



# CURRICULUM POLICY

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Approved by	Principal
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## **COURSE DELIVERY**

Students' knowledge and understanding are developed through a blend of classroom lessons, coursework (both assessed and non-assessed) and personal tutorials. Additional support is provided through self-access facilities such as the Personalised Learning Resource Centre, the ALS (Additional Learning Support) department, Canvas and / or Teams (the VLEs) plus online resources.

Emphasis is placed on developing the Worthgate Characteristics aiming to equip students with attributes which include being caring, resilient, open-minded, critical thinking and excellent communicators. Approaches also encourage students to become independent learners able to reflect on their learning, recognise, and react appropriately to their own strengths and areas for development.

Teaching is conducted in English (except in foreign-language subjects, i.e., MFL), and students are encouraged to use English whenever possible on school premises. In relation to all of its programmes, the School specifies a minimum level of English language ability usually expressed in terms of an IELTS score that CATS Global believes is necessary for students proposing to join a particular course. For example: IELTS (or equivalent) 5.0 for A Level, 5.5 for IB, 4.5 for UFP and 4.0 for GCSE and Pre-A Level Programmes (please refer to the School Prospectus for other courses).

Subject content for each class should be appropriate to the capabilities of each student including those with additional learning needs, to include any student with an Education, Health and Care Plan (EHCP). Schemes of Work are available for every subject area. Students acquire speaking, listening, literacy and numeracy skills appropriate to the course they are enrolled on.

The aim of the academic staff is to select and implement strategies that are most appropriate to each module and group, while preparing the students for the methodologies and techniques to which they will be exposed at the next phase of their education, including at university. Course delivery involves a mix of classroom lessons, lectures, workshops, seminars and one-to-one tutorials, group work, discussions, and self-study. Practical lessons / fieldwork opportunities are encouraged in relevant subjects, e.g., the Sciences, Art, Geography.

## **ETHOS AND VALUES**

Lessons will encourage respect for others paying regard to the protected characteristics set out in the 2010 Equalities Act. Students should receive an effective preparation for the opportunities, responsibilities, and experiences of life in British society including civil and criminal law and the ability to distinguish the difference between right and wrong. Students will be taught in ways that do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **PROGRAMMES**

### **PRE- Programmes, in preparation for GCSE, IB, A Level or University Foundation**

Students typically study up to 9 subjects, including Mathematics and English on these one-year programmes (Pre-GCSE and Pre-A Level). The courses can include taking external exams as appropriate. Students who are taking these courses are usually under UK statutory school leaving age and so are exposed to a range of experiences over a one-year programme. These experiences will cover linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic and creative fields, along with two sessions a week of PSHE/RSE (PT). They will also have technology and enterprise experiences during their course and will acquire skills in speaking and listening, literacy and numeracy.

There will inevitably be a strong focus on EAL for students, bearing in mind the vital importance of equipping them with language skills to benefit from the range of courses available to them at the school. English and subject specific language development will be delivered within EAL teaching, personal tutor lessons and subject classes.

In addition, sports activities run weekly for students to attend.

### **GCSE**

A Worthgate two-year GCSE course is offered to students at age 14 years. Students on this course will take GCSEs / IGCSEs in up to 7 subjects. As an alternative to taking GCSE in the second year, students who are better suited, academically or with regards to English language abilities, can transfer to the Pre-A Level Programme for the second year. They would then progress to A Level, IB or UFP as appropriate.

Student experiences across the two years will cover linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic and creative fields, along with two sessions a week of PSHE/RSE (PT). They will also have technology and enterprise experiences during their course and will acquire skills in speaking and listening, literacy and numeracy.

In addition, sports activities run weekly for students to attend.

### **THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)**

The programme is a comprehensive and rigorous education programme for the final two years of secondary school. The overall objectives of the IB are to provide students with a broad and balanced education, to develop creative and compassionate life-time learners, and to promote international understanding.

To take the Diploma, students must select one subject from groups 1-6, and study three at Higher Level (HL) and three at Standard Level (SL).

Group 1: Studies in Language and Literature

Group 2: Language acquisition

Group 3: Individuals and Societies

- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts

In addition, students are required to complete the 'core' - a course in Theory of Knowledge (TOK), to write an Extended Essay (EE) of 4000 words on one of their subjects, and to complete a minimum of 150 hours of activities in the areas of Creativity, Activity and Service (CAS).

### **A LEVEL COURSE**

A wide variety of subjects can be studied in Mathematics, Sciences, Economics, Business, Humanities and Art as either a 6-term (September start) or a 5-term (January start) course. Students typically take 3 A-levels; students who take 4 A-levels are typically students taking Mathematics and Further Mathematics to make their university application to a mathematics-oriented course more competitive. Students can also elect to study the level 3 EPQ (Extended Project Qualification) alongside their three subjects. This qualification is particularly valuable in developing higher level study skills in preparation for undergraduate study. Students who are better suited, academically or in relation to English language abilities, to the University Foundation Programme, have the option to transfer across after the first year of A Level study (visa-dependent).

