



Curriculum Policy & Plans

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Curriculum Policy and Plans

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1. Introduction

- 1.1.** The Whole School Curriculum (the “Curriculum”) at Repton provides for the full-time supervised education of pupils. It includes both the Academic Curriculum and the Co-Curriculum.
- 1.2.** The Curriculum embraces all the opportunities for learning provided by the School, both academic and those beyond the classroom.
- 1.3.** The Curriculum provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, and speaking, listening, literacy and numeracy education. Further details are given in Appendix One.
- 1.4.** This Curriculum Policy should be read in conjunction with the School’s Values and Aims, the Curriculum Booklets, schemes of work and other relevant whole school policies.
- 1.5.** This Curriculum Policy should also be read in conjunction with the policies concerning EAL, SEND, AG&T pupils, the school’s online-safety policy and the school’s PSHE and RSE policy. The curriculum contributes to safeguarding by teaching pupils how to recognise risk, stay safe online and offline, seek support when concerned, and make informed decisions about their wellbeing and relationships. Safeguarding themes are delivered through the academic curriculum, PSHE and RSE programme, tutor programme and wider co-curricular provision.
- 1.6.** The Curriculum provides for the spiritual, moral, social and cultural development of pupils as set out in the School’s Policy on SMSC and Fundamental British Values. In particular, the School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 1.7.** The school actively embeds equality, diversity and inclusion across the curriculum.
- 1.8.** The school also actively embeds human, social, cultural, political and economic education as part of the curriculum. The curriculum enables pupils to develop their ability to distinguish right from wrong, respect the civil and criminal law of England, acquire a broad and general knowledge of and respect for public institutions and services in England, accept responsibility for their behaviour, respect others (with an awareness of protected characteristics), contribute positively to the lives of others, appreciate other cultures and respect democracy.
- 1.9.** Activities in the formal Co-Curriculum, and Wednesday afternoon activities, are listed in the Co-Curricular Policy.

- 1.10.** Academic Societies, Academic Clubs and Subject Clinics are listed in the relevant booklet. Academic societies provide enrichment beyond the taught lesson in all subject areas while academic clinics provide support and guidance for pupils who need intervention with the taught curriculum. Academic Clubs are weekly or fortnightly offerings that are broader in scope for example, Model United Nations.
- 1.11.** This policy is on the School's website.

2. The Academic Curriculum

- 2.1.** The Academic Curriculum considers, and is based on, subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with a statement/EHC plan.
- 2.2.** The Academic Curriculum provides for all pupils to have the opportunity to learn and make progress.
- 2.3.** The Academic Curriculum provides for pupils to acquire skills in speaking, listening, literacy and numeracy. This is both within specific subjects to develop these skills, such as English and Mathematics, and within the curriculum as a whole with the range and depth of subjects provided.
- 2.4.** The Academic Curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of life in both a British and global society.
- 2.5.** Further details of the Academic Curriculum and its implementation are given in department handbooks, plans and schemes of work.

3. B Block (Year 9)

- 3.1.** All pupils coming to Repton in B Block study Biology, Chemistry, Creative Studies (some or all of Music, Drama, Design, Art), English, Geography, History, Mathematics, Physical Education, Physics, PSHE and RSE, and Religious Studies.
- 3.2.** Pupils opt to study a combination of foreign languages (French, German, Spanish and Latin) and creative subjects (Music, Drama, Art and Design). In short, if pupils take one language, all four creative subjects are studied. If two languages are studied, then pupils study a choice of two creative subjects. If pupils take three languages (one of which would be Latin), then pupils will need to pursue creative subjects outside of the formal timetable. Some pupils may also receive personalised learning lessons if needed.
- 3.3.** Pupils undertake the B Block Future Ready Programme, which develops the academic, digital and communication skills required to succeed at Repton and provides preparation for the Foundation Project Qualification (FPQ). The programme includes dedicated strands in research skills, digital skills using Microsoft 365, the effective and responsible use of AI, and public speaking. Pupils develop these skills through a combination of taught sessions, practical challenges and project-based activities. The programme culminates in pupils undertaking an individual project and presenting their work at the end of the summer term, providing a foundation for the EPQ and Future Leaders courses in the Sixth Form.

