



Curriculum Policy

POLICY STATEMENT

At Clifton we aim to provide education in line with our values of integrity, spirit and resilience, and the curriculum is indeed designed to develop curious, adventurous and intellectually agile students, and challenge them in a way that encourages bravery and inner strength.

The Preparatory School provides a wide-ranging and balanced curriculum where all children are educated in all aspects of learning – linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative. It includes not only the formal requirements of the schemes of work, where children acquire skills in speaking and listening, literacy and numeracy, but also the extra-curricular activities that the school provides in order to enrich the children's experience. The curriculum is tailored to suit the aptitudes of all children including those with learning difficulties or particular talents and abilities. Year 1 to 8 pupils are taught personal, social, health and economic education within lessons, and all children (Nursery to Year 8) receive first hand exceptional pastoral care.

The Upper School continues with the provision described above for pupils transferring from the Preparatory School and also for new entrants to the Upper. The school provides students with an education that equips them with the appropriate advice and qualifications to proceed with their next stage of education, but the curriculum and the co-curriculum also work together to prepare students for the workplace in the best possible way before they leave. Year 9 to 11 pupils are also taught personal, social, health and economic education within lessons.

ETHOS

The College's curriculum is underpinned by the values that it holds. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for all cultures.
- We value the spiritual and moral development of each child, as well as their intellectual and physical growth.
- We organise our curriculum to promote inclusion, cooperation and to meet the needs of all individuals in our school community, taking into consideration statutory guidance such as the Equality Act 2010.
- We value the rights enjoyed by each person in our society. We want to enable each child to be successful, and we provide equal opportunities for all our children.
- We address the concepts of Citizenship in the PSHEE/PSHE/SMSC policies in both schools.
- The spiritual, moral, social and cultural development of pupils at the school is embedded in the curriculum. We promote the fundamental British values of:



- i. Democracy;
 - ii. The rule of law;
 - iii. Individual liberty;
 - iv. Mutual respect and tolerance of those with different faiths and beliefs.
- We value our environment, and we want to teach our children, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

SCOPE

This cross-College policy is applicable to all those involved in the organisation and delivery of the College's curriculum and extracurricular activities.

AIMS AND OBJECTIVES

The aims of the schools' curricula are:

- to engage, motivate, challenge and sustain the interest of every pupil whatever their ability, and build confidence and self-esteem;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable every child to make good progress and achieve their individual academic potential;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to develop children as independent, self-motivated learners;
- to teach children about the developing world, including how their environment and society have changed over time;
- to enable children to be positive citizens;
- to ensure that spiritual, moral, social and cultural values are recognised, addressed and developed;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to promote a healthy lifestyle;
- to enable children to have respect for themselves and to live and work cooperatively with others;
- to provide a curriculum that is accessible to all pupils.



LEGISLATION AND GUIDANCE

- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice 2015

ROLES AND RESPONSIBILITIES

This policy will be monitored by the Deputy Head (Academic) in each school, who will report to the corresponding Headmaster on its implementation on a regular basis.

The Headmasters will report to the governing body's Education Committee on the progress of the policy and may recommend any changes.

RELATED COLLEGE POLICIES

- Safeguarding Children and Young People - Clifton College is committed to safeguarding and promoting the welfare of children and young people. Pupils are taught about safeguarding, for example through use of online resources, through the curriculum and PSHEE/PSHE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help.
- Details relevant to the Co-curriculum in the Upper School can be found in the Co-curriculum Structure, Activities List, and Activities Booklet documents on the Resources Centre.
- Health and Safety Policy - All staff are committed to prioritising the safety of pupils as per the College Health and Safety Policy.
- Complaints Procedure - Parents who have concerns about any aspect of the curriculum should follow the stages laid out in the Complaints Procedure, which include the handling and recording of initial or informal complaints.
- Rewards and Sanctions - Each of the three schools' policies address how rewards and sanctions are applied throughout the curriculum.
- All academic policies across the College, including: Curriculum Summaries; Curriculum Handbooks; Department Handbooks; Pupils from Other Cultures; SMSC.

MONITORING AND REVIEW

This policy will be reviewed annually and at other times in the intervening period as necessary, to ensure it follows the latest regulatory guidance, exam reform and any other strategic changes that are necessary to ensure that the students receive appropriate provision.