### **UNIVERSITY FOUNDATION PROGRAMME (UFP)**

The University Foundation Programme, or UFP, is a one-year programme designed for learners of other languages. It enables students to gain the necessary skills and knowledge to progress onto university. Students study 3 subjects in the same range of A-level subjects in Maths, Sciences, Economics, Business, Humanities and Art. In addition to the A Level subjects, students on UFP can also select International Relations.

Enrichment activities are available for all students, which include a range of sport / exercise opportunities, social activities, trips and visits, clubs, societies / electives (with career foci) and student leadership positions, available throughout the duration of the programmes.

### **EXAMINATIONS**

Examinations for the Pre- Programmes, plus AEM, are internally set and marked. All UFP examinations are set and marked by the Worthgate Education UFP Board, and externally moderated.

## **PROVISION FOR STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

Students with English as an additional language all follow an EAL (English as an Additional Language) course at the school to support them in their studies. Students are expected to follow the relevant course until, as a minimum, they obtain a UKVI IELTS score of 6.5 + or equivalent in order to prepare them fully for the demand of undergraduate study. Once they have achieved the necessary UKVI IELTS score students are encouraged to continue to attend English for Academic Purposes classes focusing on academic skills related to higher level study. EAL staff also support in a number of subject classes across the school to assist students in their understanding of the complex demands of studying certain courses. Worthgate School deliver the Cambridge suite of qualifications and IELTS preparation classes which students are enrolled into based on their individual needs.

## **BASELINE ASSESSMENTS FOR ALL STUDENTS**

Upon arrival at Worthgate, all students undergo baseline testing, initially via ALIS (for A-level, UFP or IB students) or YELLIS (for PRE and IGCSE students). The data helps teachers (i) understand the academic potential of their students; (ii) understand the progress students are making throughout their course, (iii) identify whether students need more support and (iv) evaluate the impact of teaching on students' progress post-examination.

## **STUDENTS NEEDING ADDITIONAL LEARNING SUPPORT (ALS)**

Students are monitored on their arrival at school and if identified as requiring assessment for ALS are referred initially for a LADS test (Computerised screening test for dyslexia). Those identified as needing further assessment are given the opportunity for a psychometric assessment with an Educational Psychologist.

Further testing and assessment then take place with recommendations to adapt teaching strategies for students with additional learning needs. These recommendations are fed back to all staff concerned, by means of an ALS register and student learner profile (SLP). Some students may be given 1:1 additional learning support sessions by their teachers within lessons, depending on their specific needs.

ALS students are set regular targets each term, which are reviewed with their teachers' feedback. Full details are available in the ALS Policy document. For students on an Education, Health and Care Plan (EHCP), we will provide them with an education that follows the requirements of their plan and full details of our provision can be found in the ALS Policy.

## **CO-, EXTRA-, AND SUPER-CURRICULA OPPORTUNITIES**

Worthgate School is committed to the provision of additional activities to stretch our students and provide them with suitable extra challenges. Our Electives (Worthgate Futures) programme, Scholars Programme and range of co- and extra-curricular activities offer a range of additional academic options. For example:

- Model United Nations
- Academic competitions by department
- Language Leadership Award
- BSA Boarding Award
- Maths Challenge
- Science Olympiads
- Leadership Training Day
- Fast Track courses/ MOOCS
- IB Extended Essay options as standalone qualifications
- Theory of Knowledge sessions and presentations as a standalone qualification
- EPQ – Extended Project Qualification
- Key Professions Preparation for University entry into Law and Medicine (LNAT, BMAT, UKCAT)
- University subject-specific events

Developing experience, an interest, and the super-curricular skills sought after by universities, the Futures (Electives) programme provides students with the ability to choose societies, Electives and experiences to prepare them for the career path of their choice.

The Director for Higher Education, the Assistant Principal Academic, the Assistant Principal Pastoral, the House Pastoral Directors, and Personal Tutors work with students to match additional activities to student needs and interests. Students are monitored via their Personal Tutors and House Pastoral Directors to ensure they are engaged in one or more of these enrichment activities to provide additional challenge whilst in the UK.

In addition to the activities taking place during school hours, there is also a Boarding Curriculum, where students are provided with opportunities to engage with events managed by the Boarding team. In addition to trips and external events such as cinema / theatre / sports / music, the students will also follow a Life-skills programme. The life skills sessions will be delivered by House Parents on a weekly basis.

