

CURRICULUM POLICY



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CONTENTS

1. THE PURPOSE OF OUR CURRICULUM	1
2. IMPLEMENTATION.....	1
3. PREP	3
4. POST- 16 PROGRAMME OF STUDY.....	3
5. ACADEMIC ENRICHMENT	3
6. ACTIVITIES	4
7. STUDENT LEADERSHIP.....	4
8. SOCIAL MOBILITY	4
9. RESPONSIBILITIES FOR IMPLEMENTATION.....	4
10. ACADEMIC CURRICULUM	4

1. THE PURPOSE OF OUR CURRICULUM

1.1 CURRICULUM INTENT

Harington School is an academic sixth form committed to delivering high-quality post-16 education. Our curriculum places facilitating subjects at its core and is complemented by a wide range of supportive A levels and enrichment opportunities valued by universities and employers. Our intent is that students receive from expert, well-planned teaching that supports excellent outcomes. This is strengthened by a comprehensive tutorial programme that promotes British values and equips students for the challenges of adult life. A clear and coherent careers programme ensures that every student is well prepared to secure their preferred post-18 pathway. In addition, a wide range of sporting, musical and cultural activities enables students to develop the broader skills essential for success in today's workplace.

2. IMPLEMENTATION

2.1 ACADEMIC CURRICULUM

Our core academic curriculum is centred around the delivery of A level qualifications, and our Admissions Policy reflects this. We prioritise offering a core selection of facilitating subjects, which are recognised as strong preparation for degree-level study and help keep as many future pathways open as possible, including university and higher-tier apprenticeships.

All students must select at least three A levels, with the option to take four if it aligns with their academic needs and career aspirations. Choosing at least two facilitating subjects

ensures students retain a broad range of opportunities for Higher Education, particularly for those aiming for Russell Group and other highly regarded universities. Upon applying to Harington, all students receive clear guidance on their A level subject choices.

We expect all students to continue studying at least three A levels throughout their time at the School. As we offer a linear A level curriculum, there is no provision for AS qualifications, except for Further Maths, which follows this structure. We recognise that some students may wish to adjust their A level choices at the start of Year 12. Any changes must be approved by the Head of School, who will consider subject entry requirements, class sizes, resource availability, and the potential narrowing of a student's curriculum. Course changes should be finalised no later than the third week of term one.

The Head of School oversees the academic curriculum and conducts an annual review of subject offerings in consultation with the Local Governing Body to ensure they remain appropriate. Information on course content is available online and in 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;
- History;
- Mathematics;
- Religious Studies;
- Physical Education;
- Physics;
- Psychology;
- Spanish.

In addition to their chosen subjects, all students will have the opportunity to study the Extended Project Qualification (EPQ) with appropriate academic support. The decision on whether this qualification is suitable for each student will be made in collaboration with senior staff.

Each subject's curriculum will outline the core knowledge taught across Years 12 and 13, alongside the essential skills needed to apply this knowledge effectively. Long-term plans will be carefully sequenced and paced to build understanding, helping students make meaningful connections between topics. A curriculum overview document, produced annually for each subject, will summarise key elements, including the use of prep and assessment, and will be updated to reflect evolving best practices. Subject leads, in collaboration with their teams, will review the curriculum each year, ensuring content is structured effectively.

Subject specialists will refine and update schemes of work to provide sufficient detail on course content and resources, supporting high-quality lesson delivery. Teachers will adapt these schemes to best meet the needs of their students. As a minimum standard, schemes of work must be clear and comprehensive enough for newly qualified teachers or non-specialists to deliver effective lessons. This requires clear guidance on content coverage, key learning activities that support knowledge acquisition, and the assessments used to monitor and enhance understanding.

3. 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.

4. POST- 16 PROGRAMME OF STUDY

All students at Harington are full-time and follow an A level programme of study. In addition to their academic lessons, students will have timetabled private study sessions and, where appropriate, intervention support.

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 relationships education
- Twenty-five minutes focused on learning skills
- One hour and fifteen minutes of academic enrichment or volunteering
- At least one hour dedicated to sporting, musical, or cultural activities

Students are encouraged to complete ten days of work experience outside of school, particularly those pursuing specialist pathways where practical experience is essential. To support this, students are introduced to Springpod, a virtual work experience provider, during the year.

All subject areas offer a range of optional opportunities beyond the core academic curriculum, including trips, visits, clubs, and competitions designed to broaden students' skills and knowledge. Where possible, these opportunities will be shared with students at the start of each term. Major trips and visits will be scheduled annually to allow parents and students to plan ahead.

Harington School follows the Rutland and District Schools' Federation Trips and Visits Policy, which should be read alongside this document. Where a charge applies for any activities, please refer to The Rutland and District Schools' Federation Charging and Remissions Policy.

5. ACADEMIC ENRICHMENT

Students have access to a range of opportunities through our Academic Enrichment Programme, which is designed to support their post-18 applications. This programme provides varied experiences, including the chance to deepen super-curricular knowledge in areas of personal interest, complete a Harington Challenge on a chosen topic, and receive

tailored guidance on the application process for a range of post-18 pathways. For further details, please refer to our Careers Policy.

All students at Harington are expected to engage in volunteering during their time at the School. This typically takes place on Wednesdays during Terms 1–4 in Year 12. Volunteering helps students develop teamwork skills and fosters empathy for different members of the community. Additionally, students can participate in a variety of enrichment activities, including Green Power, Young Enterprise, Cybersecurity, DocSoc, Engineering, and Law.

6. 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, Duke of Edinburgh's Award (Gold and Silver), 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.

7. STUDENT LEADERSHIP

Our post-16 programme is designed to provide a range of leadership opportunities to students. These include a Sports Leadership Programme, Eco Leadership, applying for student leadership positions, or becoming a member of the School Senate.

8. 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 (we also work with our partner Leicester University to offer bespoke support to a selected group of students). We also offer some modest discretionary bursaries to support students in their learning. please see our bursary policy for further information.

9. RESPONSIBILITIES FOR IMPLEMENTATION

The Head of School working with the Deputy Head of School and 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.

10. 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, teamwork and leadership.

10.1 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, students and parents asking a range of questions about our curriculum.
- 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.