



WANSTEAD HIGH SCHOOL

Curriculum Policy

Person Responsible	Mrs M Steel
Review Frequency	Every 2 years
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Committee	Quality of Education
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This policy is communicated by the following means	School Website

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Related Policies:

- Teaching, Learning and Assessment Policy
- Exams Policy
- Assessment Policy
- Sex and Relationships (SRE) Policy

Glossary

The National Curriculum	The national curriculum sets out the programme of study and attainment targets for all subjects at all key stages. All local authority-maintained schools in England must teach these programmes of study. https://www.gov.uk/government/collections/national-curriculum
Exam Boards	Sometimes known as Awarding Bodies are the examination boards responsible for setting and awarding secondary education level qualifications such as GCSEs, A Levels and Vocational qualifications to pupils. Examples are AQA, OCR and Edexcel.
Gatsby Benchmark	The Gatsby Benchmarks is a renowned framework of eight benchmarks that define what world class careers provision in education looks like. https://www.gatsby.org.uk/education/programmes/good-career-guidance-the-next-ten-years

1. Curriculum Aims

Wanstead High School aims to offer an inclusive, broad and balanced curriculum that is ambitious for all of our pupils. Enabling pupils to develop their character education, to hold high aspirations, to dream big and to overcome barriers.

We aim to provide high quality education that is inclusive of all of our pupils, ensuring no child is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence.

Our curriculum has been designed to reflect our school's commitment to delivering a well-rounded education, which ensures that our pupils develop the knowledge, skills and attributes necessary to release their potential and to make a valuable contribution to society.

Our curriculum intent is achieved through our engaging, relevant, broad and balanced curriculum which includes our enrichment provision. Our curriculum is inclusive and ambitious encouraging pupils to develop a passion for life-long learning. Enabling all pupils to follow their next steps, whatever these may be and importantly preparing them to lead happy, fulfilling and prosperous lives beyond Wanstead High School.

Our curriculum also aims to:

- Support and enhance our core values of kindness, inclusion and respect.
- Promote a positive attitude towards learning.
- Support pupils' spiritual, moral, social and cultural development.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that supports pupils' learning and progression, enabling them to work towards achieving their goals.

2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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.

3. Roles and Responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the 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 pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- All courses provided for pupils 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 pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- Pupils from Year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

Headteacher/with support of Senior Leaders from the Quality of Education Team

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 pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

Other Staff

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

The school's Senior Leadership Team, and in particular the Deputy Headteacher with responsibility for curriculum, is responsible for ensuring that the all departments have appropriate subject schemes of learning (medium term plans) in place, reflecting the aims of the school and indicate how the needs of individual pupils will be met.

Heads of Department are responsible for ensuring that schemes of learning (medium term plans) are coherently sequenced with the knowledge and skills pupils will gain at each stage. Schemes of learning (medium term plans) will:

- Provide appropriate levels of challenge, enable progression from one year group to the next.
- Support the learning of literacy and numeracy within the curriculum.
- Provide home or independent learning opportunities.
- Support teachers with appropriately planned opportunities for formative marking and feedback.
- Provide appropriate assessment points.
- Share links to next steps and career pathways.

4. Curriculum Organisation

Our taught curriculum is organised into three distinct phases across the three key stages – Key Stage 3, 4 and 5.

Key Stage 3

At Key Stage 3 (KS3) our pupils have access to 15 discreet subjects which support both breadth and balance. All subjects follow the full national curriculum and are taught for three years at Key Stage 3. This allows them to experience a wide range of subjects for the full three years of Key Stage 3.

Key Stage 3 (Years 7 to 9) pupils study the following subjects: English, Mathematics, Science, Computing, Technology, French or Spanish, History, Geography, Religion and Philosophy (RP), Art, Music, Drama, Dance, Physical Education, Personal Development (a programme which delivers personal development, relationships, sex, health, citizenship, enterprise and careers education), Religion and Philosophy. Pupils in Year 7 to 9 study either French or Spanish as a Modern Foreign Language (MFL) allocated based on their Tutor Group.

