



WHITGIFT

CURRICULUM POLICY

The curriculum is designed to maximise educational opportunities for all pupils at the School. The first two School aims are especially relevant:

- To strive for excellence in all aspects of school life, promoting a culture of achievement and the celebration of achievement.
- To offer a broad, balanced and innovative curriculum which challenges all pupils at an appropriate level.

Certain core principles lie at the heart of the curriculum design process:

- 1. To provide appropriate academic challenge to all pupils**
- 2. To engender a love of learning and an interest in the pursuit of academic excellence**
- 3. To foster the development of higher order skills such as critical thinking and creative thinking**
- 4. To provide a curriculum which is broad and balanced, yet allows pupils to pursue areas of academic specialisation**
- 5. To develop a strong work ethic and discipline in learning**
- 6. To provide exposure to a broad range of ideas and wider activities**
- 7. To engender a sense of responsibility within the School community and in the wider world**
- 8. To enable pupils to access opportunities beyond the School environment and in adult life**
- 9. To ensure that effective provision is made for pupils who may have Special Educational Needs and pupils with learning difficulties**
- 10. To develop international mindedness in our pupils**
- 11. To ensure that effective provision is made for pupils who have English as an Additional Language**

Further details pertaining to each of these core principles follow.

- 1. To provide 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 potential in academic study
 - significant achievement for any pupil is recognised and praised
 - the principle of equality of access is a central tenet of the Whitgift curriculum

- differentiation is a key element within the curriculum, for example, talented mathematicians and linguists sit IGCSE and GCSE examinations a year early and progress on to advanced study
- subject matter is appropriate for ages and abilities of pupils including a Gifted and Talented programme operating across the curriculum and an appropriate curriculum for those pupils with a statement or EHC plan
- individual learning programmes, either formal or informal, increasingly form a central aspect of the curriculum to enable a pupil to progress at an appropriate pace; a differentiated approach to teaching and learning will support this
- diversity and choice are central to the Whitgift philosophy with extensive choice at all levels including BTEC, A Level and IB in the Sixth Form ensuring provision is tailored to individual students' needs
- careful attention is paid to ensure pupils learn and make progress; this is achieved in a number of ways, including through evaluation of learning outcomes and lesson observation. All groups of pupils are given the opportunity to learn and make progress including those with special educational needs, learning difficulties or those for whom English is an additional language.

2. To engender a love of learning and an interest in the pursuit of academic excellence

- the staff are highly qualified professionals with a passion for their subject
- the boys are encouraged to think for themselves and engage in personal research beyond the curriculum at all stages of their school life
- pupils with a particular gift or talent are identified, supported and nurtured
- cross-curricular co-operation is encouraged

3. To foster the development of higher order skills such as critical thinking and creative thinking

- staff provide appropriate opportunities in normal lessons for these skills to be developed
- extra-curricular activities such as Debating, Public Speaking, preparing presentations and Creative Writing competitions provide additional opportunities
- specific Thinking Skills training sessions have been run and have been embedded in the curriculum
- the introduction of Critical Reflection has further strengthened both critical and creative thinking
- the curriculum supports the principle of independent learning and critical self-reflection

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

- all pupils will pursue studies in mathematical, scientific, linguistic and human and social education until the age of 16, and have the opportunity to study technological, human and social, physical and aesthetic/creative education throughout their school career. Special attention is given to ensure that students acquire skills in speaking and listening, literacy and numeracy

- different academic routes are available for pupils, including A Levels, the International Baccalaureate Diploma, BTEC courses, International GCSE, GCSE and a variety of Bilingual examinations
- beyond the age of 16, the curriculum is exceptionally broad to ensure students are stimulated and engaged as appropriate and to help prepare them for the opportunities, responsibilities and experiences of adult life in British society. The academic curriculum is complemented by an exceptionally extensive programme of co-curricular activities to ensure the richest all-round education possible is accessed by students

5. To develop a strong work ethic and discipline in learning

- the classroom is an environment in which all pupils can access the curriculum effectively
- the 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
- praise is used if possible; sanctions are used where necessary
- self- and ongoing assessment are vital components of the curriculum

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

- a broad range of societies and activities is available for pupils, both during the School Day and beyond. Participation is an expectation and is monitored by the House and Year group staff
- opportunities are provided for pupils to be educated outside the School Environs

