



LORD
WANDSWORTH
COLLEGE

CURRICULUM POLICY

Curriculum Policy

Staff member responsible	Revision Date	Approved By	Approval Date	Reason
<i>DPI</i>	<i>Sept 2009</i>	<i>SMT</i>	<i>14/9/09</i>	<i>Total revision</i>
DPI	Mar 2010	SMT	7/3/10	Updated with PHSE
SLB	Mar 2011	SMT	9/3/11	Careers section updated
SLB	Mar 2012	SMT	18/3/12	SEND update
SLB/JJD	Jan 2013	SMT	14/1/13	Content review
SLB	Feb 2014	SMT	12/2/14	Amended following A&SC review
JJD	Sept 2015	SLT	23/11/15	Updated
SLB	Sept 2016	Governors	7/12/16	Updated
SLB	October 2017	Governors	6/12/17	Reviewed and updated
SLB	October 2018	SLT	7/11/18	Reviewed and updated
SLB	October 2019	Governors	4/12/19	Reviewed and updated
SLB	December 2020	Governors	14/12/20	Reviewed and updated
SLB	July 2021	Governors	1/12/21	Reviewed and updated
SLB	December 2021	Governors	2/2/22	Reviewed and updated
SLB	October 2022	RSC	30/11/22	Reviewed, restructured and updated.
SLB	January 2023	Governors	11/03/24	Reviewed and updated.

Curriculum Policy

Read in conjunction with

- Teaching & Learning Policy
- Assessment & Marking Policy
- Rewards & Sanctions Policy
- EAL Policy
- Provision for Pupils with Particular Religious, Dietary, Language or Cultural Needs Policy
- SEND Policy
- Students Wishing To Take Native Language Exams Policy
- SMSC Plan
- AI Policy

1. Policy statement

This policy sets out the College's curriculum structures and expectations. It also supports Heads of Department as they plan schemes of work and curriculum plans.

2. Commitment

This policy is updated annually both to ensure it meets statutory requirements, but also to reflect any changes to the College's curriculum strategy or structure.

3. Scope

This policy applies to every member of the teaching and academic support staff, especially Heads of Department (including the Head of PSHEE and the Head of Curriculum Support) whose curriculum plans must have regard to its content. It also applies to the Senior Leadership Team, who need to understand its content and scope.

4. Legislative context.

This policy is produced in accordance with the Education Act (1996) and the Equality Act (2010)

5. Definitions

Curriculum: The structured programme of learning delivered by the College as a whole and by individual departments over (and across) the various stages of learning from 1st Form to Upper Sixth.

PSHEE: Personal, Social, Health & Economic Education.

6. Roles & Responsibilities

Deputy Head (Teaching & Learning)	Reviewing and updating the College curriculum and this policy. Oversight of departmental curricula and their updating and implementation
Heads of Department	Producing, reviewing and updating subject-specific curricula in line with College policy and statutory regulations.
Teachers	Day-to-day implementation of the curriculum, having regard to specific details set out in this policy.

7. Monitoring and reviewing

This policy is reviewed annually in the autumn term and monitored during the year.

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Part One – Curriculum Overview.

1. Curriculum Policy Aims and Objectives

The College aims to deliver a broad curriculum where all pupils have the opportunity to learn and make progress and that prepares pupils effectively for the opportunities, responsibilities and experiences of life in British Society. At LWC, we aspire to a curriculum that allows pupils to apply skills to their knowledge to meet complex demands. The curriculum offers the flexibility for pupils to make choices, at the appropriate times, which enable them to maintain a balance, but also develop their character through explicit and implicit teaching of character traits. The curriculum delivery is underpinned by the College's A²RH approach to pupil learning (Attitudes, Approaches, Routines & Habits (see Teaching & Learning Policy for further details) and the 5 pillars. There is an evolving focus on skills across the years (see section 3) and on developing self-agency in learning through the Moonshot & Personal Leadership programmes.

