



CURRICULUM POLICY

The curriculum at Whitgift is designed to support the fulfilment of the School Aims, maximising educational opportunities for all pupils at the School. Certain core principles lie at the heart of the curriculum.

- 1. To provide appropriate academic challenge for all pupils and to enable them to obtain academic excellence wherever possible, via a curriculum based upon rigour and opportunity.**
 - High expectations are set, achievement is recognised and praised.
- 2. To ensure that all pupils fulfil their potential, both academic and personal.**
 - To achieve this, the principles of independent learning and critical self-reflection are key elements of the curriculum.
- 3. To engender a love of learning for its own sake, and to foster academic curiosity and a culture of exploration, through the development of higher order skills such as critical thinking and creative thinking.**
 - Subject matter is appropriately challenging for ages and abilities of pupils, including an Academic Enrichment programme operating across the curriculum.
 - Teaching staff are highly qualified professionals with a passion for their subject, able to inspire pupils.
 - Pupils are encouraged to think for themselves and to engage in personal research beyond the curriculum throughout their school career.
 - Pupils with a particular gift or talent are identified and nurtured.
 - Extra curricular activities such as debating, public speaking, and creative writing provide important additional opportunities.
 - The establishment of Critical Reflection on the timetable has further strengthened both critical and creative thinking.
- 4. To provide a curriculum which is characterised by both breadth and depth, and which enables a high degree of personal choice alongside tailor-made curriculum routes.**
 - Diversity and choice are central to the Whitgift philosophy with extensive options available at GCSE, BTEC, A Level and IB; furthermore there is significant choice available in the Lower School in terms of provision of languages and creative subjects.
 - All pupils will pursue studies in mathematical, scientific, linguistic and human and social education until the age of 16, and have the opportunity to study technological, human and social, physical and aesthetic/creative education throughout their school careers. Special attention is given to ensure that pupils acquire skills in speaking and listening, literacy and numeracy.
 - Individual learning programmes, either formal or informal, are a key element of the curriculum, enabling pupils to progress at an appropriate pace; a differentiated approach to teaching and learning will support this.
 - Cross-curricular cooperation, for example through STEM or ToK, is actively encouraged.

5. To enable pupils to develop strong work habits, self-discipline in learning, and for pupils to be aspirational in their ambition.

- Careful attention is paid to ensure pupils learn and make progress; this is achieved in a number of ways including evaluation of learning outcomes and lesson observation. All groups of pupils are given the opportunity to learn and make progress including those with SEN, learning difficulties or EAL pupils.
- All pupils are expected to work hard; significant effort is recognised and praised, and behaviour which has a negative impact on the learning of others, and sub-standard work are not tolerated.
- Homework is set regularly and is appropriate in terms of both quantity and challenge; a range of assessment tools including self and peer assessment are vital components of the curriculum.

6. To foster a sense of responsibility within the School community and within the wider world where pupils are able to develop their own personal qualities effectively, enabling them to demonstrate confidence without arrogance.

- The academic curriculum is complemented by an exceptionally extensive programme of co-curricular activities to ensure the richest all-round education possible.
- A range of opportunities is provided to enable pupils to reflect on their own spiritual and academic development including assemblies, House meetings and form time.
- The Spiritual, Moral, Social and Cultural aspects of the curriculum are detailed in departmental policies and relevant schemes of work; the active promotion of Fundamental British Values is integrated into teaching and learning, ensuring that democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted; opinions or behaviours in lessons that run contrary to these principles are actively challenged.
- The School recognises its responsibility, via the curriculum, under the Prevent Duty, to be alert to the risk of a pupil or member of staff becoming susceptible to the messages of extremist organisations/individuals or to radicalisation, and to respond accordingly in line with School policy; curricular provision, as detailed in departmental handbooks, provides pupils with opportunities to develop the skills to be able to challenge extremist arguments.
- Personal, Social, Health and Economic education is compulsory for all pupils as timetabled lessons in Years 6-8, within Critical Reflection in Years 9 and 12, and as special Collapse Days in Year 10. This provision:
 - (i) reflects the School's aims and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

7. To ensure pupils are ready to access opportunities beyond the School environment and be effectively prepared for future study.

- Pupils have access to accurate, up-to-date careers guidance that-
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential.
- Every opportunity is taken to prepare pupils thoroughly for the opportunities, responsibilities and experiences of life in British society.

- 8. To provide a curriculum where Equality of Access is a fundamental tenet, ensuring effective provision is made for pupils with SEN and/or learning difficulties, or those pupils who have English as an Additional Language (EAL).**
- The Learning Support Department (LSD) ensures that Individual Education Plans (IEPs) are constructed where necessary; an appropriate curriculum is provided for those pupils with a statement or an EHC plan, and the management of pupils with an LEA statement or EHC plan is the responsibility of the LSD.
 - EAL timetabled lessons are provided by a specialist EAL team, in part this may be achieved by pupils using curriculum time gained if opting for fewer subjects; EAL mentoring and monitoring are important aspects of the EAL provision.
 - Pupils' progress and learning are evaluated on an individual basis, and appropriate provision is made as required.
- 9. To provide exposure to a broad range of ideas and perspectives, and to develop international mindedness and critical tolerance in our pupils.**
- The curriculum celebrates and acknowledges the diverse international background of our pupils, and we encourage pupils to respect and learn about traditions, beliefs and customs of other cultures.
 - Languages are at the core of our curriculum, with all boys studying 3 (out of a choice of 6) in Year 7, including a Romance language, an Inflected language and an Oriental language; special Sections exist for French and Spanish native speakers; pupils with a mother tongue other than English are given the opportunity of sitting public exams in their mother tongue; the IB is, by definition, an international qualification, and our commitment to this reflects the very deepest values of the School.
- 10. To provide a curriculum which pupils can engage with enthusiastically, appreciating that learning can be fun, and they can relish the opportunities provided.**

Communication

The principles of the curriculum are both implicitly and explicitly disseminated to teaching staff, parents and pupils. Parents receive regular communication regarding the philosophy underpinning and the content of the curriculum; documentation (updated annually) regarding syllabuses and Schemes of Work are permanently posted on the School website.

Departments

All departments produce Departmental Handbooks containing Schemes of Work which ensure that the curriculum maintains its breadth and depth.

Implementation

The Deputy Headmaster is responsible for the implementation of the Curriculum Policy throughout the School. The Deputy Headmaster is assisted by the Assistant Head (Academic), Heads of Upper and Lower School and Heads of Department, and advised by the Curriculum Committee.

Review

Reviewed by the Deputy Headmaster and the Assistant Head (Academic): August 2016
Next review: August 2017