



Curriculum Policy for the Senior School (Including Sixth Form)

Please also refer to the School's '**Careers Education Guidance Policy**', '**Whole School Policy for Personal, Health, Citizenship and Economic Education**' (PSHCEE), '**Whole School and EYFS Spiritual, Moral, Social and Cultural Policy**' (SMSC) and **Senior School Schemes of Learning**.

This policy document should be read in conjunction with supporting plans and Schemes of Learning for the Senior School.

Aims:

The curriculum at Cranford House aims to provide opportunities for all pupils to learn and to achieve their potential. Curriculum Plans and Schemes of Learning take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. We endeavour to ensure that pupils receive a broad and balanced education and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. All pupils have the opportunity to learn and make progress.

There is a strong emphasis on enrichment generally: explicitly and through cross-curricular and co-curricular links, educational visits (both day and residential), foreign exchanges and cultural visits and links with industry and the community. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are underpinned through our Assembly programme, Personal, Social, Health, Citizenship and Economic Education (PSHCEE) and Spiritual, Moral, Social and Cultural (SMSC) curriculum planning and co-curricular programme.

The curriculum has been planned to ensure that it is:

Broad - so that it provides each pupil with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning.

Balanced - so that each area of the curriculum is allowed sufficient time for its contribution to be effective and that all pupils gain experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Flexible and Differentiated - so that what is taught and how it is taught is relevant and stimulating to meet the learning needs of individual pupils and fully develop their abilities and aptitudes.

The curriculum aims to foster the development of the qualities and skills which enable pupils to achieve success and fulfilment, particularly:

- To encourage and stimulate the best possible progress and highest attainment for all pupils.
- To develop pupils' enjoyment of, appetite for and commitment to learning and achieving.
- To equip pupils with the essential learning skills of speaking, listening, literacy, numeracy and information technology and the thinking skills to enquire and make connections across areas of learning.
- To build on pupils' strengths and interests and develop their confidence in their capacity to learn and work independently and collaboratively.
- To enable pupils to think creatively and critically and solve problems.
- To promote pupils' spiritual, moral, social and cultural development.
- To develop pupils' physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- To encourage pupils to identify their preferred learning style but also be flexible and keen to develop others.
- To ensure the effective preparation of pupils for life in British society. The aim being to develop in every pupil the values, skills and behaviours they need to get on in life. We endeavor to deliver a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

Issues of learning and teaching are high on the professional agenda of the School and staff are regularly involved in discussion about such issues as curriculum development, assessment, homework and the provision for individual needs, through Whole School and Departmental Meetings (see Minutes) and through working parties, such as the Teaching and Learning Group. (For further detail see the **'Whole School Policy for Assessment, Recording and Reporting'**, the School's Statement as to how progress is measured at the School, **'Whole School Marking and Feedback Policy and Procedures'**, **'Homework Policy'**, **'Policy on Meeting Individual Pupils' Academic Needs'**, **'Whole School Able, Gifted and Talented Policy'** and **'Whole School Special Educational Needs and Disability (SEND) Policy'**).

We aim to use a wide range of teaching styles and resources in response to the different learning needs of individual pupils. This includes the use of relevant technology and resources to support Home Learning and remote education (for example, as used during the recent Covid-19 lockdown period). Please refer to the School's **'Home Learning Policy'** for details. In the event of a health-related individual self-isolation, group 'bubble' remote education, or temporary Whole School closure, Heads of Department take responsibility for the management and monitoring of learning and teaching in their areas and members of the SLT take responsibility for monitoring and evaluating teaching and learning and the curriculum through the Line Management System. Where interruptions to learning occur, for groups of pupils or individuals Heads of Department, liaising with SLT, will discuss whether adjustments need to be made to the curriculum based on their assessments of pupils' learning and progress, with a view to addressing any gaps in knowledge and skills. Learning and teaching is supported by a well-resourced Library.

The development of spiritual, moral, social and cultural awareness is included within the curriculum at all Key Stages (see **'Whole School and EYFS Spiritual, Moral, Social and Cultural Policy' (SMSC)**).