4. A and O Blocks (Years 10 and 11)

- 4.1.** The core subjects taken by all pupils are Mathematics, English Language, English Literature and the Sciences (studied separately as Physics, Chemistry and Biology and taken at GCSE as such, or as Combined Science GCSE by those pupils who would benefit from this approach). Most pupils also take a core Modern Foreign Language (French, German or Spanish). All pupils study PSHE and RSE.
- 4.2.** Those who do not study a core Modern Foreign Language are provided with Personalised Learning support to assist them in their studies or receive support in English as an additional language. Some pupils also select for Guided Study, if they do not take a Modern Foreign Language. This process is managed by the AHA. This is a programme which provides support with their work in English, Maths, Sciences, Study Skills and various optional subjects.
- 4.3.** There is an option system in A Block and O Block which enables a pupil to take three GCSEs in addition to core subjects. Full details of the courses available are outlined in the GCSE Curriculum Booklet which is issued each year. The curriculum provides an appropriate, though demanding, workload over a range of subjects.
- 4.4.** The following option subjects (as set out in option blocks revised each year) are usually available at GCSE level: Art, Business, Design Technology, Drama, Computer Science, French (for those who wish to take this subject in addition to either German or Spanish as a core Modern Foreign Language), Geography, History, Latin, Music, Physical Education and Religious Studies. Greek, Art, Textiles, Photography and Music can also be studied “off timetable”. In some years, it is possible to take ‘Gratin’ a combined programme of Latin and Greek GCSE on the timetable.

5. The Sixth Form

- 5.1.** Most Sixth Formers study three subjects at the start of Lower Sixth Form, though some take four. The Sixth Form Curriculum Booklet sets out the structure of the academic programmes.
- 5.2.** Pupils can usually opt from the following subjects (as set out in option blocks revised each year): Art, Biology, Business, Business (CTEC), Chemistry, Design Technology, Drama, Economics, English Literature, French, Geography, German, History, Latin, Mathematics, Further Mathematics, Music, Physical Education, Photography, Physics, Politics, Psychology, Religious Studies, Spanish, Sport (BTEC), and Textiles. Full details of the courses available are outlined in the Sixth Form Curriculum Booklet.
- 5.3.** Pupils can take the Extended Project Qualification. In the Lower Sixth, pupils follow an academic programme devised by the School, “Future Leaders”. Future Leaders incorporates a Lecture Series designed to challenge and stretch pupils beyond the curriculum, a public speaking course, modules on personal finance, leadership and technology as well as information on Higher Education and Careers. As part of the Public Speaking classes, pupils have the opportunity to complete Lamda Public Speaking or Acting qualifications. Additionally, following from the Personal Finance course, pupils can take the OCR Level 3 in Personal Finance qualification.
- 5.4.** Sixth Form pupils receive a PSHE curriculum comprised of weekly lectures given by various members of staff or external speakers. This programme is revised regularly and is reflective depending on emerging trends. This is complemented by further tutor time sessions delivered by tutors during dedicated tutor periods. Further details can be found in the PSHE and RSE Policy.

6. Other Aspects of the Academic Curriculum

6.1. The Academic Curriculum provides personal, social, health and economic education which reflects the School's aims and ethos. It encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. Further details are given in the School's policy on PSHE, which in addition to broader content includes the core content of the statutory RSE curriculum on Relationships and Sex Education and Physical and Mental wellbeing.

6.2. Where a pupil has a statement/EHC Plan, the School will provide education which fulfils its requirements. Further details are given in the school's policy on the educational provision for those pupils with special educational needs.

6.3. The School provides appropriate careers guidance for pupils at all levels, including advice on option choices at GCSE and in the Sixth Form and on work experience. Careers guidance enables pupils to do the following:

- 'know themselves' and how their strengths, weaknesses and interests relate to the world of work;
- make informed choices about a broad range of careers options which helps them fulfil their potential;
- obtain individual guidance;
- have some work experience; and gain information about training, education and occupations beyond school.

The careers guidance that is provided by the School:

- is presented in an impartial manner;
- is accurate and up-to-date; and
- helps to encourage them to fulfil their potential;

Further details are given in the school's policy on Higher Education and Careers.

6.4. In the Sixth Form, there is a full programme of advice on higher education and careers under the direction of the Head of Higher Education and their team, and the Head of Careers.

6.5. Education in ICT and digital literacy is delivered throughout the Curriculum via academic departments.

6.6. The tutor programme incorporates elements of the curriculum that are not taught in academic departments. The Curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society by including education in: PSHE, RSE, FBV, social and cultural knowledge and understanding, and human, social and economic matters.

6.7. Digital literacy is primarily delivered via academic departments, but it is also taught formally in B Block as part of the Future Ready programme.

