

The aims of this policy are;

To set out arrangements for the provision of a full-time supervised education for pupils of compulsory school age and those above compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;

To ensure that;

- subject-matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- pupils acquire speaking, listening, literacy and numeracy skills;
- where a pupil has a statement or educational care plan, an education is provided which fulfils its requirements;
- personal, social and health education reflects the school's aims and ethos
- appropriate careers guidance is provided
- pupils above compulsory school age are provided with a programme of activities which is appropriate to their needs;
- all pupils have the opportunity to learn and make progress; and
- adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

This policy is to be read in conjunction with the:

- Teaching and Learning Policy
- Assessment Policy
- SEND / LDD Policy
- School Development Plan
- Capability Review Procedure
- Wycliffe Teaching Standards guide
- Job descriptions for academic staff and school managers
- ICT and e-Safety Policy
- Staff Development Policy

The **Year 9, GCSE and Sixth Form Guides** form part of this policy and are published separately due their regular updating and amendment according to curriculum and syllabus changes.

Wycliffe aims for pupils to:

- Achieve their full academic, spiritual, physical and creative potential
- Feel happy and secure
- Communicate effectively in all situations
- Be creative and innovative in their thinking and approach
- Be independent in their approach to learning
- Have a highly developed social and environmental conscience
- Exhibit self-belief, willingly take responsibility and develop an 'unassuming confidence'
- Develop resilience to meet the challenges of life ahead.

We believe that this policy will help our pupils to succeed by ensuring;

- A commitment by all to identify and nurture individual potential across the widest possible range of areas
- An inclusive, safe and stimulating environment which is conducive to learning
- Guidance from committed, caring and highly competent staff
- An ethos of support, challenge and encouragement
- Effective and stimulating teaching
- An enhanced curriculum supported by an extensive extra-curricular programme that enriches the whole person and prepares them effectively for life after school

Therefore, in order to help the children learn and achieve, Wycliffe will translate its aims into practice via the curriculum using the following principles:

- The curriculum will be concerned with the development of the whole person
- All learners will be given equality of opportunity in learning
- The school curriculum will build on learners' strengths, interests and experiences
- Learning and life skills will be embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities
- The curriculum will present learners with new challenges and opportunities
- The curriculum will focus on knowledge creation as well as knowledge acquisition
- The curriculum will reflect the learners' relationship to their local, national and global communities

Heads of Departments will select courses, syllabuses and curricula based on these principles.

Structure and organisation

Wycliffe College will organise its faculties and departments according to pedagogical need, national government policies, parental demand and organisational priorities. The head of each department will be responsible for ensuring that appropriate schemes of work are created to guarantee that all pupils receive the challenging and stimulating curriculum to which they are entitled.

Heads of Departments will meet as members of the Heads of Departments Committee and in faculty meetings. Each faculty will nominate one of the Heads of its constituent departments to sit on the Academic Committee for a maximum of two years. Heads of Maths, English, Languages and Science will be permanent members of the Academic Committee, as will the Director of ICT Development and Training, the Assistant Head (Academic) and the Heads of Lower School and Sixth Form. These committees are chaired by the Deputy Head (Academic) who will use them as a forum for consultation and to take advice from its members.

The Deputy Head (Academic) will be responsible for curriculum and related matters in the school. The Deputy Head (Academic) will report to the Head on matters relating to learning and teaching and will be a member of the Leadership Team. The Deputy Head (Academic) will report formally to the Education Committee of Trustees each year on the College's academic performance and will update the Council of Trustees regularly regarding on-going academic and curriculum matters every term.

CURRICULUM

Year 9

Pupils in Year 9 will receive a core education in English, Mathematics, Sciences, Languages, Religious Studies and PE. They will be introduced to other disciplines via programmes of study developed within the school that mirror those in the National Curriculum. These include Art, Design Technology, Drama, Geography, History, Computer Science, Music and PSHE (Life skills).

Year 9 will provide a link between their prior learning and the start of Key Stage 4 and ensure that all pupils, whatever their background, are in a position to make informed choices about options and make the most of their GCSE study.

Year 9 pupils will undertake a major project throughout the year supported through Life Skills and Tutorial sessions, designed to embed sound study habits and develop effective study skills.

The Head of Lower School will organise an effective system of parental consultation and information in conjunction with the Careers Manager and Head of Life Skills to facilitate a smooth transition between

Key Stage 3 and 4 and ensure effective decisions are made on subject choices appropriate to the individual child.