All staff are asked to consider how pupils' learning in their subject area builds confidence and increases self-esteem (see SMSC documentation on Schemes of Learning). The SMSC dimension is particularly extended in PSHCEE and RS (see relevant Schemes of Learning and **'Whole School Policy for Personal, Social, Health, Citizenship and Economic Education' (PSHCEE)** and multi-cultural themes are explored in many subject areas. The curriculum allows pupils to learn about the achievements of other cultures, including those outside Europe and enrichment is encouraged through an appropriate balance of work by authors, speakers, artists, scientists etc. from other cultures, including visits to and experiences of different cultural contexts.

PSHCEE at Cranford reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010, to ensure that pupils do not form a negative or restrictive views of gender roles, or of those with other protected characteristics, such as disability or race.

Assemblies are held regularly and these provide further opportunities to explore spiritual and moral issues and Fundamental British Values (please also refer to the School's **'Active Promotion of Fundamental British Values in the Early Years'** and **'Spiritual, Moral, Social and Cultural Development of Pupils'** for more details.) Charitable work features highly in the work of the School; pupils are encouraged to support local and national charities through voluntary work and fund-raising. Pupils are also aware of the global dimension: Senior School pupils take part in World Challenge and Duke of Edinburgh Expeditions and projects which have a strong focus on helping local communities.

The School understands the need to educate pupils in the safe and effective use of technology, particularly internet use and that of social media (e-Safety) and ensure this is conducted across a broad and balanced curriculum, which includes PSHCEE and Computing lessons and reinforcement in Assemblies. Particular attention is paid to assisting children to adjust their behaviours in order to reduce risks and build resilience, including radicalisation, with particular attention to the safe use of electronic equipment and the internet. Pupils are educated in the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

The School is committed to providing a planned programme of careers education, advice and guidance for all pupils in Key Stages 3, 4 and 5. This is in addition to the PSHCEE provision which is given across all years.

The programme helps pupils to make appropriate choices about their next steps in education (for example, academic or vocational Sixth Form, university further education, apprenticeships) and to become more self-aware and enables them to leave school with personal skills and academic achievements to help them achieve their aspirations and make a successful transition into higher education and/or career.

The National Framework for Careers Guidance is followed as far as possible and is presented in an impartial manner, enabling pupils to make informed choices about a broad range of career options with individual profiling and guidance available. Pupils are prepared for opportunities, responsibilities and experiences of life in British society.

By the end of the following Key Stages all pupils will:

Key Stage 3	<ul style="list-style-type: none"> • Have a greater awareness of themselves. • Know where the careers information is to be found. • Be aware of its implications for GCSE options.
Key Stage 4	<ul style="list-style-type: none"> • Choose and have chosen an appropriate educational or career route and acted to secure this option by researching the necessary information, advice and guidance. • Be aware of their post-16 options and which might be best for them. • Have participated in work experience or some work-related learning. • Know where the careers information area is and how to use it. • Know who the Careers Leader is and how to contact her. • Complete Morrisby Profiling.
Key Stage 5	<ul style="list-style-type: none"> • Choose and have chosen an appropriate further educational, vocational or career route and acted to secure this option by researching the necessary information, advice and guidance. • Be aware of post-Sixth Form options and which might be best for them. • Have participated in work experience, internship or other work-related learning. • Know where the Sixth Form information area is and how to use it. • Understand and have access, guidance and support to the UCAS application process. • Know who the Careers Leader is and how to contact her.

Pupils of all ages who have limited English are supported through quality first teaching and specialist support as required.

Key Stage 3:

The curriculum in Year 7 to 9 takes account of the National Curriculum and extends beyond it. The various strands of Creative Art and Design Technology are taught with emphasis on researching, experimenting and recording ideas to create an individual, purposeful and meaningful response and using a range of traditional and new technologies and techniques. Thinking Skills are embedded across the main curriculum.

In Year 7 pupils study two languages: French and Spanish. They can then study these languages until GCSE.

If a pupil joins us in January of Year 8 or at the start of Year 9 they will study one or two languages depending on previous experience.

