



CURRICULUM POLICY & GOVERNORS' CURRICULUM STATEMENT

Reviewing Member of Staff: Mrs Antonia Lungley
Date Updated: 15/01/2021
Date Approved by Governors: 26/01/2021
Review Date: Spring Term 2022
Committee: Academic, Pastoral & Teaching

Curriculum Policy and Governors' Curriculum Statement

Curriculum rationale and vision:

The curriculum of Prince Henry's High School seeks to engage students on their journey from Key Stage 3 -5 and to bring the best out in them. It is underpinned by a core belief in the importance of challenging academic study and a values driven education, in the sense that by undertaking a broad and demanding diet of subjects our students will not only be provided with a strong academic foundation for the future but some key life skills, such as resilience and respect for others.

Curriculum aims:

Specifically, our curriculum has the following core aims:

1. To provide students with a broad and relevant range of experiences that are carefully mapped from Key Stage 3-5 in order to allow them to make excellent progress and to provide them with strong foundations for their future adult lives
2. To support all students, irrespective of starting point, in developing deep and relevant knowledge alongside the following skills and values: communication, analysis, independence, teamwork, self-expression, the development of orderly work habits and a positive approach to study.

Curriculum Parity:

Our curriculum is founded on the conviction that the education of all students is of equal worth. The achievements of all students have equal importance, provided they represent each students' best efforts. Every effort is made to identify and remedy under-achievement and to enable all students to reach the highest standards of which they are capable.

Curriculum Design:

Careful thought is given by school leaders to curriculum design, ensuring that our implementation closely reflects our intent. As subject specialists, Middle leaders are empowered to develop their own department's curriculum. There is a strong emphasis on progression within each subject, with lessons carefully sequenced in order to maximise learning and supported by timely and appropriate assessments.

All students in Years 9, 10 and 11 study the National Curriculum but a significant element of individual choice is maintained to meet the needs, interests and abilities of each student. This is evidenced in the GCSE options process where students are able to choose 3 subjects freely from a wide range of subjects (complimenting the core diet of English, Maths, Science, MFL, PE, PSHE - which includes Citizenship and RE).

It is acknowledged that some students might find it hard to access some aspects of the curriculum. For this reason and where it is deemed to be educationally beneficial, alternative provision is provided to a small number of students in The Lodge. Further to this a small number of alternative courses may be offered to students who continue to access the 'mainstream' curriculum. For example, a small number of students are offered a GCSE course in Film Studies/Computing or literacy and numeracy support instead of their Modern Foreign Language at Key Stage four. Where this aspect of alternative provision is offered, we are fully committed to ensuring that it is delivered by subject specialists.

Curriculum Review:

Responsibility for curriculum design, implementation and evaluation is distributed widely across the school with the Curriculum Deputy, a Deputy Head in charge of Alternative Provision, a Deputy Head in charge of timetabling, the SENDCO and all Middle and Senior leaders having clear areas of involvement and accountability. A robust 'Monitoring and Supporting Teaching & Learning' framework is published annually and provides several, calendared opportunities for monitoring aspects of delivery and impact. The Governing Body scrutinises the effectiveness of the Curriculum through its Academic, Teaching and Pastoral Committee. Appropriate internal and external CPD is offered to all teachers to ensure that they maintain a high level of subject specific expertise.

Year 9:

All students study the subjects of the National Curriculum and Religious education. Furthermore, Students elect to study either GCSE Citizenship or a vocational qualification in ICT which is examined in Year 10. Additionally, all students choose which MFL they study, from a choice of French, Spanish, German and Italian. Close links are maintained with local Middle Schools in order to ensure progression and appropriate preparation for the last year of Key Stage 3 and entry on to GCSE courses. The students also benefit from a 'supercurricular' element in every subject over the year, where the curriculum is expanded or developed in a variety of ways at the discretion of the Head of Department.

Year 10 and 11:

At present all students in Year 10 and 11 study for sufficient time in Maths, Sciences (including the opportunity to study the three individual sciences if appropriate), English Literature, English Language, a Modern Language, Physical Education and a Personal and Social Education course, which includes Religious and Sex Education, Citizenship and Careers guidance. In addition, as wide a range of optional subjects as curriculum time and staffing allow, is offered to meet the needs, goals and abilities of individual students. Specific details of the subjects offered are published on the school's website.

All students have at least one week's work experience, with the exception of the 2020-21 Year 11 cohort, due to COVID-19 restrictions.

Alongside the mainstream curriculum as described above, the school is fully committed to a very wide range of enrichment, extension, and careers activities including a full STEM programme, trips and visits, extra-curricular clubs and activities.

Sixth Form:

Curriculum rationale and vision:

Our guiding principle is for everyone here to succeed, and we believe that success is achieved through hard work. Truly successful education is a partnership between school, the students, parents and our surrounding community. We hope to develop the students here to have the self-confidence to use their talents and skills for their own benefit as well as that of the community in which they may one day live.

Curriculum aims:

The chief aim of the Sixth Form Curriculum is to enable each student to select an appropriate route towards Higher Education, further training or employment.

We aspire to enable them to develop their abilities and personal characteristics such as initiative, enthusiasm, leadership, tolerance, perseverance, commitment and self-discipline.

Curriculum design:

The Sixth Form is open to all students who, it is felt, can benefit from the study of A Level or Level 3 courses. These courses take account of the past achievements and experiences of students. There is a wide range of courses offered at A Level and these are published in the Sixth Form prospectus available on the school website. The students have the opportunity to deepen their studies and review their learning during periods of supervised private study, with many subjects providing individual private study programmes.

All students are given the opportunity to develop wider skills, for example via the enrichment/ electives programme and work experience/job shadowing in Year 12. In addition, a carefully planned and prepared tutorial programme helps develop the skills required by students in their courses, in life and in order to make informed career choices.

Overall, we offer a broad and balanced curriculum which provides students with the opportunities for enhanced academic success, as well as the skills and personal qualities that are needed for adult life.