Years 10 -11

Students will follow a core curriculum to GCSE of English Language and Literature, Mathematics, three sciences studied to core and additional level and short course Religious Studies (Philosophy and Ethics). There will be non-examined courses in Life Skills, PE and Games in each of these year groups and also in digital literacy in Year 10. In addition most students will choose a language plus three other optional subjects to study to GCSE level. This list of subjects will be reviewed annually by the Deputy Head (Academic) in conjunction with the Assistant Head (Academic) and the Head of Lower School and published in the GCSE guide issued each year. Additional subjects may be occasionally offered off timetable according to demand and teacher availability.

Details of the numbers of sessions offered per subject are to be found at Appendix A.

Entitlement to literacy and numeracy will be delivered primarily through the Maths and English curricula although all subjects are responsible for ensuring that standards in these disciplines are maintained through their own teaching. The Head of Life Skills, in conjunction with the Deputy Head (Pastoral), the Careers Manager and the Heads of Sixth Form and Lower School will develop a scheme of work for each year group to ensure that they receive Careers, Information, Advice and Guidance Education, PSHEE and Citizenship at least to the minimum entitlement required and in line with the best of current practice.

Sixth Form

The Head of Sixth Form will organise an effective system of parental consultation and information in conjunction with the Careers Manager and Head of Lower School to facilitate a smooth transition between Key Stage 4 and 5 and ensure effective decisions are made on pathways appropriate to the individual child.

Students will normally select between three and five subjects to follow in Year 12 and three or four in Year 13. The subjects offered will be published annually in the sixth form guide by the Deputy Head (Academic) in consultation with the Head of Sixth Form according to demand and teacher availability. The school will strive to offer as wide a range of subjects as possible. Students choosing BTEC courses may replace two AS and A levels with these programmes of study.

Curriculum time organisation

Students will be taught over a seventy-eight period fortnight, in classes directly supervised by a teacher. The exact nature of each student's timetable will be determined with reference to their personal learning needs but Wycliffe is a school community not simply a venue for individual tutorials and the vast majority of pupils will follow a common curriculum as outlined in the guides.

The school will organise teaching, Games and extra-curricular sessions between 8.30am and 6.00pm on Monday to Friday and from 8.30am to 4.00pm on Saturdays. Boarding students will additionally have other expectations on their time as necessary for their safety, development and enjoyment. Each Lower School Day pupil will be in classes at least between 8.50am and 12.25pm and from 1.45pm until 4.10pm. Other classes may operate outside these times.

The school will operate classes on six days per week for 34 weeks of the year, producing 198 working days. Of these, 30 are Saturdays with half teaching days but in which all pupils in Years 9 - 11 are required to attend a sports or games session for the whole or part of the afternoon. There will be up to five exeats during the year in which no teaching takes place on a Saturday. There will not be any teaching for 6th Form on Saturdays although revision sessions may operate in the run up to public exam seasons.

TEACHING AND LEARNING

Literacy and numeracy

All pupils up to the end of Key Stage 4 are entitled to effective support of their literacy and numeracy developmental needs.

All pupils up to the end of Key Stage 4 will follow courses in English Language. All students with English as their first language and those whose English has developed to 'native' standard will also study English Literature. Literacy will also be developed through the delivery of study skills in Life Skills classes and in subjects in which essay answers are required, teachers will monitor and correct literacy elements of their work.

All pupils up to the end of Key Stage 4 will study Mathematics. Numeracy skills are also delivered within science classes which are part of the compulsory curriculum for Key Stages 3 and 4. Pupils who are unable to access Maths GCSE will be offered an alternative course appropriate to their ability.

Schemes of work

Wycliffe will provide an advisory scheme of work template to be used by departments unless there is a justifiable pedagogical reason why there is a better alternative available for a particular subject. Schemes of Work will be available to the Deputy Head (Academic) each September for review.

SEN, G&T and Personalised learning (see also SEN / LDD and Learning and Teaching policies)

The school will actively support students with special educational needs. Students with gifts in any area of the curriculum or talents outside formal academic disciplines will be challenged and supported with coaching, guidance and, where possible, time allowances. SEN and Gifted and Talented Registers will be kept up to date by the Deputy Head (Academic) and made available to all staff. Students will be supported primarily through differentiation in the classroom and through their development as independent learners.