The majority of lessons are taught in mixed ability Form Groups. The curriculum structure at Key Stage 3 is as follows:

Subject	Number of 50-Minute Lessons per Fortnightly Cycle		
	Year 7	Year 8	Year 9
English	9	9	9
Mathematics	8	8	8
Science	7	6	9
STEM	1	1	0
History	3	3	3
Geography	3	3	3
RS	2	2	3
DT	1	1	1.33
Art	2	3	2
Textiles	1	1	1.33
Food	1	1	1.33
Computing	2	2	2
Languages	6	6	6
Drama	2	2	2
Music	2	2	1
PE + Games	5 + 5 = 10	5 + 5 = 10	3 + 4 = 7
Total	60	60	60

Key Stage 4:

At Key Stage 4 all pupils follow a core curriculum of English (Language and Literature), Mathematics and Sciences.

All pupils are encouraged to study a Modern Foreign Language and at least one Humanities subject (History, Geography and RS). Ten subjects are normally taken at GCSE level at the end of Year 11.

The following subjects are usually available as options at GCSE:

Art, Textile Design, Food and Nutrition, Drama, French, Geography, German, History, Computer Science, Music, PE, Business Studies, RS and Spanish. Pupil choice is a priority and the timetable is drawn up to try and accommodate as many of the pupils' first choices of subjects as possible.

In addition to GCSE subjects, PSHCEE and Careers Guidance Education is also followed, covering study skills, thinking skills, health education, social and moral issues, economic understanding, politics, public institutions and world affairs.

Physical Education remains an important part of the curriculum and is offered as a core subject and a GCSE option as well in the options system. If it is felt to be appropriate, a pupil may study a reduced number of GCSE subjects and have supported additional study time.

The curriculum structure at Key Stage 4 is as follows:

Subject	Number of 50-Minute Lessons per Fortnightly Cycle	
	Year 10	Year 11
English	8	8
Mathematics	8	8
Biology	4	4
Chemistry	4	4
Physics	4	4
Options	6 (x4)	6 (x4)
PSHCEE	1	1
PE + Games	3 + 4 = 7	3 + 4 = 7
Total	60	60

GCSE and A-Level Subject Choices and Advice:

Guidance is provided during the Autumn and Spring Terms of Year 9 for GCSE and Year 11 for A-level, through informational parents' evenings, a subject choice brochure, discussion with Form Tutors, Head of Year, members of the Senior Leadership Team and both internal and external careers advice.

Subject staff offer advice about how well a pupil is likely to cope with their subject and advice about combinations of subjects is available from the Careers Leader and Senior Leadership Team. The School will counsel a pupil, for example, if the preferred combination seems restrictive.

The School may need to remove a subject from the list of option choices if the numbers opting for the subject are considered not viable or not sufficient to provide a suitable educational experience. The School is committed to making every effort to accommodate the preferred combination of subjects but, should this not be possible, advice on alternatives will be offered.

Changes to Options:

If changes to subject choices are requested, these need to be discussed with the Deputy Head (Academic). It is not always possible to transfer to another group and all lessons must continue to be attended in the originally agreed courses until such time as the Deputy Head (Academic) has ascertained that a move is desirable and possible, and that parents have been consulted.

Likewise, a subject cannot be dropped unless discussed with the Deputy Head (Academic). Parents will be consulted and their agreement sought before any final decision is reached.

Key Stage 5:

The Sixth Form curriculum offers a broad and balanced range of subject choices at A-level. The flexibility and seminar-style teaching of small class sizes encourages independent learning and engagement in discussion to develop independent study skills, confidence, resilience and persistence.

All students follow a two-year linear pathway towards final terminal assessment at the end of Year 13.

Students choose from the following pathways:

- 3 A-levels and the Extended Project Qualification (EPQ);
- 3 A-levels and the EPQ with a fourth AS in Year 12, before studying 3 A-levels in Year 13;
- 4 A-levels and EPQ.

Each A-level subject is allocated 12 taught lessons per fortnight across a two-weekly timetable cycle. For each taught hour, students will be expected to spend an hour working on that subject outside of the lesson. In addition to this, students will have 1 hour per week tutorial time in small groups and/or 1:1 tutorials. Students will also have the opportunity to choose termly from a range of enrichment options offered for at least one full afternoon a week.

Reviewed: September 2019: Headmaster, Deputy Heads (Academic/SENCo) and Governors

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