

Curriculum Policy

Range High School



Challenge, Support, Flourish

Approved by:	Headteacher and Trustees	Date: 23 September 2021
Last reviewed on:	June 2024	
Next review due by:	June 2026	
Responsibility for Policy:	Headteacher	

Contents

1. Curriculum aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Organisation and planning	4/6
5. Inclusion.....	7
6. Monitoring arrangements	7
7. Links with other policies.....	8

1. Curriculum aims (please read in conjunction with our whole school Curriculum Intent Statement)

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' 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 pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. 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](#).

3. Roles and responsibilities

3.1 The Board of Trustees

The board of trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets- see the school development plan

- 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

3.2 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 board of trustees
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The board of trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Please see our Teaching and Learning Policy for further details.

4. Organisation and planning

Our curriculum is delivered through teaching and learning across all subject areas. The timetable operates on a two-week cycle of 49 one-hour periods. All departments are required to have schemes of work.

In KS3, students experience a wide range of subjects across the main areas of the learning experience (scientific, mathematical, technological, aesthetic and creative, human and social, physical, moral and spiritual). All students study English, Mathematics, Science, Religious Studies, History, Geography, Languages, Drama, Creative Arts based subjects, Design Technology, Music, ICT and Physical Education. The

Year 7 intake is placed in sets for Mathematics based on KS2 data and other assessment material. All students study a Foreign Language throughout KS3- either French or Spanish. In Year 9 all students are expected to opt to study their language in Year 10/11 for GCSE. Students are assigned to a set for MFL in Y8 and for Science from Y9.

In Year 9, all students continue to follow a broad curriculum, similar to that in Years 7/8. In Citizenship, students will commence their GCSE course as the school's policy is for all Year 10 students to sit their GCSE Citizenship examination at the end of Year 10. In January of Year 9, all students will be required to choose their optional based GCSE / BTEC subjects. All students have a free choice and are not restricted by blocks on the timetable. All students are expected to choose three optional based subjects apart from in exceptional circumstances.

In Years 10 and 11 all students follow an academic curriculum with a broad range of GCSE subjects. All students will sit their Citizenship GCSE examinations at the end of Year 10. Students also study either the Science Trilogy (equivalent to two GCSEs) or the three separate Sciences to GCSE level. Subject teachers will use assessment information to work with students and their parents to choose the appropriate Science pathway for all students in Years 10 and 11. Teaching and learning takes place in ability sets for Mathematics, Science and Languages and in mixed ability groups for other subjects. A mentoring programme operates to provide individual support for identified students in all areas of the school. Careers Education is integrated into the curriculum and is delivered in eight distinct sessions throughout the year. Year 11 students complete a full week of work experience the week following their mock examinations. Other bespoke careers events take place throughout the year. Our PHSE programme is taught via discreet lessons by a small group of well trained staff led by our PSHE coordinator. Core messages and themes are further explored and delivered in Form Time and through our assembly programme.

Students are encouraged to participate in a wide range of Enrichment activities and to seek opportunities to take the lead in these.

There is an open choice at 'A' Level / BTEC level and many students cross the Arts/Science divide; however, the emphasis tends to be on specialisation rather than maintaining breadth and balance. In Year 12, most students choose to study three subjects from a wide range of courses on offer. Students can also opt to take the Extended Project Qualification and/or L3 Core Maths. Sixth Formers are involved in the wider life of the academy by organising clubs and doing duties. Many students gain a great deal from the extra-curricular activities which provide valuable learning experiences outside Level 3 study. Independent careers guidance is given before choices are made at both GCSE and 'A' Level/vocational level 3 by our external Careers Advisor. Students are taught across the curriculum in well-equipped specialist rooms. Wherever grouping or setting operates there is regular monitoring to ensure that students follow a programme appropriate to their learning needs. We expect our students to take full advantage of all the opportunities on offer to them and view their education as an active and participative experience. We expect that as they progress through the school they take more responsibility for their own learning and develop independence of thought.

Homework is considered an integral part of the learning experience and is set for all year groups.

At Range High School we expect all students to embrace the curriculum offer and to fully partake in the wide range of extra-curricular activities that take place.

For GCSE optional subjects, we recognise that in exceptional circumstances there may be a desire from a student to change an optional GCSE subject. The deadline for all changes is the October half term of Year 10. In such cases, the request to change a subject must be in writing from a parent / carer and addressed to the Assistant Headteacher (Curriculum) for consideration.

The school expects all students to complete GCSE or BTech qualifications in all of their subjects (both core and optional). For optional subjects, the academy recognises that, in exceptional circumstances, there may be a desire from a student/parent to discontinue a subject (e.g. based on medical evidence). In such cases, this request must be made to the Assistant Head (Curriculum), in writing from a parent/carers, for consideration. Such a request will be considered on an individual by individual basis.

For A Level/vocational Level 3 study, all students are required to choose at least three subjects for study in Years 12 and 13. The school recognises that in exceptional circumstances there may be a desire from a student to change a subject. The deadline for all changes is the October half term of Year 12. Again, the request should be made in writing and submitted to the Assistant Head (Curriculum) for consideration.

In addition to all of this please see the following separate documents/policies in relation to key aspects of our curriculum offer:

- The Curriculum Intent statement
- Relationships and sex education, and health education – see separate policy
- Spiritual, moral, social and cultural development- see separate policy
- British values- PSHE, PD Programme, Assembly and FT Programme
- Careers guidance – as outlined above
- Short, medium and long-term planning expectations- see individual Subject Schemes of Work

5. Inclusion

All aspects of the curriculum offer are available to all of our students, without exception.

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information documentation.

6. 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:

- Regular Board Meetings
- Ofsted Monitoring and Training Group – trustees
- Link Trustee Meetings with Subject Leads and to Departments
- Discussions/Meeting with students from the Senior School Council
- Regular review of KPI data and all key policies

Senior Leaders/Heads of Faculty/Curriculum Area Leaders/Heads of Year monitor the way subjects/themes are taught throughout the school by:

- Learning Walks
- Regular Review Meetings in departments
- Book and Work Scrutinies
- Deep Dive Schedule
- Senior Link Meetings
- Visits to Form Groups/Assemblies

Heads of Faculty/Curriculum Area Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Headteacher/Chair of Trustees. At every review, the policy will be shared with the full board of trustees and relevant staff in school.

7. Links with other policies

This policy links to the following policies and procedures:

- Curriculum Intent Statement
- Assessment policy
- Non-examination assessment policy
- SEN policy and related information
- Equality information and objectives
- Teaching and Learning Policy
- Standards and Achievement Policy
- RSHE Policy