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

- a range of opportunities is provided to enable pupils to reflect on their own spiritual and academic development, including assemblies, House meetings and Form meetings.
- Departmental policies and Schemes of Work detail how the Spiritual, Moral, Social and Cultural dimension, including the active promotion of Fundamental British Values, is integrated into Teaching and Learning
- care is taken to ensure that Departmental policies and Schemes of Work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Personal, Social, Health and Economic Education is compulsory for all pupils as timetabled lessons in Years 6-8, within Critical Reflection in Years 9 and 12, and as special collapse days in Years 10 and 11. This provision
 - (i) reflects the School's aims and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act

8. To enable pupils to access opportunities beyond the School environment and in adult life

- pupils are provided with the tools to make choices appropriate to individual needs and interests throughout their school career.
- accurate, up-to-date and detailed careers guidance and Higher Education advice are provided at appropriate points throughout a pupil's school career. This guidance
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential
- every opportunity is taken to prepare pupils thoroughly for the opportunities, responsibilities and experiences of life in British society

9. To ensure that effective provision is made for pupils who may have Special Educational Needs and pupils with learning difficulties.

- appropriate provision is made for those with special educational needs and pupils with learning difficulties to ensure all students have equal access to the curriculum. The Learning Support Department ensures that Individual Educational Plans (IEPs) are constructed where necessary. The management of pupils with an LEA statement or EHC plan is the responsibility of the Learning Support Department.
- pupils' progress and learning are evaluated on an individual basis, and appropriate provision is made as required

10. To develop international mindedness in our pupils

- our students come from a variety of different backgrounds. This very international nature of our student body fosters international mindedness in our pupils.
- we encourage our students to respect and learn about traditions, beliefs and customs of other cultures.
- the teaching of foreign languages is a core aspect of the curriculum. There is a language awareness course for boys in the Lower First and all boys start with three languages in the Upper First. We want boys to experience a wide variety of languages and hence offer a choice of a Romance language, an inflected language and an Oriental language.
- all boys have the opportunity to take part in some of the 11 different exchanges with schools in six different countries.
- we value bilingualism and offer a bilingual section for French native speakers.
- students with a mother tongue other than English are given the opportunity of sitting public exams in their mother tongue.
- our students have the chance to study for an international qualification in the Sixth Form (International Baccalaureate)
- the whole Lower First is taken out to Italy to study at Lake Garda for one week.
- we offer work experience abroad through the links we have in foreign countries.
- students have the chance to go on numerous trips to destinations all over the world (sports and music tours, field trips, cultural study trips, etc.).

11. To ensure that effective provision is made for pupils who have English as an Additional Language

- EAL timetabled lessons run by the EAL team
- time in Learning Support for boys who choose fewer option subjects than most students and/or need subject-specific help
- EAL mentoring: regular meetings with the EAL Coordinator to monitor progress
- lunchtime / after school club run by the EAL team as a work clinic

SMSC

Teaching staff actively promote the fundamental British values of democracy, the rule of Law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and challenge opinions or behaviours in lessons that are contrary to these.

The School also recognises its responsibility under the Prevent Duty to be alert to the risk of a pupil or member of staff becoming susceptible to the messages of extremist organisations/individuals or to radicalisation, and to react accordingly, in accordance with School policy.

Where possible, Departments provides pupils with opportunities to develop the skills to be able to challenge extremist arguments. Some practical indications of how this is achieved in the curriculum are detailed in Departmental Handbooks.

Communication

The principles of the curriculum are both implicitly and explicitly disseminated to staff, parents and pupils.

Parents receive regular communications regarding the content of the curriculum. Documentation regarding the syllabuses studied is posted permanently on the School website; these are updated annually.

Departments

All Departments have Schemes of Work which ensure that the curriculum maintains its depth and breadth; details are contained in the Departmental handbooks.

Implementation

The Deputy Headmaster is responsible for the implementation of the Curriculum Policy throughout the School. The Deputy Headmaster is assisted by the Heads of Upper & Lower School, Heads of Department and advised by the Curriculum Committee.

Review

Reviewed by the Deputy Headmaster and the Assistant Head (Academic): December 2015

Next review: August 2016