Reasonable adjustments will be made without further charge to parents, to accommodate those with particular learning needs. These will include provision of differentiation in the classroom and in-class resourcing such as electronic or manual note-taking, coloured paper and/or overlays, enhanced worksheets and favourable class positioning, sign language interpreter, lip-speaker or deaf-blind communicator readers, scribes and additional time (where allowed under national regulations) in public and internal exams.

One-to-one tuition outside the classroom is not considered to be a reasonable adjustment under this policy. Students, whose needs are such that the SENCO recommends that additional tuition be provided, will be offered such extra tuition and a charge may be made for this service. Methods by which such needs are identified and met will be outlined in the SEND / LDD Policy. Students may have their timetable reduced in order to access SEN tuition or to support their study of other subjects. Such decisions will be made to maximise the potential for achievement in each child and will be taken following consultation with parents.

The school will gather information on all students, prior to entry where possible and on entry to determine capabilities in key areas including linguistic, verbal and non-verbal. Appropriate tests and assessments will be developed to this end. Once gathered and interpreted, such data will be promulgated via an efficient MIS and other proprietary software such as SISRA to allow staff to develop individual learning programmes, to monitor and track progress and to identify students who are under-performing.

Students who are not achieving as expected will have a cause for concern raised and suitable intervention and support strategies will be introduced.

Differentiation

Differentiation is the key to effective teaching. This will be planned for delivery as well as being measured by outcome. Key categories of students identified for differentiation will include those on the Able, Gifted & Talented and SEN registers, high attainers, pupils for whom English is not their first language and pupils with varied learning preferences. The assessment policy will reflect the school's aims of delivering excellent education for all its students. Assessment for learning will form an essential part of the planning for differentiation. Differentiation will be explicit in planning documents.

ICT

ICT is recognised as crucial to future educational developments and to the potential career and life chances for all students. To this end the school will develop practices and policies that embed ICT in its teaching and learning and provide ICT resources to support teaching and learning in large and small groups and for individuals.

PSHEE and Careers

Students should leave Wycliffe with the skills to embrace life and succeed in whatever their chosen career path or in higher or further education. They will be equipped with the ability and information necessary to take decisions that will assist them in this and prepare them for the opportunities, responsibilities and experiences of adult life. A life skills co-ordinator will develop programmes of learning for all Year groups that embrace personal, social, health, financial and careers education in line with the school's ethos, aims and mission. The aim of such programmes will be to support the notion of whole-person education, the development of resilience and to complement the activities and enrichment programme on offer in the school.

The Careers Manager will devise programmes of advice and guidance and provide resources in accordance with best practice and as outlined in the latest government advice.

Sport, cross-curricular and activities programmes

The school will develop a range of extra-curricular activities and enrichment programmes in cultural, moral, spiritual and challenging disciplines whether physical, academic or morally based. All students will be required to take part in formally organised games and sports activities on two afternoons per week. In addition, sixth form team players and all those in Years 9 to 11 will be required to attend Saturday afternoon sport.

A programme of activities will be published annually. Students in Years 9-11 will be required to attend at least two activities per term. Those on the gifted and talented register will be encouraged to participate in the super-curricular activities designed to stimulate their talents.

British values

Through our curricular and extracurricular programmes, the PSHEE syllabus and pastoral systems, Wycliffe promotes British values which;

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

EAL

The Head of EAL shall devise programmes of study in written and spoken English to support students who are following Wycliffe's curriculum but whose principal language is other than English. Procedures shall be drawn up for support via group lessons and further individual tuition if necessary.

Monitoring progress

Students' progress will be constantly monitored by teaching staff with personal tutors having an overview of all subjects. Pupils and parents will be provided with half termly reports which will set grades for performance and engagement against published criteria and, in Year 10 and above, include grade targets in each subject. Each year parents in each Year group will receive at least one full written report, one short report and one parents' consultation evening. Students' progress will be monitored and tracked using appropriate software and to allow the Deputy Head (Academic) and Heads of Department to assess whole school performance.

The Deputy Head (Academic), in conjunction with the Assistant Head (Academic), Heads of Lower School and Sixth Form will devise appropriate means by which to encourage consideration of new courses of study and review the curriculum offer annually to ensure it meets demand.

SEF

All departments will complete an annual self-evaluation and set targets for the following year linked to the whole school development plan in light of the previous year's performance. The Deputy Head (Academic) will collate these reports and summarise their findings in his annual report to trustees.

Review

This policy will be reviewed annually by the Academic Leadership Team, the Academic Committee and Leadership Team and ratified by the Education Committee each year.