2. Curriculum Content

The College aims to provide a curriculum whose content takes into account and is appropriate for the ages, aptitudes and needs of all pupils, including those with Specific Learning Difficulty (SpLD) or an Education Health and Care Plan (EHCP), and those for whom English is an additional language. Individual departments produce curriculum plans and schemes of work that meet the needs of all pupils, in terms of ability, need and aptitudes, and the aim in all departments is to enable all pupils to build 'world-class basics' in terms of their skills- and content development, whilst also having access to challenge at the highest level where appropriate. The curriculum does not discriminate against pupils contrary to Part 6 of the Equality Act, 2010. The curriculum does 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. The broad and compulsory curricular core provides a linguistic, literacy, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, and the pupils acquire skills in speaking, listening, literacy and numeracy.

The College ensures full-time supervised education for pupils of compulsory school age (construed in accordance with Section 8 of the Education Act (1996)). Throughout the years of compulsory education, the core subjects of English, Mathematics, a Modern Foreign Language, the Sciences (Biology, Chemistry and Physics) together with a humanity (Classics, Latin, Geography, RS or History) will be compulsory. The only exception to this is for pupils with SpLD or international pupils who, after consultation with all key stakeholders, may be allowed to drop a subject to enable greater 1to1 support elsewhere.

For those pupils above the compulsory school age at Lord Wandsworth College, there is a formal programme of lessons, activities and sport appropriate to the needs of the pupils. The academic curriculum is focused on A Levels and BTEC qualifications, but with opportunities to undertake a range of academic enrichment activities such as subject-specific competitions, additional out-of-timetable GCSEs and the EPQ.

Class Sizes

In 1st – 5th Form most classes should typically be about 20 with a maximum group size of 24. In subjects which set, the lower ability set will generally be much smaller than these figures. In the Sixth Form a maximum would normally be around 16, but usually class sizes are around 10.

3. Curriculum Planning, Delivery, and Assessment

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Curriculum planning is structured via curriculum maps and Schemes of Work, and all departmental curriculum planning has regard to the research-informed best practices set out in the College's aide-mémoire for learning. In all stages of the planning process, as well as through Moonshot and Personal Leadership, our aim is to foster self-agency, including the ability to think and learn for themselves, to encourage and develop the application of intellectual, physical and creative effort, to encourage pupils to take interest in their work as part of the cycle of improvement. This involves consistency and high expectations in lesson planning, teaching resources and methods (Quality First teaching), and effective class management. It also requires a good understanding of the needs and prior attainment of pupils. These are summarised in the College's aide-mémoire document. Further details are in the Teaching & Learning policy. There is a framework in place to assess pupils' work, from in-lesson 'live' assessments to more formal processes, to enable pupils to progress in their learning.

Through its breadth and focus on skills and A²RH, as well as through its careers programme and the PSHEE programme, the overall curriculum at Lord Wandsworth College offers pupils an effective preparation for the opportunities, responsibilities and experiences of life in British Society.

Part Two – Curriculum Outline.

1. Key Stage 3

1st- and 2nd-Form pupils curriculum is driven by a skills-based approach to learning which focuses on excellence in process rather than perfection in outcomes, allowing all pupils to learn and make progress. Teachers focus on World-Class Basics that can be built on over the subsequent years.

Pupils entering the 3rd Form make choose between 9 and 10 subjects from an options block that maintains the breadth of study expected across sciences, languages, humanities and arts subjects and offers increased subject time and a chance for pupils to engage in the subjects of their choice for the whole year. Some subjects start GCSE in 3rd Form, others use the year as preparation for a discrete GCSE curriculum.

All pupils study Maths, English, and Science, and one compulsory modern foreign language (French or Spanish)

In addition, pupils need to make a selection from the remaining subjects, as per the blocks below.