Some examples of sessions included in this year's programme:

- Time management
- Budgeting
- Financial management
- Cooking
- Laundry & ironing
- Travel
- Healthy living
- Tidy space, tidy mind
- Confidence building
- Well-being

- Problem solving
- Community Living

## **STUDENTS NOT MEETING TARGETS**

Data is regularly analysed, and students identified as *underachieving* are enrolled into relevant support sessions depending on their unique challenges. For example, staff mentor students who are identified as in danger of failing their course and those students are provided with additional support and or resources to maximize their chance of success. IAPs (individual action plans) can be issued and monitored regularly, and other interventions such as report cards issued when necessary. SEN, language challenges and wellbeing concerns can also be highlighted, and relevant interventions agreed.

Curriculum plans and Schemes of Work at the school, coupled with a wide range of courses and options and processes to track students and report regularly all contribute to an environment in which we encourage all our students at all levels to achieve their best.

## **CAREERS GUIDANCE**

Appropriate careers guidance is provided, bearing in mind that almost all students come to us wishing to attend a UK or world university. Universities come into the school to provide individual one-to-one independent advice, as well as running sessions on Key Professions which our students are interested in, including Engineering, Law, Medicine, and a range of other areas. Cross-school competitions and events are held annually in different sectors, e.g., Economics 'Fiscal Challenge'. These activities are designed to support students in their preparation for the opportunities, responsibilities, and experiences of adult life. A full range of leadership programmes and positions of responsibility are also offered as we encourage students to become change agents for the future. We use the Unifrog destinations platform to provide additional opportunities for students to research various career options.

Our Careers Guidance is laid out in the school Information Advice and Guidance Policy. A range of activities and visits are put on over the year for students allowing impartial and independent careers advice, including a University Fair, as well as ongoing advice from our Higher Education Team. Careers education also forms part of the Personal Development Programme for all students. This would include advice and sessions for students progressing from GCSE and PRE-Programme courses onto the various options of IB, A level or UFP and ultimately about their next step after they have completed their studies with us.

## **PERSONAL DEVELOPMENT**

### **PHSE, RSE AND SMSC (Spiritual, moral, social, and cultural development)**

All students have discrete PSHE/RSE lessons in addition to covering some elements of PSHE in their English (EAL) and subject courses. There is a whole-school programme of PSHE/RSE which covers a wide range of topics related to living in the wider world, relationships and health and wellbeing, as



well as a range of other contemporary topics. Personal Tutor lessons, delivered by a dedicated personal tutor cover a range of social and cultural themes to encourage discussion, tolerance, harmony, knowledge of citizenship and further reflection, to prepare students for the opportunities, responsibilities and experiences of adult or university life. Please refer to the Pastoral Policy for more information.

## **REQUEST BY A STUDENT TO MOVE FROM ONE COURSE TO ANOTHER**

Sometimes, a parent/agent will request a transfer of their student from one course to another. This can be affected, provided there are grounds for the request, if it is possible within the constraints of the timetable, and all those concerned agree with the proposed change. Changes after the first four weeks of the commencement of the course are usually discouraged unless in exceptional circumstances.

## **COMPULSORY SCHOOL AGE (CSA) STUDENTS**

A person ceases to be of compulsory school age on the last Friday of June during the year that s/he becomes 16 provided that the child's birthday is before the beginning of the next school year.

CSA students may be studying on the GCSE or PRE-Programmes. In certain circumstances fast-track opportunities are available for high-attaining CSA students to move directly onto the IB or A-level programmes, where their ability and previous educational experience outside the UK would warrant it.

All students of UK compulsory school age follow a full-time supervised programme in accordance with Section 8 of the Education Act 1996 which gives students experience in linguistic, mathematical, scientific, technological, human, and social, physical and aesthetic and creative education which supports their personal, social, emotional and physical development and their communication and language skills.

For students above CSA age, a programme is provided which is appropriate to their needs.

## **PROGRESSION POLICIES**

A student who does not attain an authorised attendance level of 95% or actual attendance of 80% (at the discretion of the Principal) may not be guaranteed entry to the next public examination session and may be removed from their course.

All students are counselled at the end of year 1 GCSE, IB and A-level courses before progressing onto year 2 or changing to a more suitable programme of study. A-Level students who do not attain ABB grades (or better) during their end of year 1 examinations or a minimum of 22 IB points, will be advised as to the other opportunities they can consider for year 13 study. Parents/agents are always involved in these discussions and agreed progression is by mutual consent.

## **MONITORING AND EVALUATION**

Arrangements for monitoring and evaluation of the policy: the evidence that will demonstrate the success of this policy include:

- Assessment and Examination results
- Feedback from students in surveys and evaluation forms or directly to members of staff
- Schemes of Work
- Records of work done. Work scrutiny and folder inspections by Assistant Principal Academic, Curriculum Directors and/or Pastoral Directors

## **POLICY LINKS**

- Teaching and Learning, Assessment & Reporting
- ALS Policy
- Safeguarding
- PSHE Policy
- Risk Assessments on Safeguarding and Terrorism
- Informal Advice and Guidance Policy

*Date for review: the school will review this policy annually and evaluate its effectiveness. This policy takes account of any guidance issued by the Secretary of State*