

Curriculum Policy (Senior School)

Co-educational Independent Boarding and Day School

Wycliffe College

September 2025

Key author	Deputy Head (Academic)(Senior)
Reviewing body	CLT
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Related Policies	<ul style="list-style-type: none">• Curriculum Plan• Marking, Assessment and OneNote Policy• SEND Policy• School Development Plan• Capability Review Procedure• Wycliffe Teaching Standards guide <p>Job descriptions for academic staff and School managers</p>

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 an Education, Health and Care Plan (EHCP);
- pupils acquire speaking, listening, literacy and numeracy skills;
- where a pupil has an EHCP, 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.

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

Purpose and Rationale

Wycliffe aims to inspire and educate every individual in mind, body and soul, and seeks for its pupils to achieve their full academic, spiritual, physical and creative potential.

In order to support these goals, Wycliffe's curriculum will teach knowledge and skills systematically, and provide creative opportunities for all. Wycliffe will be a School in which a blended approach values effective extra-curricular activities alongside the taught curriculum, providing an enriched programme for all pupils.

Principles

The curriculum at Wycliffe will:

- be knowledge-based;
- develop skills necessary for a successful independent life as a global citizen, as well as for qualifications;
- offer rigorous challenge, and build academic enquiry;
- include clear plans for languages, oracy, literacy and numeracy development;
- explicitly value creative arts, scientific endeavour and problem-solving;
- systematically and incrementally increase pupils' knowledge to ensure they can maximise the impact of the skills they learn;
- marshal and embrace relevant technologies to support learning;
- ensure effective transition at key entry points;
- offer sufficient range and breadth to match the ability profile, and span of particular needs, of the entire pupil body and the demands of its parents;
- have currency in life beyond the School;
- embrace highly effective relationships with employers, HE providers and other schools;
- reflect and deepen environmental awareness and an international perspective.

The curriculum at Wycliffe will be taught using the most effective strategies, supported by evidence and best practice, as outlined in the Learning and Teaching Policies of each phase of the School.

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. This committee is chaired by the Deputy Head (Academic) who will use it 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 Headmaster on matters relating to learning and teaching and will be a member of the College 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 ongoing 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, 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.

Year 9 will also receive sessions in the WYLD Curriculum (Wycliffe Leadership and Discovery). This is a programme overlapping with CCF and DoE covering practical; leadership and outdoors 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

Pupils will follow a core curriculum to GCSE of English Language and Literature, Mathematics, and three sciences studied to core and additional level. There will be non-examined courses in Life Skills, PE and Games in each of these year groups. In addition, most pupils 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 in the Curriculum Plan.

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 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 Stages 4 and 5 and ensure effective decisions are made on pathways appropriate to the individual child.

Pupils will normally select three subjects to follow in Year 12 and 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. Pupils choosing BTEC courses may replace two A levels with these programmes of study (one A Level for CTEC).

Curriculum time organisation

Pupils will be taught over a seventy-eight period fortnight, in classes directly supervised by a teacher. The exact nature of each pupil'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 5.30pm on Monday to Friday and from 8.30am to 4.00pm on Saturdays. Boarding pupils 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 Sixth 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 pupils 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.

Special Educational Needs (SEN), Gifted & Talented (G&T) and Personalised learning (see also SEND and AGT policies)

The School will actively support pupils with special educational needs. Pupils 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 G&T Registers will be kept up to date by the SENCO and Head of Academic Challenge and made available to all staff. Pupils 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, 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. Pupils 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 Policy. Pupils 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 pupils, 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 pupils who are under-performing.

Pupils 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 pupils 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 pupils. 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 pupils. 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

Pupils 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. The Head of Life Skills 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 pupils 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. Pupils in Years 9-11 will be required to attend at least three activities per term. Those on the gifted and talented register will be encouraged and expected to participate in the super-curricular activities designed to stimulate their talents.

British values

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

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils 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 pupils 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 pupils 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 pupils 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

Pupils' progress will be constantly monitored by teaching staff with personal tutors having an overview of all subjects. Pupils and parents will be provided with regular reports which will communicate performance against aspirational grades and engagement against published criteria. Each year parents in each Year group will receive at least one full written report, one short report and one parents' consultation evening. Pupils' 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.

CSEF

All departments will complete the ongoing Continuous Self-evaluation Framework and set targets each Autumn for the following year, linked to the whole School development plan in light of the previous year's performance.

Review

This policy will be reviewed annually by the College Leadership Team and approved 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?