Curriculum Policy Procedures

ORGANISATION AND PLANNING

Pre-Prep (Nursery - Year 3)

- The school values the concept of a broad approach to education and encourages participation in a wide range of co-curricular activities.
- The curriculum for all children in Year 1 to Year 3 is delivered largely through a topic-based approach. This includes Science, History, Geography, D.T., Art and Design, and some aspects of English, Maths, R.E. and PSHE. The topics are frequently reviewed.
- The school follows the Early Years Foundation Stage curriculum for children in Nursery and Reception.
- English and Maths are taught through the National Curriculum Mathematics and English programmes of study.
- ICT is cross-curricular, and is used in all areas of the curriculum to support learning. In addition, computing is being taught as a discrete subject.
- French is introduced to all children from Nursery. Music and P.E. are regarded as strengths of the College, and a strong emphasis is placed on these subjects.
- The outdoor curriculum is enhanced through the Forest School Programme which runs throughout the week at the school's main school and Beggar's Bush site. The children in EYFS visit bi-weekly, Year 1 and 2 two or three times a term and Year 3 visit for a whole day once a term.

Preparatory School (Years 4 - 8)

Heads of Department provide a curriculum summary for each key stage. This indicates what topics are to be taught in each term. They review this long-term plan on an annual basis.

Through our medium-term plans (schemes of work), we give clear guidance on the objectives and teaching strategies for each topic. These plans are designed to be age appropriate and take into account the needs of all pupils. Our curriculum also supports fundamental British values and the Social, Moral and Spiritual development of pupils.

In Years 4 and 5, some subjects (chiefly English and the humanities) are taught by class teachers. In Years 6 to 8, we teach subjects separately with specialist teachers.

The following subjects are taught in Years 4 to 6: English, Maths, Science, History, Geography, Religious Studies, French, Art, Design Technology, Computing, Music, Drama, PSHEE and Games.

In Year 7 and 8 pupils also learn Latin and a choice of two Modern Foreign Languages (French, Spanish, Mandarin, German & Modern Hebrew).

Developing speaking, listening, literacy and numeracy skills is the responsibility of all staff and is taken into account in the planning of all subjects.



The Upper School (Years 9 - 13)

Heads of department maintain schemes of work that give guidance to teachers in how to proceed through the curriculum. Teachers will in general maintain a planner containing details of past and intended progress with each class.

A detailed breakdown of the curriculum in each of the year groups is found in the Upper School Handbook, but in summary:

In Year 9, a Core Curriculum of English, Mathematics, Science, History, Geography, Religious Studies, Art, Design Technology or Greek, ICT, Music, Drama and PSHE is taught. Three further options are chosen from French, Spanish, German, Mandarin, Latin, Greek, English as an Additional Language, Learning Support, Music and Music Technology and additional provision in Art, Design Technology or Drama.

In Year 10, studies of (I)GCSE courses commence if they haven't already. The Core Curriculum reduces to English, Mathematics, Science and PSHE. Four further options are chosen from the remainder of the Year 9 subjects, with Computer Science, Physical Education, Business Studies, Economics and Classical Civilisation joining the options list.

In Year 12 four subjects are chosen to be studied for at least one term, and the majority of students will take three of them on to A Level in Year 13. Subjects joining the list at this stage are Further Mathematics, Music Technology, Philosophy, Psychology, Politics and Photography. We also offer a small range of BTECs: the Diploma in Sport, and the Extended Certificate in Applied Psychology, Music Technology, Information Technology or Business.

THE CURRICULUM, INCLUSION AND DIFFERENTIATION

The curricula in our schools are designed to be accessed by all children who attend. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have learning difficulties, our school does all it can to meet the individual needs, and we pay due regard to the statutory government guidance.

Preparatory School

If a child displays signs of having additional learning needs, then his/her teacher liaises closely with the Learning Support Department. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation (class support).

If a child has not made adequate progress after a specified time at 'Class Support'; or if they are achieving at a level significantly below that expected for their age group, or if they continue to display social, emotional and/or mental health needs, they may receive



increasingly individualised (1:1) teaching programmes, generally provided by the Learning Support teacher, outside the classroom. At this stage, after consultation with the parents and the child, further observations and assessments may be carried out, and an 'Individual Education Plan' (IEP) will be drawn up in consultation with the child, parents and relevant subject/class teacher. This IEP is subsequently reviewed termly.

The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that pupils with SEND are not placed at a disadvantage compared with other children. Teaching and learning are appropriately modified for children with SEND. The school has an Accessibility Plan which is available to parents.

More able, gifted and talented children at the school are extended and the curriculum adjusted accordingly within normal lessons. We do not feel it necessary to 'separate' gifted and talented pupils from the mainstream curriculum, although for examination purposes there are higher tier papers in each subject for stronger pupils in Year 8.

