



CURRICULUM POLICY

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Consulted with JCC? Yes ☐ No ☒

Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The school will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics, race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

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1. Aims

This policy aims to define the aims and scope of the curriculum at Rooks Heath School. Although this policy is not statutory, we consider it good practice. It specifies the accessibility of the curriculum.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. This policy also 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 at Rooks Heath School.

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.

2. Curriculum intent

The curriculum at Rooks Heath aims to:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support students' spiritual, moral, social and cultural development.
- Support students' 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 students, with high expectations for every student and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all students.
- Equip students with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support students' 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 students' independent learning skills and resilience, to equip them for further/higher education and employment.
- Provide teaching of Fundamental British Values.
- Ensure students have a sense of belonging through an inclusive curriculum.
- Provide a curriculum that is culturally responsive.
- Offer a broad range of vocational and academic subjects at KS5 with identified pathways for students, based on their GCSE outcomes. This offer includes Science, Maths, English, Humanities, Business and IT, the arts and vocational courses. The breadth of courses we offer is greatly enhanced by our membership of the Harrow Sixth Form Collegiate: we work in partnership with local high schools and colleges to ensure that all our sixth formers can follow their desired pathway.
- Offer students individualised packages at KS5, which could equate to 3 or 4 A levels/ BTEC qualifications.

- Require any student entering our Sixth Form to have achieved English and Maths at least at a grade 4 or higher, or to be re-sitting these as part of their studies.
- Explore a T Level offer in line with national changes to Post 16-19 education.

3. The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher and Deputy Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements.
- 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 students to cover the requirements of the funding agreement.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN).
- All courses provided for students 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.
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- Careers guidance is offered and the Gatsby Benchmarks are met. All students from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4. Deputy Headteacher, Curriculum and Assessment

The Deputy 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 students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.
- The Deputy Head manages requests to withdraw students from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements and are proportionate regarding staff workload and wellbeing.
- The governing board 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 students with different abilities and needs, including children with SEN and those identified as disadvantaged.

5. Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Heads of Department and Heads of Subject should take ownership of and responsibility for the design and implementation of the curriculum in relevant subject areas.

6. Organisation and planning

The curriculum at Rooks Heath is carefully organised and planned in the following ways to ensure full access to all students:

- Curriculum subjects teach a broad and balanced Key Stage 3 from Year 7 to 9, broadly following the National Curriculum. In all areas at KS3 the curriculum remains broader than the GCSE syllabus for any given subject.
- Spiritual, moral, social and cultural development is embedded within curriculum subjects and their Schemes of Learning, alongside our Form Time Tutorial Programme which is developed by Pastoral Leaders.
- Fundamental British Values will be taught to students in their everyday lessons and especially in key subject areas, such as Religious Studies, English, History and Sociology and as part of the wider curriculum.
- Information relating to careers will be provided within subject curriculum lessons as well as in the Form Time Tutorial Programme and Assemblies.
- PSHE (including Relationships and Sex Education) in Years 7-9 will be delivered in a weekly curriculum lesson taught by subject specialists. PSHE (including Relationships and Sex Education) in Years 10-11 will be delivered through drop-down days. PSHE in Years 12-13 will be delivered via the Tutorial Programme.
- Teachers ensure that careers and skills relating to their subject (meeting Gatsby Benchmark 4) are embedded within their subject curricula and Schemes of Learning.
- The Curriculum is inclusive and represents all cultures, including those of gender diverse, and black and minority ethnic backgrounds.

7. Choices

We understand students will have varying degrees of certainty about their future aspirations. We provide as much information and guidance as possible to make the decision-making process for students as smooth as possible.

Where possible and appropriate, students (guided by their teachers, tutors and parents) will make choices about their curriculum and their futures, whilst still studying a broad and balanced offer. Students will have the following opportunities:

- At all curriculum choice junctures, students will be provided with full information about the courses they are studying, including the career benefits, qualifications they might lead towards, skills that will be acquired and course content that will be covered to help students be certain about their choices. This will be via Options Booklets, letters to and evenings for parents and assemblies for students.
- Prior to joining Rooks Heath students may request to choose the language(s) they will learn, such as learning Chinese in the Mandarin Excellence Programme, or choosing a combination of two of the other languages from Latin, French and German.

