The School provides personal, social and health education through PSHE/Life Skills lessons. This reflects the School's aims and ethos. Pupils are encouraged to develop positive attitudes, personal and social skills within lessons, through effective tutoring, circle time and through chapel services and School assemblies.
14. The School provides good preparation for pupils for the opportunities, responsibilities and experiences of adult life. Life Skills lessons, the Club/House system, assemblies, circle time, enrichment and after-school activities help with this preparation.

Monitoring and Review

15. The Deputy Head, Academic from the Senior School and the Deputy Head, Curriculum from the Prep School are responsible for the monitoring of the curriculum on a day to day basis and are overseen by the SLT and Governors' Education Committee.
16. Heads of Departments/Curriculum Coordinators monitor the way their subject is taught in their departments. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Heads of Departments also have responsibility for monitoring the way in which resources are stored and managed.
17. This policy is to be reviewed annually, or before, if necessary.

Appendix A

1. This policy relates to the School as a whole, apart from where detailed below.
2. **Curriculum in Lower Prep School**
 - At Wellingborough Lower Prep the Early Years Foundation Stage classes follow the learning and development requirements of the EYFS statutory framework comprising:
 - the seven areas of learning
 - the early learning goals
 - the assessment requirements
 - In Nursery and Reception each child is allocated a key person to take responsibility for their personal and social needs and their development in the seven key areas of learning.
3. **Curriculum in Senior School**
 - At GCSE level pupils will ordinarily undertake to study nine or ten GCSEs to include a core curriculum of English Literature and Language, Mathematics, Science, Games and PSHCE. There is a number of optional subjects at this level which are reviewed annually.
 - In the Sixth Form pupils choose three A levels; in exceptional circumstances, pupils may undertake to study four A levels. There may be the opportunity to undertake the Extended Project Qualification (EPQ). At A level in addition to their chosen academic studies, pupils follow a core curriculum of enrichment activities as well as a PSHCE and careers/university preparation course and Games.
4. **Careers Guidance**
 - For additional information about careers advice, please refer to the PSHCE policy.