1	2	3	4	5
Choose one compulsory language	Choose one subject <u>or</u> the Art + Design Technology option	Choose one subject	Choose two creative subjects <u>or</u> History <u>or</u> Geography	Choose one subject
French	History	History	Art	History
	Geography	Geography	Design	Geography
	Latin	PE	Drama	Latin
	PE	Religious Studies	Computer Science	Religious Studies
Spanish	Religious Studies	EAL	Music	French
			Geography (3) ⁺	Spanish
	Art and Design (1.5 + 1.5)		History (3) ⁺	

2. Key Stage 4

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All pupils study a broad range of subjects, with the compulsory core of English, Maths, Science and a Modern Foreign Language (although Latin is an alternative option for those pupils who struggle significantly with an MFL). There is some flexibility for those pupils who need to be on a simplified timetable, with appropriate decisions about subject choices made by the tutor, teacher, HoD, houseparent, Head of Year and Deputy Head (T&L). Supervised Private Study exists for those who need the time to catch up on work, and additional Curriculum Support lessons are available to those who need them.

Pupils can choose either Double or Triple Science.

3. Key Stage 5

Pupils have the opportunity to study both A Levels and BTECs. Some pupils may choose to study 4 subjects in Sixth Form, and others may only study two, following appropriate discussions with the relevant people supporting the student. There are significant enrichment opportunities, including additional GCSEs in Mandarin, Classical Greek and Astronomy, and the opportunity to take the EPQ.

Part Three – PSHEE and Futures.

1. Personal, Social, Health and Economic Education (PSHEE)

Personal, Social, Health and Economic Education (PSHEE) is compulsory for all pupils to the age of 16. At LWC, we also run a compulsory Sixth-Form PSHEE programme. The course is led and taught by the Head of PSHEE, as well as by a dedicated group of trained staff across the curriculum years. The content of the course reflects the College's aims and ethos, by seeking to develop an appreciation of the individual's place in the community, individual responsibility, and an understanding of the needs of others in the immediate community and the wider community. The PHSEE curriculum covers both physical and mental health and well-being, and encourages respect for other people, paying particular regard to the protected characteristics set out in section 4 of the Equality Act 2010. These protected characteristics are:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

Further useful information about protected characteristics can be found [here](#). The PHSEE course also ensures that the College's character focus is at the heart of its teaching. This is delivered through timetabled PHSEE lessons to every year group, tutor sessions, assemblies, visiting speakers, through well-being sessions for all years, and through the taught academic curriculum and the co-curriculum.

2. Futures Provision

Individual Advice and Guidance

Pupils throughout the school have access to accurate up-to-date careers guidance that is presented impartially and enables pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. The guidance is delivered through PSHEE, small group work, one-to-

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one support and visiting speakers. The Futures programme enables pupils to recognise their strengths and gives them the confidence to explore all the options available to them post LWC.

Our programme of support starts in 3rd Form with a dedicated Futures Day designed to encourage pupils to start thinking about skills and the transferability of subjects in the real world. This day also assists pupils in making choices for their GCSE options. In 4th Form, pupils attend a Futures Day designed to allow them to explore industries and examine how combinations of A levels can be used for entry to degree courses. Futures Day events are always followed by a series of short talks in tutor time delivered by the Head of Futures designed to consolidate lessons learnt and plan next steps.

During the 5th Form, pupils are given the opportunity to complete a psychometric test and receive impartial careers advice, attend a bespoke interview skills morning as well participating in industry-specific round tables. All of which are designed to encourage pupils to start to think about possible career paths and what qualifications they would like to study in Sixth Form.

Pupils in Sixth Form are given additional time and support in preparation for UCAS applications and degree apprenticeship options. The Sixth Form benefit from three Futures Days all with a different focus. The first is centred around progression to university and is supported by a range of university providers. The second concentrates on alternative routes post-school such as degree apprenticeships and the world of work. During this Futures Day, pupils benefit from expert consultants who work with them on LinkedIn accounts and CVs. The third Futures Day allows pupils to explore the process and expectation of applications to competitive universities such as Oxford and Cambridge.

