

# CURRICULUM POLICY



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## 1. THE PURPOSE OF OUR CURRICULUM

### 1.1 CURRICULUM INTENT

Harington School is an academic sixth form offering high quality post-16 education with a clear academic focus; one that provides a curriculum that holds the key facilitator subjects at its core, and promotes a range of enrichment activities that are particularly attractive to universities and employers. Our intent is that students receive high quality teaching that is well planned, delivered by subject specialists and provides the best possible opportunity for strong outcomes. Alongside an A-level curriculum, students benefit from a strong tutorial programme that promotes British values and prepares students effectively for any life challenges they may face. A key intent at Harington is that post-16 students also access a coherent careers programme that ensures they are well placed to achieve places at the university and post-18 pathway of their choice. Outside of our core curriculum we also ensure that students benefit from a broad range of sporting, musical, cultural activities that will give them the broader skills they need to be successful in the modern workplace.

## 2. IMPLEMENTATION

### 2.1 ACADEMIC CURRICULUM

Our core academic curriculum is based around the delivery of Advanced Level Qualifications and our Admission Policy reflects this. It is our policy to offer a core of facilitating subjects recommended as good preparation for degree level study and ones which will keep as many options open as possible regarding degree or higher tier apprenticeship routes.

All students must choose at least three A levels. Students may choose four if it is appropriate to their needs and career ambitions. By choosing at least one (and more often two or three) facilitating subjects, our students will have many options with regards to Higher Education, especially those aspiring to Russell Group and other well regarded Universities. On

application to Harington all students will be provided with clear guidance regarding their choice of A-level qualifications.

It is our expectation that all students will continue studying at least three A levels during their time at the School. The School offering is of a linear A-level qualification and therefore there is no intent or provision for students to complete AS qualifications.

The Head of School is responsible for the academic curriculum and will annually review the range of subjects offered to ensure they remain appropriate with the Local Governing Body. Information regarding the content of each course offered will be available online and through the School prospectus.

Subjects offered:

- Art and Design;
- Biology;
- Chemistry;
- Computer Science;
- Economics;
- English Literature;
- French;
- Further Mathematics;
- Geography;
- German;
- History;
- Mathematics;
- Music;
- Religious Studies;
- Physical Education;
- Physics;
- Psychology;
- Spanish.

In addition to the subjects above, all students will have the opportunity to study the Extended Project Qualification (EPQ) and will receive appropriate support from academic staff.

Each subject's curriculum will set out the critical knowledge that will be taught across Year 12 and Year 13 and the supporting skills that will allow students to demonstrate this knowledge. Thoughtful sequencing and pacing will be woven into long term plans for each year group in order to develop understanding and enable students to connect and build on existing knowledge. Along with their team of staff, subject leads will annually review the curriculum on offer and make decisions regarding the effective sequencing of content.

Along with their team, subject leaders will annually review the curriculum on offer as a result of our quality assurance process. Subject specialists will update schemes of work to outline sufficient detail the course content and resources for teachers to deliver successful lessons. Teachers will adapt these schemes to ensure they best meet the needs of the students in each group they are responsible for. As a minimum each scheme of work will be of sufficient quality that a newly qualified teacher or non-specialist could deliver effective lessons. This will require that schemes are clear about what content should be covered, the key activities that will support learners to acquire new knowledge and the assessments which will be used to check and develop understanding.

## 2.2 PREP

The School values the work students do at Harington and at home. We believe that effective prep is an important aspect of successfully completing an A level curriculum. Outside of lessons students are expected to complete approximately five hours of additional prep per subject per week. Prep provides an opportunity for students to work independently, to research, to carry out specific tasks and to prepare themselves effectively for the next stage in their learning. The expectation is that prep will be set weekly by subject teachers.

## 3. POST- 16 PROGRAMME OF STUDY

All students at Harington are full time and working to complete an A-level programme of study. Students will also have timetabled private study lessons and where appropriate, intervention. Harington aims to provide each student with five hours and ten minutes of lessons per subject per week, twenty five minutes of PHSE including sex and relationship guidance, twenty five minutes of learning skills, one hour of academic enrichment or volunteering and at least one hour and thirty minutes of sporting, musical or cultural activities. Students are recommended to undertake ten days of work experience outside of School, especially those students following a specialist pathway where work experience is important.