7. The Co-Curriculum

- 7.1.** The School provides a programme of activities for its pupils which is appropriate to their needs and educational needs in relation to personal, social, emotional and physical development and communication and language skills. It is the School's aim to run a rich and varied programme of sport and other extracurricular activities and all pupils are expected to participate in them. This is detailed in the school's Co-curricular Policy.
- 7.2.** There is a compulsory sports programme for all pupils at the School. The sports offering is adapted to the needs of the individual pupil so that every child benefits from the physical and mental benefits of playing sports.
- 7.3.** Students are encouraged to have instrumental lessons from the team of resident and visiting music teachers. Those who learn musical instruments are encouraged to play in the many orchestras, bands, choirs and ensembles.
- 7.4.** All pupils are encouraged to make use of the Design Technology workshop facilities and Art School facilities, where they can work in a variety of media.
- 7.5.** A wide range of theatrical opportunities is open to boys and girls using The 400 Hall and the Studio Theatre. There are regular School, and other, productions.
- 7.6.** Links with the wider community are provided on a local level by such activities as the Community Action programme. There are frequent sporting and cultural trips both in the UK and abroad.
- 7.7.** Pupils in A and O Blocks undertake activities such as CCF and The Duke of Edinburgh Award.
- 7.8.** All members of the Common Room are expected to contribute to the extra-curricular life of the School.

8. Equality, Diversity and Inclusion in the curriculum

Repton is committed to making the curriculum accessible to all of its pupils as far as is reasonably practical. Entry to the school is defined in our Admissions Policy, which is applied in accordance with our Equality Policy. Teachers plan lessons with due consideration of the needs of every child in the class, so that all can make progress and enjoy learning in the classroom and in the wider curriculum. We employ adaptive teaching methods which provides opportunities for all pupils to experience success by adapting lessons so that all pupils have the opportunity to meet high expectations.

Further details of the support we offer to those with specific learning needs can be found in the SEND, EAL and AG&T Policy. An SMSC and FBV audit is undertaken on a yearly basis and this includes a substantial review of our curriculum.

Repton is committed to reviewing and improving diversity within our curriculum and conducts regular curriculum reviews as a Through School. Bursary pupils are supported so that all aspects of school life are accessible to them.

9. Review and Monitoring

Review of the Curriculum Policy is the responsibility of the Deputy Head Academic and the Governors' Academic Committee. It will be reviewed according to the school's policy review cycle.

10. Subject Codes

10.1. English, Modern Languages and Classics

EN	English
EG	English Language (A level)
EL	English Literature
EB	English Language & Literature (A level)
FR	French
GM	German
SP	Spanish
IL	Italian
WE	Welsh
RU	Russian
CN	Chinese
JA	Japanese
LA	Latin
GK	Greek
CC	Classical Civ./Studies
AN	Ancient History

10.2. Humanities and Social Science

GG	Geography
EV	Environmental Science
HI	History
RE	Religious Education/Studies
EC	Economics
BS	Business
BE	Ec. & Bus. Stud. Combined
AC	Accounting
LW	Law
PO	Politics
PY	Psychology
PI	Philosophy
CT	Critical Thinking
SO	Sociology
MN	Management Studies

10.3. Mathematics and Science

MA	Mathematics
FM	Further Mathematics
ST	Statistics
SC	Science
BI	Biology
BH	Human Biology
CH	Chemistry
PH	Physics
EE	Electronics
GL	Geology

10.4. Technology

DT	Design & Technology
EG	Engineering
HE	Home Ec./Food Tech.
TX	Textiles
LT	Leisure & Tourism
MT	Manufacturing
IT	ICT
CS	Computer Science
KB	Keyboarding

10.5. Art, Expressive Arts

AR	Art (inc. Art & Design)
DN	Design
HA	Art History
PT	Pottery, Ceramics
PG	Photography
MU	Music
DA	Dance
DR	Drama/Theatre Studies
MS	Media (inc. Film, TV) Studies

10.6. PE, Games, Miscellaneous

PE	Physical Ed./Sports Studies
GA	Games
GS	General Studies
FP	Form/Tutor Period
LI	Library Period
VR	Verbal reasoning
PS	PSHE, Citizenship
SEN	Special Needs Support
EAL	English as an Add. Language
GT	Guided Study

10.7. Other Subjects Taken at the School

X1	Future Ready Programme
X2	Future Leaders
X3	Extended Project Qualification
X4	
X5	
X6	
X7	
X8	
X9	
X10	
X11	
X12	
X13	
X14	
X15	

11. Pupil Numbers and Timetable Structure

Please enter data in the green cells only, leaving blank any entries that do not apply to the school.

School name **REPTON SCHOOL**

ISIC2V2

Please see "Guidance for the Completion of the Pre-inspection Curriculum and Staffing Forms" before starting work on this file.

