



Curriculum Policy (To include Early Years)

Reviewed by PRM: May 2017

Next Review: May 2019

The Curriculum is guided by certain core principles which are as follows.

To provide an appropriate academic challenge to all pupils.

- High academic expectations are set for every pupil in the School.
- The School is committed to ensuring that every pupil reaches his or her potential.
- Significant achievement for pupils of all abilities is recognised and praised.
- The principle of equality of access operates across the curriculum.
- A Gifted and Talented programme operates across the curriculum.
- Provision is made for children and young people with special educational needs or disabilities (SEND) to ensure equal access to the curriculum. The Learning Support department ensures that Educational Health Care Plans (EHCPs) and Individual Education Plans (IEPs) are constructed where necessary and made available to all teachers. Any pupil identified on the school's Learning Support register has a 'Strategies in the Classroom' profile and these are available to all members of academic staff.

To engender a love of learning and a lifelong interest in the pursuit of knowledge.

- The teachers are highly qualified professionals who wish to pass on their passion, knowledge and skills to the next generation.
- Pupils are encouraged to think for themselves and develop independent learning skills.
- Pupils of all abilities and talents are supported and nurtured.

To provide a curriculum which is broad and balanced, yet allows pupils to pursue areas of academic specialisation.

- The curriculum contributes to linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative development, and to the acquisition of the skills of speaking, listening, literacy and numeracy.
- In Years 7 & 8 all pupils study Mathematics, Science, English, French, Latin or Mandarin, History, Geography, Music, Religious Studies (RS), Personal Development (PD), Art, Design Technology (DT), Drama, Information and Communication Technology (ICT), Physical Education and Games up to the age of 13.
- In Year 9 pupils select two creative subjects from DT, Art, Music and Drama. A second language of Spanish or German is started in Year 9 and can be carried forward in to GCSE.
- Up to the age of 16 Mathematics, Science, English, Languages, PD and Games are core subjects; pupils also have the opportunity to study technology, humanities and creative subjects.

- Post 16 pupils have a choice of three routes within the Sixth Form:
 - International Baccalaureate Diploma Programme: Pupils selected 6 subjects (English, Mathematics, science and a language as well as two others), complete and Extended Essay, take part in a Community Action Service (CAS) programme as well as studying a Theory of Knowledge (ToK) course.
 - International Baccalaureate Careers Programme: A vocational based course where pupils study IB subjects at standard level, complete a vocational qualification (BTEC in Sport, CISI Finance or BTEC in Marine Engineering), follow a Attitudes to Learning (ATL) programme, complete a Reflective Project and take part in the CAS programme.
 - A levels: pupils choose 3 subjects and also take part in an Enrichment programme which provides additional qualifications [A stand-alone IB subject, Arts Award, CISI Finance Award], enables pupils to take part in the ATL or ToK programmes from the IB programmes.
- Pupils are prepared for a range of examinations: IB, A levels, GCSEs, BTECs in the IBCP and a BTEC in Public Services may be taken through the CCF in Year 11; some pupils are also prepared for Oxbridge entrance and for BMAT or LNAT examinations. The A* grade at A level is expected to provide stretch and challenge.
- In the Junior School all subjects are taken by children, with English, Mathematics, Science and ICT being considered core.
- In Years 5 & 6 all children have the option of taking the Adventure Service Challenge course.
- In Fiveways, children in Years 2, 1 and Foundation 3 follow a programme of study which covers the requirements of the National Curriculum with the addition of Spanish and Outdoor Learning..
- Pupils in the Foundation Stage (below compulsory school age) follow the Early Years Foundation Stage curriculum with the addition of Modern Foreign Languages: Spanish and Mandarin.

To develop a strong work ethic and discipline in learning.

- Pupils are expected to work hard.
- Significant effort is recognised and praised.
- Behaviour which has a negative impact on the learning of others is not tolerated.
- Homework is set regularly and is appropriate in terms of both quantity and difficulty.
- Substandard work is not accepted.
- Pupils are expected to revise and prepare for both school and public examinations. School exams will be set to provide appropriate challenge, matched to the abilities of pupils.

To provide exposure to a broad range of ideas and wider activities.

- A broad range of activities is available for pupils, both during the school day and beyond. Participation is expected and is monitored.
- Boarding pupils also have the opportunity to be involved in additional activities arranged by the boarding house.

Opportunities are provided for pupils to be educated beyond the school boundaries.

To engender a sense of responsibility within the School community and in the wider world.

- Personal Development is compulsory for all pupils. This subject has a timetabled period for all year groups.(see Personal Development policy)
- A range of opportunities is provided to enable pupils to reflect on their own spiritual, moral, social and academic development, including school, year and house assemblies, and tutor meetings.
- Staff are encouraged to be aware of opportunities for spiritual development within the curriculum and, in the Junior School, these are recorded in the medium term plans.
- **Staff provide learning experiences which do not undermine values of democracy, the rule of law and individual liberty and encourage respect and tolerance for those of different faiths and beliefs.**

To enable pupils to access opportunities beyond school.

- Pupils are provided with advice to make choices appropriate to individual needs and interest throughout their school career.
- A Careers Fair is held annually at the school to which all pupils Year 9 and above, along with their parents, are invited.
- Effective and detailed careers and Higher Education advice is provided to pupils at appropriate stages through a pupil's school career.