Key questions for review include;

- Have latest advice and guidance been incorporated?
- Does it reflect current best practice in education?
- Have national statutory and government policies been assimilated where required or advised?
- Is our curriculum fulfilling the needs of all learners?
- Is our curriculum promoting pupils' emotional and physical well-being and their spiritual, moral, social and cultural development?
- Can we identify groups of learners who are not accessing parts of or the entire curriculum? Which aspects do they have difficulty with and why?
- How are we building on all learners' successes in the curriculum to support aspects with which they have difficulty?
- How are we using technologies to engage learners and improve their learning?
- How are we using practical "hands-on" experiences to promote learning across the curriculum?
- How well are we using the investigative and enquiry processes in all subjects?
- How far do we present learners with new challenges and opportunities? How does this happen for groups and individuals?

- How motivating is our curriculum for all learners?
- Is there continuity and progression?
- How well are we involving other stakeholders and taking account of their views, particularly the learners themselves?
- Does the school's resource provision support all areas of the curriculum and all pupils' needs?

APPENDIX A
Curriculum Plan 2018-2019

Year 9 (39 periods available)			
Subject	Periods <i>per fortnight</i>	Option?	Sets 18-19
Maths	10	N	6
English	10	N	5(+EAL)
Sciences	15	N	6
Spanish	8 (2 periods from each of 2 Language options.)	Y	3
French		Y	3
Japanese		Y	2
German		Y	2
Art	3	N	5
DT	3	N	5
Music	2	N	5
Computer Science	2	N	5
Drama	2	N	5
History	3	N	5
Geography	3	N	5
RS	1	N	5
Games	10 (+Sat)	N	
Life Skills (inc PE / PSHEE)	2	N	5
Tutorial	2	N	
Teaching time = 38.5 periods			

Years 10 & 11 (39 periods available)		<u>GCSE GLH = 120</u>		Y10	Y11
Subject	<u>Periods per fortnight</u>	Option?	No of sets 18-19	No of sets 18-19	
Maths	8	N	7	7	
English	10	N	6 (+EAL)	6 (+EAL)	
Science	12	N	4	4	
RS	3	N	4	4	
Games	10 (+Sat)	N			
Life Skills (inc digital literacy / PSHEE)	4	N	5	5	
Tutorial	2	N			
PE	2	N	4	4	
GCSE Options (4 subjects)					
Art	6	Y	2	2	
Business	6	Y	3	3	
Comp Science	6	Y	1	1	
Drama	6	Y	2	2	
DT	6	Y	2	2	
Fr	6	Y	2	2	
Geography	6	Y	2	2	
German	6	Y	1	1	
History	6	Y	3	3	
Jap	6	Y	1	1	
Music	6	Y	1	1	
PE	6	Y	2	2	
Sep sciences	6	Y	3	3	
Spanish	6	Y	3	3	
Single Science (Y10) / Food Science (Y11)	6	Y	1 (TBC)	0	
Full course RS	2	Y	1	1	
Total teaching time = 37.5 periods					

Sixth Form 2018/19

Subjects	Periods pfn	Sets Y12	Sets Y13
Art and Design	12	1	2
Biology	12	2	2
Business	12	2	2
Chemistry	12	2	2
Computer Science	12	1	1
DT	12	1	1
Digital Production (BTEC Nat Cert)	12	1	1
Economics	12	1	2
English Literature	12	1	1
Extended Project Qualification	2	1	1
Film Studies	12	1	1
French	12	1	1
Further Maths	12	2	2
Geography	12	1	1
German	12	1	1
Politics	12	1	1
History	12	1	1
Japanese	12	1	1
Mathematics	12	3	4
Music	12	1	1
PE	12	1	1
Physics	12	2	2
Psychology	12	2	2
RS (Philosophy & Ethics)	12	1	1
Spanish	12	1	1
Sport (BTEC NatDip)	24	1	1
Theatre Studies	12	1	1
Business (BTEC NatDip)	24	1	1
Quantitative Reasoning	4	1	1
Games	20		
Life Skills	2	1	1
Tutorial	2		

- Other courses
- US SAT test preparation
 - English as an Additional Language
 - English for Academic Purposes
 - Competitive courses exam prep, eg STEP, MAT, LNAT, BMAT, HAT, NSAA etc. as required
 - ABRSM, Trinity Music, Rock School and LAMDA as required
- Learning Support as required