All subject areas will offer a range of additional optional opportunities which offer students wider experiences beyond the core academic curriculum. This will include a range of trips and visits, clubs and competitions that broaden their skills and knowledge. These opportunities will be shared with students at the beginning of each term or for trips and visits annually so that parents and students can plan for their involvement. We have a separate policy on trips and visits which should be read in conjunction with this one. Where there is a charge for such opportunities please read our separate Charging and Remissions Policy.

## 4. ACADEMIC ENRICHMENT

Students are provided opportunities through our Academic Enrichment Programme. This programme is designed to support students in their post-18 applications once they leave Harington. The programme is varied but includes the opportunity to deepen their supra - curricular knowledge on topics of their interest, complete a Harington Challenge on a topic of their choice, and receive bespoke guidance on the UCAS application process and other post-18 options. Please see our Careers Policy for further information.

All students at Harington are expected to spend some time whilst at Harington engaged in volunteering. This normally takes place on alternative Wednesdays during terms 1-4 in Year 12. Volunteering greatly helps develop teamwork skills and empathy for different members of the community.

## **5. ACTIVITIES**

Students are given access to a wide range of activities designed to develop their softer skills. These include competitive and social sport, musical performance, Duke of Edinburgh (Gold and Silver), Young Enterprise, and charity work. All students are expected to participate and student run sessions are encouraged where possible.

Musical Scholarships are available for students to apply for. This has been designed to further support those students who wish to continue developing their musical ability during their time at the School.

## **6. STUDENT LEADERSHIP**

Our post-16 programme is designed to provide a range of leadership opportunities to students. These include a Sports Leadership Programme in partnership with Rutland County Council, applying for Senior Prefect Positions, or becoming a member of the School Senate.

## **7. SOCIAL MOBILITY**

It is our aim that all learners that have the appropriate academic qualifications are able to access our curriculum. In order to support learners from disadvantaged backgrounds, a Harington Scholarship Grant is available.

## **8. RESPONSIBILITIES FOR IMPLEMENTATION**

The Head of School working with their cluster leaders and all staff are responsible for implementing this policy. The Head of School is responsible for strategic decisions to ensure the curriculum intent is implemented effectively. The Head of School will ensure an effective programme of quality assurance and development takes place to ensure that governors are confident that the curriculum is implemented successfully and achieves its aims.

## **9. ACADEMIC CURRICULUM**

It is the responsibility of the Cluster Leads and teaching staff to ensure that all schemes of work support high quality teaching, link closely to key assessment points and prepare students well for the next steps in their education. Teachers should ensure that they are fully aware of any external changes that affect their subjects and discuss resource implications at the earliest opportunity with their cluster lead. Schemes of work should be accessible and clearly thought out with a clear rationale for the ordering of content delivered.

In determining the structure of a lesson teachers will consider:

- The scheme of work, whether it needs to be adapted for a particular group of students given their prior knowledge; the amount of time available.
- the use of assessment information to address areas of weakness and to further challenge students.
- how best to offer students advice on how to improve and to ensure there are opportunities for them to put this advice into action.
- specific information about individual students e.g. EHC plans. Please see the School SEND Policy for further information.
- the opportunities to develop independence, resilience, team work and leadership.

### **9.1 MEASURING IMPACT**

We use a range of measures to determine the success of our curriculum which are monitored and shared with governors, these include:

- Outcomes. If our curriculum is well delivered and meets our students' needs then they will be successful as demonstrated by Level 3 / ALPS and attainment 8 measures.
- Post-18 Progression Rates. The School sets ambitious targets for the number of learners who progress onto their chosen course. This includes successful Russell Group applications.
- Student attendance. If our curriculum is engaging students will want to attend College.
- The quality of lessons observed. If our curriculum is well designed and planned, lessons will be of a high quality and this will be shown through the grades the senior team award for teaching.
- Student engagement in the enhanced curriculum. We will monitor student take up of trips and visits, the performing arts, competitions and clubs, ensuring that all students are involved in a broad mix of activity.
- A strong positive response from our stakeholder surveys. We annually survey staff, students and parents asking a range of questions about our curriculum.