

Curriculum Policy

“The Wingate Way”

“Teaching children who change the world”

We will achieve this by:

Creating a school environment which:

- Welcomes, respects, includes and promotes students from different cultures and backgrounds
- Cares, nurtures and supports all our students
- Enables students to feel safe and secure
- Encourages students to be independent thinkers, capable of communicating ideas and opinions
- Sets high expectations of conduct and behaviour from all staff and students

Providing high quality learning experiences which:

- Are provided by talented and highly qualified staff
- Support, stretch and challenge students to reach and exceed their potential
- Encourage students to become independent learners both in and out of school

Developing the ‘whole student’ through:

- Effective and supportive personal development, tutorial and pastoral care arrangements
- Structured programmes of Personal, Social and Health Education
- Involvement in enrichment activities
- Participation in initiatives where they can work independently and collectively to support local communities
- Establishing and signposting clear progression routes into further study and/or employment

1. Introduction and Purpose

1.1. The curriculum is all the planned activities that are organised to promote learning and personal growth and development. It includes not only the formal requirements of the Developing Matters and National Curriculum, but also the range of extra-curricular activities that the school organises, to enrich the experience of pupils. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

1.2. Our school is an environment for high-quality learning. We promote care and respect and expect high standards in all aspects of school life.

1.3. Our aim is to meet the needs of young people by preparing them for adult and working life in the 21st century.

1.4. This Curriculum Policy sets out our vision with respect to the purpose, organisation and aims of the curriculum. The curriculum is central to ensuring the highest possible expectations for the pupils, staff, and communities we serve. In this document, the term curriculum is used with two meanings in mind. Firstly, to mean the curriculum in terms of the offer of subjects, qualifications, and courses which our pupils follow. It is also used to mean the substance of pupils' education. That is, the actual knowledge, skills and understanding, including how this is chosen and sequenced, which we expect our pupils to learn during their time in school. The intended meaning in each case will usually be clear from the context.

1.5. The educational vision and curriculum design for our school curriculum recognises that:

- Although the pace of change in society and the workplace is increasing, the foundations of a strong education remain. We believe that all our pupils deserve a curriculum that provides them with secure and flexible knowledge across a broad range of subject disciplines.
- Young people have, and will have increasingly, greater access to information and learning material independently of school. However, formal education remains the most important way in which young people gain the knowledge and 'cultural capital' they need to thrive and succeed in their future lives.
- Curriculum delivery should involve the flexible use of all adults, as well as teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

1.6. Our Curriculum Policy is based on the following aims and principles, to:

- have pupils at its heart, putting their interests above those of the institution.
- have a curriculum that is fit for purpose, and which meets the needs of all our pupils.
- be a centre of excellence in curriculum design and development, supporting highly effective learning and teaching.
- prepare all pupils for a successful adult and working life in a 21st century global society.
- Exceed national standards in achievement, attainment, and progression and be committed to excellence and continuous improvement.
- nurture the talents of all and celebrate success.
- support effective transition between foundation, primary and secondary school.
- involve the parents, community, and other stakeholders.
- to ensure it complies fully with the requirements of the Equality Act 2010, particularly in respect of pupils with protected characteristics as defined by the same Act.

2. Scope

2.1. The Policy applies to all leaders, teaching, and professional services support staff.

3. Policy Statement

3.1. The school curriculum is underpinned by the values that we hold at Wingate school. The curriculum will inspire and challenge all learners and prepare them for their future lives. The school aims to develop a coherent, well-sequenced and challenging curriculum that helps all young people to become successful learners, confident individuals and responsible citizens.

3.2. Wingate wants all of our pupils to realise their full potential through our 'Wingate Family' values of:

- Thinking big; having vision

- Doing the right thing; respect
- Showing team spirit. Being kind

3.3. The curriculum should help young people to:

- Learn well, be challenged, achieve high standards and make good progress
- Develop a breadth of knowledge and understanding that underpins a range of skills, such as problem solving, analysis, evaluation, and communication, and helps them to become confident, resilient, and life-long learners.
- Have and be able to use 'basic' or core skills and knowledge fluently and confidently, including literacy, numeracy, and computing skills
- Enjoy and be committed to learning, in school and beyond
- Value their learning outside of the curriculum and link this to their learning in the taught curriculum.
- Be creative and to develop their own thinking and ideas.
- Understand their developing world, including how their environment and society have changed over time.
- Understand Britain's cultural heritage and history.
- Value, celebrate and understand the history, heritage and traditions of communities and ethnic groups (for example, BAME groups) who attend our school
- Be positive citizens in society, to contribute and thrive.
- Have an awareness of their own spiritual development, and to understand moral values, such as the difference between right and wrong.
- Understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4. Organisation and Planning

4.1. Each section of the school plans its curriculum. Areas agree on a set of principles which apply to their curriculum across the school. From these flows the 'subject curriculum intent statements'. These set out the aims, purpose, and rationale for the curriculum in each subject.