Key Stage 4

At Key Stage 4 (KS4) all pupils study the core curriculum of English, Mathematics, Science (combined or triple GCSE depending on their pathway) and core PE. Pupils currently have an open choice of GCSE or Vocational options from a wide range of subjects including Computer Science, Media Studies, Design Technology, Dance, Drama, PE (GCSE and Cambridge National), Music, PE and Sociology. These subjects, especially the vocational ones, may change year on year depending on the cohort and, in some cases, availability of staffing. Most pupils go on to gain 9 GCSEs. Some pupils will study fewer subjects at Level 2 and instead will be given support via an ASDAN qualification or English as an Additional Language (EAL).

Key Stage 5

Our Key Stage 5 (KS5) curriculum offers a broad range of A-Level subjects and pupils can choose an honours pathway (4 A-Levels) or a main pathway (3 A-Levels). In addition to A-Level choice, all pupils have the option of taking the Extended Project Qualification (EPQ) - an independent research project on any subject of the pupil's choosing. The EPQ is equivalent to half an A-Level and is highly valued by universities and employers. Additionally, pupils in Year 12 are timetabled for 1 hour per fortnight to develop study skills and help them to understand how to learn and revise effectively. This Learn-2-Learn course is specifically designed to help support their independence, meet the demands of their courses and support their progress in their subjects. Pupils in Year 12 can choose to have 1 hour per fortnight of Sport on their timetable. Sport includes a variety of options and opportunities for pupils to choose from to support good health and well-being.

Religion and Philosophy

Religion and Philosophy (RP) makes a significant contribution to the personal development of young people. Key Stage 3 pupils have discreet RP lessons and study content in line with the agreed Local Authority syllabus. Key Stage 4 pupils study aspects of RP as part of their Personal Development curriculum which includes assemblies and drop-down days from Year 10 to 13.

Parents have the statutory right to withdraw their children from Religious Education. Parents with concerns are encouraged to discuss these with the Head of Social Sciences initially.

Relationships, Sex and Health Education

Relationships, Sex and Health Education (RSHE) is taught as part of Personal Development to all pupils in Key Stage 3 and Key Stage 4. This is through a combination of lessons taught by class teachers, drop down days, assemblies and externally delivered workshops. The curriculum for RSHE aims to:

- meet the national and local guidelines
- be inclusive and age appropriate
- be responsive to the needs of our children

Careers Guidance

Careers education, information, advice and guidance (CEIAG) is provided through the Personal Development programme to all pupils.

- Additional, independent and bespoke advice is provided by a careers advisor supporting Key Stage 4 and 5 pupils.
- The Skills Builder framework is used to support pupils in developing a range of skills for success.
- Unifrog supports pupils in exploring opportunities, make the best choices and to submit the strongest applications for their next steps.

The school is committed to meeting the Gatsby Benchmarks for careers education.

British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

Safeguarding

The school teaches pupils through the curriculum, as part of the Personal Development (PD) programme through assemblies, workshops and special events, how to keep themselves safe within school and in the wider world.

5. Inclusion

Through their curriculums, Heads of Department set high expectations for all pupils. Through adapting their Medium-Term Plans (Schemes of Work), teachers will address the needs of all pupils through high quality classroom teaching and use of appropriate assessments to set ambitious targets. Plan challenging work for all groups, including:

- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with low prior attainment
- Pupils with English as an additional language (EAL)
- Pupils with high prior attainment (more able pupils)

Teachers will plan and adapt lessons so that SEND and pupils with low prior attainment can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned and adapted so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Curriculum Documentation

The following documentation is published each year:

- The Curriculum Policy.
- Curriculum Booklets for each year group with specific subject-by-subject information for parents and pupils on what is taught and when.
- Learning Journeys (Curriculum Maps) and Long-Term Plans for each subject which shows pupils and parents the sequence of topics taught.
- Medium-Plans (Schemes of Work) for departments (teachers) which details the topics, knowledge and skills built up through each year and key stage. Including links to literacy, key questions, assessment and next steps (careers).

7. Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings of the Quality of Education Committee.
- Governor visits in which linked governors meet with Head of Department, teaching staff and pupils to observe the school in action.

Heads of Department monitor the way their subject is taught throughout the school as follows:

- Lesson visits
- Department LEARN Drop-ins (Lesson drop ins)
- Teacher Development LEARN Drop-ins with instructional coaching
- Book/work reviews
- Pupil voice exercises
- Progress data analysis
- Department spotlights
- Peer reviews
- Annual review meetings with the Headteacher