The Heads of Departments provide a wealth of enrichment opportunities. The extensive co-curricular programme in conjunction with the trips/workshops/scholarship support sessions go hand-in hand with the differentiation provided in the classroom.

In the rare case that a child continues to make inadequate progress and/or continues to achieve at a level substantially below national expectations for their age, a decision may be made to make a formal request for a Statutory 'Education Health Care Plan' (EHCP). An application can only be made after at least two full cycles of 'Assess, Plan, Do, Review', over at least two terms (see below). On gathering all relevant advice, the Local Authority SEN Team may issue an EHCP outlining outcomes to be met and additional provision which must be provided. Parents may make a request for a school to be named in the EHCP.

Pupils for whom English is not their first language are assessed by the EAL (English as an Additional Language) Department and appropriate support is put in place. This support is offered both in small groups and, where required, with one to one lessons. In class, teachers differentiate their teaching to ensure that EAL learners can access the curricula.



Upper School

At the start of the new academic year, the Head of Learning Support will have been informed of most of those new pupils who have a pre-existing history of additional learning needs, and appropriate measures will be put in place. All new entrants, including pupils transferring from the Pre, are screened for literacy difficulties at the beginning of the Michaelmas Term. Pupils with below average scores in these tests (and who have not already been identified) will be monitored. The Head of Learning Support will liaise with the pupil's teachers and consult with parents to gain as clear a picture of need as possible. Should there be sufficient evidence to suggest that there is a learning difficulty or need, it may be advised that the pupil undergo further assessment by our Head of Learning Support or Educational Psychologist. In the case of new entrants from overseas, consideration is given to the fact that English may not be their first language and the Head of English as an Additional Language will be notified of all those needing support with their literacy.

All teachers are encouraged to liaise closely with the Learning Support Department and to be proactive in raising any concerns they may have about individual pupils.

After assessment, and if a pupil meets the criteria, examination concessions (usually in the form of extra time) may be recommended and an application will be made to the Joint Council for Qualifications (JCQ) for special access arrangements. A Pupil Profile will be drawn up, outlining the pupil's difficulties and recommending appropriate strategies for differentiation within the classroom. This will be shared with the pupil's teachers and made available on SIMs.

In the case of pupils with social/behavioural needs, HoMs, parents and the pupil will be consulted and intervention programmes may also be put in place. Targets will be agreed between teachers, pupils and parents and progress will be monitored and reviewed.

Group Learning Support is offered as a curriculum option to pupils in Years 9 – 11. Additional learning support in the form of 1:1 tuition is also available to any pupil, including those in Years 12 and 13, with specific learning needs.

In the rare case that a pupil has an EHCP, the College will make adequate provision in accordance with the Plan's recommendations.

All teachers consider more able, gifted and talented students in their planning, and extension activities are a matter of course in lessons. In Block II (Years 9 - 11), scholars join the Nicholas Hammond Society, which attends lectures and cultural events throughout the year. Year 10 individuals in this group also prepare presentations to be given to a wider audience. There is also a formal dinner. In Block I (Years 12 and 13), students with strong GCSE results, and later on, students without GCSEs but who have displayed ability in their work, are all invited to join the Pippard Society, in which they are split into groups depending on their likely university courses and follow an appropriate extension programme.



CAREERS GUIDANCE

Preparatory School

Careers guidance begins in Year 7 and continues in Year 8. Pupils attend a series of talks as part of the curricular enrichment programme that expose them to the experiences of experts in a variety of fields. Pupils also participate in a number of workshops with visiting authors, who encourage them to view writing as a skill that will serve them in a great many professions.

Upper School

The Head of Careers reports directly to the Head of Sixth Form, who in turn sits on SMT. Together they advise on university entrance and future careers, using a variety of mechanisms. Since 2010, 96% of leavers have gone into HE or FE, meaning that the overwhelming focus is on preparation for degree programmes. Nevertheless, careers' support is delivered to the students in several ways: through the PSHE curriculum and via tutors; Year 10 students all sit the Morrisby Test, a dynamic online platform that suggests various paths to follow and advice on how to research these options; Sixth Formers are supported by Pathway - an organisation which will provide them with personalised careers advice and access to opportunities; the school subscribes to the Unifrog website, which provides a huge amount of information about non-degree post-18 opportunities; Careers Seminars and talks also occur on a termly basis, with a Careers Fair being held at the end of every Summer term; work experience opportunities are publicised internally and draw on the school's network of Old Cliftonians; and specialist advice is available in a number of areas, including Law, Medicine, Architecture, Engineering and HM's Armed Forces. Mock interview practice and specific Oxbridge interview preparation is also available to those in their final year.