



# 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 learners, challenging them in a way that encourages bravery and inner strength.

The Preparatory School (Nursery to Year 8) 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 (PSHE) education within dedicated 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 in Year 9. 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. As part of the core curriculum, Year 9 to 13 pupils are also taught personal, social, health and economic (PSHE) education within dedicated 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 to learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable every child to make excellent progress and maximise 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 Head Master 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 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 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.

### *Prep (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. Teachers will plan lessons and maintain assessment records, using planners or alternative means, detailing past and intended progress with each class.

Through medium-term plans (schemes of work), clear guidance is given 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 8: English, Maths, Science, History, Geography, Religious Studies, French, Art, Design Technology, Computing, Music, Drama, PE/ swimming, PSHE/ RSE and Games.

In Year 7 and 8 pupils have a choice of languages that include: French, Spanish, Latin, German and Modern Hebrew. These are offered on a carousel, which also include EAL and Group Learning Support.



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 plan lessons and maintain assessment records, using planners or alternative means, detailing 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 (for native speakers), Latin, Greek, Modern Hebrew, 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, Textiles and Classical Civilisation joining the options list.

In Year 12 either three or four subjects are studied, with the majority of students taking three of them on to A Level in Year 13. Subjects joining the list at this stage are Further Mathematics, Philosophy, Psychology, Politics and Photography. We also offer a small range of BTECs: the Diploma in Sport, and the Extended Certificates in Applied Psychology, Digital Music Production, Information Technology and 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. Our teachers use a wide range of different teaching strategies to ensure all pupils can access education.



### ***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.

Group Learning Support is offered as a curriculum subject to pupils in Year 7 and 8 and replaces a second language option.

More able, gifted and talented children at the school are extended and the curriculum adjusted accordingly within normal lessons. Academic Scholars in Years 7 and 8 are invited to join the Junior Scholars group and to take part in additional activities such as the Hammond Society. examination purposes there are higher tier papers in each subject for stronger pupils in Year 8, as part of the 13+ scholarship process.

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 by parents 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). Parents could be advised / supported to make an application for an EHCP. The school would support any application by providing all relevant documentation as required by the Local Authority. 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. Teachers will be informed that the pupil is being monitored and asked to raise any concerns as they arise. Should concerns be raised, relevant teachers will be asked to give feedback about the pupil and from there, parents will be informed and consulted with. 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 the 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 (EAL) will be notified of all those needing support with their literacy.

Pupils for whom English is not their first language are assessed by the Head of EAL (English as an Additional Language) Department in year 9 and appropriate support is put in place. This support is offered in EAL Option Block pathways in years 9, 10 and 11, as well as in one-to-one intervention classes if that is deemed necessary. Sixth Form students can opt to take IELTS (International English Language Testing System) enrichment to prepare for their IELTS exam; a requirement for most English-speaking Universities.

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 the College's MIS.

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 addition, Block II (Years 9 - 11) academic scholars join the Nicholas Hammond Society whilst those in Block I (Years 12



and 13) join the Kendrew Society. Through these societies academic scholars are offered a programme of extension and enrichment opportunities (including academic competitions, short courses, research presentations, educational trips, and guest lectures and workshops from leaders in their fields) and a bespoke programme of guided reading, both of which build coherently from year to year; individual mentoring and, in the case of those in Block I, training to be academic mentors; and annual celebrations of what they achieve. This academic scholarship programme, which runs from Year 7 through to Year 13, is designed to allow each individual scholar to identify and pursue their academic interests, however niche they may be, and to prepare them to thrive in the highest academic situations beyond Clifton College. The flagship enrichment and extension programme in Year 12 is the Extended Project Qualification (EPQ) which, although optional, has over 50 pupils opting to engage with this rigorous and exciting academic challenge.

Those pupils in Block I who aspire to apply for the most competitive university courses are invited to join Clifton College's Pippard Society. This provides pupils with a combination of centralised short courses that help them to develop key academic skills required for these applications (such as those of problem-solving, critical thinking and debating) and tailored support for applications for specific courses, usually including those for courses related to medicine, mathematics, economics and the humanities. There may also be a language and literature group, depending on the level of demand in different areas.

Please find below links to the relevant Curriculum Booklets:

- [Third Form](#)
- [Fourth and Fifth Form](#)
- [Sixth Form](#)





## Careers , Education, Information, Advice and Guidance (CEIAG)

### Preparatory School

CEIAG 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 SLT. Together they advise on university entrance and future careers, using a variety of mechanisms. In recent years roughly 95% of leavers have gone into HE or FE, meaning that the overwhelming focus is on preparation for degree programmes in which the majority progression is to university but Degree Apprenticeship destinations are increasing. Nevertheless, careers support is delivered to the students in several ways and in line with the Gatsby benchmarks: Through the PSHE curriculum and via tutors in tutor group sessions; through Year 10 pupils undertake Unifrog quiz profiling , a dynamic online platform that suggests various paths to follow and advice on how to research these options; through optional 1:1 follow-up interviews in Year 11. Sixth Formers are supported by the Head of Careers by providing them with personalised careers advice and access to opportunities. The College subscribes to the Unifrog platform, which provides a huge amount of information about careers, apprenticeship schemes and other post-18 opportunities. Careers Seminars and talks also occur on a regular basis, with a Post 18 Higher Education Fair being held during the Lent Term, alongside a Careers Fair at the end of the Summer term. Work experience opportunities are publicised from sources such as Springpod, CSW database as well as drawing on the College's network of Old Cliftonians. All students are encouraged to access work experience as and when they can during holiday periods. Students in year 12-13 are able to access a work experience placement every Thursday afternoon instead of games, seeking further support and advice from the Head of Careers. 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.