Underpinning the Sixth Form Futures Days are frequent 1-1 sessions with the Head of Futures and small workshops to support pupils with university choices and personal statements. Pupils also have access to a range of webinars and talks about applications to universities abroad, military careers and gap years. The round table function is also expanded for the Sixth Form allowing them more regular access to industry experts to understand career options in more in-depth. The Futures Department also works in close collaboration with the Development team in using LWC's wider alumni community for mentoring and skills insights through a dedicated mentoring platform. This holistic approach ensures that all possible avenues for pupils are explored assisting in them making the best and most well-informed decision for their future.

All pupils have direct access to the Head of Futures through a QR code diary booking system, allowing them the flexibility to seek guidance and support at any time. In addition, pupils have the benefit of Unifrog an online destinations platform, through which they receive guidance on future options, and can explore personal aptitudes and careers.

At the heart of the Futures provision is the ethos of creating confident young people who have been given the skills and agility to make informed decisions for themselves about their future. By empowering our pupils in the way, we do, we ensure they are equipped to be flexible, resilient and can cope with the ever-changing landscape of skills and employment.

Part Four - Assessment and Reporting

As stated at the beginning of this policy, the fundamental aim of the College's curriculum policy is that all pupils have the opportunity to learn and make progress. Formal assessment of pupils' progress takes place at various times through the academic year through the use of Attitude to Learning grade reviews (AtoLs), Term Grade Average (TGA) assessments, projected final grades (PFGs) for pupils in exam years, reports and

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internal/mock examinations (once per year). In addition, each department has its own assessment policy to ensure pupils are monitored on a regular basis. The results of departmental assessments are used to support the progress of pupils.

Tutors discuss grades with their tutees and targets are set for improvement where appropriate. Pupils with poor AtoLs are discussed with Heads of Year, and may be put onto Academic Tracking. Pupils receive a prize at the end of the appropriate term for good or improved AtoLs.

Immediate feedback (positive and negative) can be given to tutors and houseparents through the use of emails as well as through the online system of merits and flags.

Oral reports are given to parents once or twice a year for each year group and written reports are provided yearly. Data reporting to parents happens at the end of every term, as set out in the Assessment and Marking Policy. References will be written for any student by the tutor and/or house staff at any time on request. UCAS references are written by tutors in consultation with house staff at the end of the Lower Sixth year and co-ordinated by the Head and Assistant Head of Sixth Form, as well as the Head of Futures.

Part Five – Curriculum Support: SEND and EAL Pupils

1. SEND Pupils

All pupils are screened for possible literacy barriers to learning on arrival at the College. Other individuals may require specialist assessments from time to time as deemed necessary by the SENCO/Head of Curriculum Support. This one-off screening usually takes place during lesson time by agreement with individual teachers.

We are a mainstream school with a small learning support department. Access to lessons is available to students with a diagnosed Specific Learning Difficulties or medical condition (ADHD/ASC) if their needs cannot be met by their subject teachers through high quality differentiated lessons. Weekly/termly boarders are given priority as well as students who have Supervised Study Periods on their timetable. Students are not, as a rule, removed from lessons to access learning support.

Access Arrangements and Reasonable Adjustments for external exams are reviewed in 3rd form. Students must meet the criteria as laid out by the JCQ. The decision for granting access arrangements lies with the school teaching staff and the Head of Curriculum Support only. Access arrangements must reflect a student's normal way of working in the centre.

There are currently no statemented pupils or pupils with an EHCP plan, but a review of policies and practices would be undertaken should any such pupils enter the College to ensure that their education fulfils the requirements of the statement. Pupils with disabilities will be supported in line with the College's SEND policy. Further detailed information is contained in the SEND policy.

2. International Pupils

Curricular guidance about international pupils is contained in the College's EAL Policy

Part Six – Curriculum Overview and Pupil Oversight.

Pupils' progress through the curriculum stages is monitored at various levels. The tutor has the main responsibility, supported by the Heads of Year (1st & 2nd Form, 3rd Form, 4th Form, 5th Form, and Sixth Form),

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and the houseparents. The coaching method of tutoring is at the heart of Lord Wandsworth College's support for pupils.