- In Year 9, students will have a Curriculum Interview with their parents and either their tutor or a member of the SLT to discuss their GCSE options.
- In Year 11, students will have an Interview with a member of the SLT to discuss their A level or other Post-16 choices.
- Students will have the opportunity to take up subjects not taught at KS3, such as Sociology, Economics, Business Studies, Health and Social Care and Media Studies.
- Students may have the opportunity to change options choices in the first half of the Autumn Term, but after this point it is unlikely changes will be made and any changes will be considered on a case-by-case basis by the Deputy Headteacher Curriculum and Assessment with parental consent and the agreement of the new subject choice's Head of Department.
- Parents and carers have the right to withdraw their child from Religious Studies education and the Relationship and Sex Education (within PSHE lessons) until the age of 16, where students may wish to withdraw themselves. Once a request for withdrawal has been made, the Deputy Headteacher, Curriculum and Assessment, will meet with the relevant Head of Department, the student and their parents to ensure everyone is fully informed before decisions are made.
- It may be deemed appropriate or necessary for students to have an adapted or 'Study Plus' timetable overseen by Inclusion, and this will be recommended by the Head of Year, Designated Safeguarding Lead or SENDCo and is subject to the approval of the Deputy Headteacher. Reasons that might deem this necessary include very low attendance to school (and as part of a return to school agreement, or due to continuing ill health), high SEND needs that cannot be met in the classroom or safeguarding concerns.

8. Inclusion

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

- Most able students.
- Students with low prior attainment.
- Students from disadvantaged backgrounds.
- Students with SEN.
- Students with English as an additional language (EAL).
- Students of all ethnicities and genders.

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

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

SEN students will have the full opportunity to choose their curriculum choices and will be guided to make appropriate choices. For some students, Functional Skills English and/or Maths will be necessary, and this will replace one of students' languages of Study in Year 8, students' language option in Year 9 and will take the place of an Options subject in Year 10 and Year 11. Students are selected for Functional Skills based on low SATs, CATs or entry assessment data.

Support will be given to students new to the UK and EAL learners with very low levels of English via Induction English lessons.

Some students will be recommended to study Personal Development which will support their learning via an ASDAN and additional support for core English, Maths and Science lessons. Students may be recommended to study Personal Development for the following reasons:

- At risk of suspension due to poor behaviour choices.
- Very low attendance to school.
- A further need for PSHE and key life skills as identified by the Head of Year and/or Designated Safeguarding Lead.

Personal Development will take the place of one Option subject, and only under exceptional circumstances would a student study both Personal Development and Functional Skills.

Teachers will also take into account the cultural background of students and aim to make their curriculum culturally responsive.

Students will be taught in mixed ability groups, with the exception of Maths sets (Years 9-11), Science sets (Years 9-11), English top sets (Years 10 and 11) and the Mandarin Excellence Programme (Years 7-11). In Maths and Science sets, the departments will operate top and second sets towards Higher Tier at GCSE, and mixed ability sets (comprising students aiming towards Higher or Foundation Tier at GCSE). The setting of students in these Core subjects will be the responsibility of the Heads of Department for English, Maths and Science.

9. Monitoring arrangements

Leaders monitor the delivery of the National Curriculum subjects and compliance with other statutory requirements through:

- Whole School Learning Walks reviewing the quality of teaching and learning
- Department Deep Dives
- Department 'School Evaluation Forms' and SEF meetings with Heads of Department
- Auditing department resources
- Student voice surveys
- Curriculum Management meetings
- Book Scrutinies
- Analysis of student outcomes and performance

In addition, Heads of Department will monitor the delivery of the curriculum through:

- Department drop ins and observations
- Taking part in Whole School Learning Walks
- Department Book Scrutinies
- Shared planning of resources

This policy will be reviewed every three years by the Deputy Headteacher for Curriculum and Assessment. At every review, the policy will be shared with staff and the full governing board.

10. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy

- Non-examination assessment policy
- Learning Development Policy
- SEND Report
- Equality Information
- Equality Information and Objectives Policy
- Teaching and Learning Policy
- PSHE Policy
- Careers Policy