



Weald of Kent Grammar School

Curriculum Policy – June 2022

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1. Curriculum intent

At Weald of Kent, we are committed to delivering a curriculum of a consistently exceptional quality. To do so, we are working towards ensuring that our curriculum intent and implementation are embedded securely and consistently across the school. Our colleagues have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, lessons contribute well to delivering the curriculum intent. The work given to our students, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge, understanding and skills for future learning and employment. As a result, all our students, whatever their needs and background achieve exceptionally well and produce work of a consistently high quality.

The Weald curriculum is designed to:

- Ensure that all our students, whatever their background, aspirations and starting points, acquire the knowledge, values and cultural capital needed to take advantage of the opportunities, responsibilities and experiences of later life.
- Enable all our students to experience academic excellence and personal success by creating an aspirational and high achievement environment while offering targeted support and additional challenge to ensure all students make exceptional rates of progress.
- Ensure the logical, sequenced and progressive acquisition of knowledge through an engaging and motivating curriculum experience allowing students to commit substantive, disciplinary and procedural knowledge into their long-term memory and to apply it in different contexts in order to know more, do more and remember more.
- Develop metacognitive strategies to enable students to think explicitly about their own learning and become active and motivated participants in their academic progress.
- Offer all our learners the opportunity to experience a broad and balanced range of subjects and experiences, through carefully sequenced curriculum lessons, whole school and extra-curricular activities that are representative of the diverse world we live in.
- Provide students with the opportunity to develop the oracy skills required to enable successful discussions, inspiring speeches and effective communication by understanding and developing physical, linguistic, cognitive, social and emotional skills.
- Prepare our students for the world that awaits them outside of school by enabling them to become confident, resilient, articulate, courageous, thoughtful, kind, creative and responsible leaders.

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 Trustee boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trustee board

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

The Trustee board will also ensure that:

- A robust framework is in place for setting curriculum priorities
- 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 and/or disabilities (SEND)
- 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
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced
- In order to meet EBACC expectations, except in exceptional circumstances, all students from September 2023, will study an MFL GCSE.

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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Trustee board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Trustee board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Trustee 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 SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Teachers are leaders in their classrooms, and we believe in allowing them to use their knowledge and understanding of their specialist areas to deliver amazing learning opportunities for the students in their care. With the guidance and support of Heads of department and other middle and/or senior leaders, we seek to create a culture of open discussion around the quality of education and the delivery of a curriculum which is broad, balanced, diverse and inspirational.

4. Implementation

The following subjects are delivered to students at Weald of Kent, in order to ensure our curriculum is broad and balanced. The number of one-hour lessons per fortnight is shown in brackets.

KEY STAGE 3 (7-9)	KEY STAGE 4 (10-11)	KEY STAGE 5 (12-13)
All students study: English (6) Mathematics (6) Science (6)	All students Study: English language and Literature (8) Mathematics (8)	All students study: PSHCE (1) A Level Subjects: Students

KEY STAGE 3 (7-9)	KEY STAGE 4 (10-11)	KEY STAGE 5 (12-13)
MFL (6)* History (4) Geography (4) PE (4) Computing (2) RE (2) Drama (2) Art (2) Design and Technology (2) Music (2) PSHCE (1) Literacy Lesson (1)	Biology (5) Chemistry (4) Physics (4) Geography or History (4) PE (4) PSHCE (1)	study 3 subjects from this selection* Art (10) Biology (10) Business (10) Chemistry (10) Computer Science (10) Drama and Theatre Studies (10) Economics (10) English Literature (10) English Language (10) French (10) Further Mathematics (10) Geography (10) German (10) History (10) Mathematics (10) Media Studies (10) Music (10) Physics (10) Physical Education (10) Politics (10) Product Design (10) Psychology (10) Philosophy (10) Sociology (10) Spanish (10)
<p>*At the start of Year 9, most able linguists are given the opportunity to study an additional language. Students who take this route study each for 3 periods per fortnight</p>	<p>Option subject: Students study 3 subject from this selection:</p> Art and Design (4) Business (4) Computer Science (4) Drama (4) Design and Technology (4) Food Preparation and Nutrition (4) French (4) German (4) Music (4) PE (4) Religious Studies (4) Spanish (4) Geography or History (4)	<p>*some students take 4 subjects</p>

SMSC (detailed in our Quality of Care Strategic Document)

Our students have access to a wide and enriching experience of social, moral, spiritual and cultural education across the school. All of our curriculum subjects contribute to this aspect of the students' education, with some subjects: Art; Dance; DT; Drama; English; Geography; History; Modern Foreign Languages; Music; PE; RE and Science taking a leading role in its delivery. All of the school's assemblies contribute to deepening our students' experience of social, moral, spiritual and cultural aspects.

Our programme of extra-curricular activities also contributes significantly to our students' personal development in this area. We offer a wide, rich set of experiences for our students. The Votes for Schools programme is offered to all students and significantly contributes to enhancing further the SMSC provision within the school as it engages the students regularly in debating and exercising their democratic right to vote on a pertinent contemporary issue, so that their voice is not only heard, but valued.

5. Inclusion

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

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

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

Teachers also take account of the needs of students whose first language is not English. Lessons are 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 Single Equality policy and in our SEND policy.

6. Monitoring arrangements

Trustees monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

Regular Quality of Education Committee meetings (3 times a year):
Quality of Education monitoring visits
Committee reports to FTB group

The Senior Leadership Team oversee the monitor curriculum by:

Regular learning walks
Lesson observations
Work scrutiny
Student voice feedback
Curriculum deep dives

Heads of department monitor the way their subject is taught throughout the school by:

Regular learning walks
Lesson observations
Work scrutiny
Student voice feedback

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be shared and reviewed every 3 year by the FTB group.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning
- Relationships and sex education, and health education
- British values
- Careers
- Assessment policy
- Non-examination assessment policy

- SEN policy and information report
- Equality information and objectives