The curriculum is underpinned by the work of each department. All departments have programmes of studies and detailed schemes of work, which ensure that the curriculum maintains its depth and breadth. The schemes of work are differentiated to ensure the needs of all pupils are met. Details are contained in departmental handbooks and copies of the schemes of work are centrally held on the school Hub.

Differentiation

One of the core principles of the curriculum is to provide appropriate academic challenge to all pupils. In particular, appropriately high academic expectations are set for every pupil in the School, and the School is committed to ensuring that every pupil reaches his or her potential. Various strategies are in place to try to achieve this.

1 Whole School Strategies

- The choice of subjects and courses to study at Sixth Form
- The choice of subjects at GCSE is extensive.
- There is some flexibility in how many subjects a pupil studies at GCSE level.
- Academic monitoring is frequent and thorough.
- Pastoral support is particularly strong and pupils are encouraged to discuss their academic progress and preferences at all stages.
- There is whole school provision for the Gifted and Talented and for those children and young people with special educational needs or disabilities.
- Identification of different learning styles, e.g. visual, auditory and kinaesthetic.
- Short term targets are applied to improve performance; longer term targets – GCSE and A level/IB grades for example are also applied.

2 Departmental Strategies

- Departments have their own strategies to deal with the needs of different pupils in their subjects.
- Departments adjust their teaching in the light of pupil progress.

- Some departments set pupils according to ability.
- Some departments decide on set sizes taking into account ability.
- All departments offer clinics outside class time; pupils who need help are directed to the clinics.

3 Strategies in the Classroom

Many strategies are employed in the classroom to differentiate between pupils' ability, including the following.

- Setting different questions or tasks for different pupils.
- Different levels of questioning to target different individuals.
- Provision of extension tasks.
- Provision of support or consolidation tasks.
- Grouping pupils in different ways.
- Using different teaching materials and resources.
- Varying the level of help or intervention offered.
- Varying the level of choice or autonomy offered to pupils.
- Switching between "open" and "closed" questions and tasks.
- Preps, tests and exams should be properly differentiated.

4 Exams

- It is more important to set exams at different levels to challenge or support pupils, than it is to have a Year exam for setting purposes.
- Generally we should aim to set exams, which produce work in the range 40% - 80%. It is undesirable to have people finding the exam too easy or too hard.
- Exams should be taken seriously. Departments should have practice exams at all levels
Year 7 – Year 13, which can be used for revision purposes.
- Departments should assess a pupil's ability before the exam, ie notes to determine which exam is appropriate for that pupil.
- Internal exams should be conducted as seriously as external exams: seating plans and other exam rules must be enforced.
- Exams should be set at the start of the term in which they are to be set, so that all teachers are aware of the department's expectations.
- The Head of Department is responsible for checking the quality of exams set in his/her department.
- The Director of Studies will review the quality and effectiveness of exams set each term.

5. Staff Training

The school has an expectation that all members of staff keep up to date with the latest developments in their subject; both in terms of curriculum content as well as teaching and learning methods. To support teachers with this expectation the following activities take place:

- Regular departmental meetings enable best practice to be shared.
- Staff attend appropriate INSET.
- Staff attend twilight CPD sessions.
- Staff share best practice through appraisal and lesson observation.

Curriculum Management

Overview

The Deputy Head Academic is responsible to the Headmaster for the academic management of the school and for advising on academic policy. The Deputy Head Academic oversees the work on Director of Studies (Senior School) and Director of Studies (Junior School). In both cases the Director

of Studies are responsible for the monitoring of pupil progress, including target grades along with GL Assessment, MidYIS or ALIS feedback, as well as the oversight of internal examinations. The Director of Studies is responsible for timetabling, constructing the initial prep timetable and classroom allocation.

The Examinations Officer liaises with and advises the Deputy Head Academic on matters relating to public examinations as they affect academic policy decisions, the Director of Studies (Senior) liaises with the Deputy Head Academic and Examinations Officer to provide invigilation where needed for internal examinations, external invigilators will be used for external examinations.

Academic Leadership Group (ALG)

Brief

- To discuss academic matters/policy in general.
- To keep the curriculum under review and to ensure that it is fit for purpose.
- To be in the vanguard for trialling academic strategies.
- To discuss the possible impact of national initiatives on Ryde.
- To implement and arrange strategies, such as target setting, to raise pupil achievement and educational standards.

Membership of the Committee is as follows:

- Deputy Head Academic (Chair)
- Director of Studies (Senior).
- Director of Studies (Junior School).
- Head of IBDP
- Head of IBCP
- (The Headmaster attends as required)

The Agenda for the meeting will be published in advance and minutes will be published. The group will meet on a regular basis, at least one each half-term.

Heads of Departments

While it is the role of the Academic Leadership Group to look more strategically at academic matters, there should always also be the opportunity in Heads of Departments' meetings for curriculum and strategic matters to be discussed. Heads of Departments will also need to consider more pressing issues such as the timing of examinations, grades and so on.

Brief

- To discuss the work of the ALG: national initiatives, academic strategies.
- To work collaboratively and to share good practice over teaching and learning across departments.
- To discuss cross curricular initiatives such as ICT and gifted and talented.
- To agree and coordinate internal examination, GCSE and Sixth Form choices.
- To discuss monitoring, assessment and target setting.