4.2. Next, each subject sets out its long term (or 'high-level') plan for each year group. This shows the content to be taught across a series of units or topics in each term, and to which groups of pupils. Each subject area will keep these plans under continuous review.

4.3. These plans also include details about how knowledge and skills will be assessed. They will also show how learning will be deepened for higher-attaining pupils.

4.4. Short-term plans are those that teachers may write on a weekly or daily basis. Teachers will use these to set out the specific learning and assessment for each session, and to identify what resources and activities to be used in the lesson.

5. Our Curriculum Principles

5.1. The curriculum will remain as broad as possible, for as long as possible. Our curriculum does not narrow pupils' experience of subject learning inappropriately. While many pupils benefit from a strong focus on English and Mathematics, our pupils are entitled to receive a curriculum which provides them with the essential 'cultural capital' they will need to succeed and flourish in their future lives.

5.2. The curriculum will provide at least the breadth and entitlement of the National Curriculum ([link](#)). This is particularly the case in primary school and in key stage 3. The National Curriculum sets out the expectations for different subject areas in terms of the broad outcomes pupils ought to reach by the end of each key stage. Our curriculum will ensure that pupils have the opportunities they need to reach these outcomes.

5.3. An important principle underpinning curriculum content choices and sequencing is respect for subject disciplines. Whether organised in discrete subjects or in 'topic' based approaches (for example, in foundation and primary school), progression in knowledge and understanding in subjects will usually drive choices and decisions about curriculum design. Supported and challenged by senior leaders, subject leaders and coordinators will usually lead on subject curriculum decisions.

5.4. The curriculum will ensure access and inclusion. An overarching principle is equality of access to the curriculum. For example, SEND pupils and EAL learners will, wherever

possible, be supported to access a common curriculum, rather than be taught a restricted or unduly narrowed curriculum.

5.5. Curriculum development is an on-going and a part of school self-evaluation. Every section's cycle of self-review and improvement planning will include the curriculum as a core focus area. As Heads are responsible for determining and implementing their curriculum and approach to assessment, the self-review processes will focus on the effectiveness and impact of school curricula.

5.6. The curriculum is the cornerstone for workforce development. Good curriculum thinking and design requires intellectual and professional development and commitment. Working on the curriculum is an essential part of developing the skills and expertise of teachers and leaders. A focus on on-going curriculum development will help to strengthen recruitment, retention, and succession planning.

6. Key Stages

6.1. We will provide a three-year Key Stage 3. We will ensure that pupils are provided with a broad and rich curriculum for as long as possible. Pupils must not make option choices too early.

6.2. Sufficient curriculum time should be provided for breadth and depth in each subject and for subject specialist teaching. Insufficient curriculum time leads to shallow learning and an impoverished experience. Pupils are entitled to receive a rounded curriculum in each subject, which provides them with an appropriate balance of substantive and disciplinary knowledge. Curriculum models should avoid, where possible, placing teachers outside of their subject specialisms.

6.3. Our Key Stage 3 curriculum design does not simply mimic the requirements and content of GCSE programmes. We ensure that the curriculum provided in each subject in keystage 3 is challenging, knowledge-rich and worthwhile in itself. The study of each subject in key stage should provide an authentic and enriching experience – whether pupils choose to continue their studies into Key Stage 4.

6.4. In Key Stages 4 and 5, decisions about curriculum organisation should be made with outcomes in public examinations in mind. In practice, this will mean focusing teaching time on a suitable number of examination courses, and prioritising pupils' achievement in GCSE English (language and literature) and Mathematics. However, the long-term aim should be to reduce the need for high levels of intervention, assessment and re-teach, particularly in Year 11.

7. Children with Special Educational Needs and/or Disabilities

7.1. The curriculum in our school is designed to provide access and opportunity for all pupils. If we think it necessary to adapt the curriculum to meet the needs of individuals. However, in the great majority of cases, pupils who have SEND will be 'scaffolded' or supported to access the same curriculum content as other pupils. This principle underpins our approach to 'mastery' and inclusion. The curriculum will uphold the requirements set out in the DfE (January 2015) SEND Code of conduct. This will all be managed by the school's SENCO coordinator.