

# 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 post-18 pathway of their choice. Outside of our core curriculum we also ensure that students benefit from a broad range of sporting, musical and 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 A 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 two recommended 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 apart from Further Maths which is offered in this format. We acknowledge that at the start of Year 12 some students may wish to make changes to their A level courses. Any changes must be agreed by the Head of School. In making these decisions, the Head of School will pay due regard to the existing admission criteria for the subject, the impact of any changes on existing class resources including class size, and the potential of narrowing of a students curriculum. A decision to change course should be made no later than week three of term one.

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, Craft and Design;
- Business Studies;
- Biology;
- Chemistry;
- Computer Science;
- Design and Technology;
- Economics;
- English Literature;
- French;
- Further Mathematics (AS only);
- Geography;
- German;
- History;
- Mathematics;
- 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. The decision regarding the appropriateness of this qualification for each student will be made in partnership with senior 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. This will be summarised by a brief curriculum overview document produced by each subject outlining the above and for example the use of prep and

assessment. This will be updated annually to reflect changing practice. Along with their team of staff, subject leads will annually review the curriculum on offer and make decisions regarding the effective sequencing of content.

Subject specialists will update schemes of work to outline sufficient detail of 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 both inside and outside of their taught curriculum. 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 PSHE including sex and relationship guidance, twenty-five minutes of learning skills, one hour of academic enrichment or volunteering and at least one hour 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. To support this, students are introduced to Springpod, a virtual provider during the year.

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. Where practical these opportunities will be shared with students at the beginning of each term. Scheduled trips and visits will be shared annually so that parents and students can plan for their involvement. We adopt The Rutland and District School Federation Trips and Visits policy which should be read in conjunction with this one. Where there is a charge for such opportunities please read The Rutland and District Schools' Federation 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 super-curricular knowledge on topics of interest, complete a Harington Challenge on a topic of their choice, and receive bespoke guidance on the application process for a range of post-18 options. Please see our Careers Policy for further information.

All students at Harington are expected to spend some time whilst at Harington volunteering. This normally takes place on alternative Wednesdays during terms 1-4 in Year 12. Volunteering greatly helps develop teamwork skills and empathy for 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 ensembles, The Duke of Edinburgh's award (Gold and Silver), Young Enterprise, and charity work. All students are expected to participate and student leaders are encouraged to design and lead sessions.

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. More information can be accessed through our school website.

## **6. STUDENT LEADERSHIP**

Our post-16 programme is designed to provide a range of leadership opportunities to students. These include a Sports Leadership Programme and Eco Leadership, applying for student leadership 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, We also offer some modest discretionary bursaries to support students in their learning. Please see our Bursary Policy for further information.

## **8. RESPONSIBILITIES FOR IMPLEMENTATION**

The Head of School working with the Deputy Head of School, cluster leads 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 senior staff, subject 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 a member of the senior leadership team. 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 from examinations. If our curriculum is well delivered and meets our students' needs then they will be successful as demonstrated by strong Level 3 outcomes.
- 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 school.
- 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.
- Outcomes from subject reviews. These are conducted by the senior team providing further detailed evidence of curriculum planning and decisions.
- Student engagement in the enhanced curriculum. We will monitor student up take 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, insert students and parents asking a range of questions about our curriculum. Remove whilst students are surveyed three time a year.
- INSERT Curriculum time. If a class size is under ten students, then the curriculum may be delivered over 8 periods per week. If the class size is over ten students, then the curriculum will be delivered over 9 periods per week.