



# SHEBBEAR COLLEGE

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## CURRICULUM POLICY

### **Senior School Policy**

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Reviewed and updated: September 2023 by E Southern  
Reviewed by SLT: January 2024  
Next Review: January 2025

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### **Policy Review at Shebbear College**

**The SLT acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. The SLT and Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.**

## **Aims**

Shebbear College is dedicated to providing a high-quality, well-rounded education that empowers pupils to reach their full potential. This Curriculum Policy outlines the principles, goals, and strategies that guide the development and delivery of the College's curriculum. Our curriculum also aims to:

- Support and enhance our six Cs.
- Promote a positive attitude towards learning.
- Enable all pupils to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers.
- Enable all pupils to go on to appropriate further study by providing access to the necessary qualifications.
- Provide a range of subject choices to all pupils at KS3, 4 and 5.
- Provide in-depth, stimulating learning experiences that engage each pupil and provide appropriate levels of stretch and challenge.
- Support pupils' spiritual, moral, social and cultural development.
- Support and encourage healthy lifestyles.
- Provide pupils with the knowledge and skills required to keep themselves safe at school and in the wider world.

## **Roles and Responsibilities**

The Governing Body will:

- Monitor the effectiveness of this policy and hold the Head to account for its implementation.
- Ensure a robust framework is in place for setting curriculum priorities and aspirational targets.
- Monitor and ensure that provision is made for students with different abilities and needs, including children with special educational needs.
- Ensure that the College implements the relevant statutory assessment arrangements.
- Participate actively in decision-making about the breadth and balance of the curriculum.
- Ensure that pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced.

The Head is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on whole-school targets to make informed decisions.
- Proper provision is in place for students with different abilities and needs, including children with SEND.

The Deputy Head Academic:

- Meets with each Head of Faculty to monitor implementation of the curriculum policy.
- Ensures that all curriculum schemes of learning are in place which reflect how .
- Requests to withdraw children from curriculum subjects are carefully considered.
- Ensures that the curriculum design is based upon educational research and aligns with the College's values.
- Supports the Head of Faculty in Faculty Learning Review in the quality assurance of curriculum implementation.

The Head of Faculty:

- Ensures that pupils' progress through the curriculum is monitored and interventions are put in place to support optimal progress.

- Has responsibility for ensuring that schemes of learning are on the Shebbear College template, provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.
- Has responsibility for creating and reviewing the five-year curriculum map in their faculty to ensure all knowledge and skills are covered and revisited through interleaving the curriculum across the term, year and key stage.
- Ensures that the curriculum reflects the principles of Rosenshine.

### Curriculum Organisation

The curriculum is subject based, with all pupils studying the full range of subjects in each year group.

#### Key Stage 3

- At Key Stage 3 (Forms 1-3) pupils study the following subjects: English, Mathematics, Science, French History, Geography, Religious Education, Art, Music, Drama, Physical Education and Games, Computing, Environmental Education, as well as PSHE.
- In Form 3 some core curriculum areas opt to begin studying GCSE material.
- Throughout Form 3, pupils are supported in making guided choices as to their GCSE choices.

#### Key Stage 4

- At Key Stage 4 all pupils study the core curriculum of English, Mathematics, Science (double or triple GCSE), PE and PSHE.
- Pupils have access to the full range of choices, and there is no restriction on which subjects individual students may choose.
- Most pupils will study 8 or 9 GCSEs with 4 option subjects.
- Some pupils will study fewer and will be given support through the Additional Learning Needs Faculty.

#### Key Stage 5

The Sixth Form curriculum has a range of BTEC subject and A Level subjects.

- Pupils are encouraged to take 3 subjects and, if appropriate, undertake an EPQ.
- The curriculum for RSE meets the national and local guidelines and is inclusive and age appropriate.

#### Horizons Programme

- Careers education, information, advice and guidance is provided through the Horizons Programme
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education.

#### British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

#### Safeguarding

- The school teaches pupils through the curriculum, as part of PSHE, and through special events, how to keep themselves safe within school and in the wider world.

#### Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set realistically aspirational targets and plan challenging work for all groups, including:

- More able pupils.
- Pupils with low prior attainment.
- Pupils with SEND.

- Pupils with English as an additional language (EAL)

Teachers will plan lessons that reduce barriers to learning for pupils with SEN and/or disabilities. Teachers will also take account of the needs of pupils whose first language is not English and ensure that vocabulary lists are given prior to lessons. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

#### Curriculum Documentation

The following documentation is published each year:

- The Curriculum Policy.
- Knowledge organisers (one per half term).
- A curriculum map for each subject which shows how pupils' prior knowledge and skills is built on across the year groups.
- Schemes of learning for each topic / unit.

Heads of Faculty monitor the way their subjects are taught throughout the school by:

- Learning walks
- Lesson observations
- Book monitoring
- Pupil voice
- Faculty Learning Reviews (learning walks, progress data, pupils' work, pupil voice)

#### Links with other policies

This policy links to the following policies and procedures:

- Marking and Feedback Policy
- Sex and Relationships Policy