Numbers of pupils, by year group	Full-time pupils			Part-time pupils			No. of Classes
	Boys	Girls	Total	Boys	Girls	Total	
Pupils under the age of 3							
Nursery, aged 3 and over, pre-reception							
Reception							
Year 1				Please supply estimates of pupil numbers if completing this form in the summer prior to an Autumn Term inspection.			
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7							
Year 8							
Year 9	57	47	104				
Year 10	72	57	129				
Year 11	60	55	115				
Year 12	84	69	153				
Year 13	67	59	126				

	Full-time pupils			Part-time pupils		
Total below Year 1						
Total Key Stage 1						
Total Key Stage 2						
Total Years 1 - 6						
Total Key Stage 3						
Total Key Stage 4						
Total Years 7 - 11						
Total sixth form						
Total Years 7 - 13						

If the school has a junior/preparatory department, what is the oldest NC year group in the department?		Enter Y8, Y6 etc. (include the "Y") or, if applicable, R = reception, N = nursery, U3 = under-3s.
If there is a separate pre-preparatory department or kindergarten, what is the oldest NC year group in the department?		

The Timetable Cycle	Senior School	Junior/ Preparatory Department	Y1-2	Recep.	Nursery	Under 3s
No. of lessons in timetable cycle	29					
Average lesson length (min.)	55					
No. of lessons on Tuesday	4					
No. of lessons on Wednesday	6					
No. of lessons on Thursday before lunch	4					
Total lessons, Tuesday - Thursday lunch	14					
Length of timetable cycle (days)	6					

Notes:

If the timetables of the under 3s, nursery, reception or Y1-2 are not organised as discrete lessons, enter numbers of **minutes** instead of lessons in the above table, **omitting the average lesson length**.

Y1-2 must be entered separately even if these classes are part of the junior/preparatory department.

Do not include registration and assembly in the timetable cycle.

Do not include games in the timetable cycle if games sessions do not appear on the formal timetable.

12. Curriculum Form: Games at Repton Senior

Number of untimetable games sessions per cycle	4-5
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13. Curriculum Form - Year 9

Code	Subject Name	No. of groups	Lessons per cycle per group	No. of pupils	Option (O)?	Settled by ability (Y)?	Notes
EN	English	6	3			Y	
FR	French	3	2		O	Y	
GM	German	1	2		O	N	One set only
SP	Spanish	3	2		O	Y	
LA	Latin	2	2		O	Y	
HI	History	5	2			Y	Set according to Humanities sets
GG	Geography	5	2			Y	Set according to Humanities sets
RE	Religious Studies/Education	5	2			Y	Set according to Humanities sets
MA	Mathematics	6	2			Y	
SC	Science						
PH	Physics	5	2			Y	Set with CH/BI in Higher and Lower bands
CH	Chemistry	5	3			Y	Set with PH/BI in Higher and Lower bands
BI	Biology	5	2			Y	Set with CH/PH in Higher and Lower bands.
DT	Design & Technology	7	1		O		
AR	Art, Art & Design	7	1		O		
MU	Music	8	1		O		
DR	Drama	8	1		O		
PE	PE	5	1				Set according to Science sets
GA	Games	6	2				
PS	PSHE	5	1				
FP	Form/Tutor period(s)	10	2				
SEN	Special Educational Needs	3	2				Can be taken instead of a language option
EAL	English as an Add. Language	1	2				Can be taken instead of a language option
X1	Future Ready Programme	1	1				

14. Curriculum Form – Year 10

Code	Subject Name	No. of groups	Lessons per cycle per group	No. of pupils	Option (O)?	Setted by ability (Y)?	Notes
EN	English	7	4	111		Y	Pupils, generally, study English Language and Literature GCSE as part of these lessons.
MA	Mathematics	7	4	111		Y	
SC	Science					Y	
PH	Physics	6	2	111		Y	
CH	Chemistry	6	3	111		Y	
BI	Biology	6	3	111		Y	
PS	PSHE	6	1	111			Set according to Science sets
PE	PE	3	3	56	O		GCSE option
GA	Games						
FP	Form/Tutor period(s)	10	2				
FR	French (for dual linguists)	1	3		O		
FR	French	2	3	42	O	Y	Some pupils have SEN or EAL lessons instead
GM	German	1	3	7	O		Some pupils have SEN or EAL lessons instead
SP	Spanish	2	3	44	O	Y	Some pupils have SEN or EAL lessons instead
LA	Latin	1	3	7	O		
HI	History	3	3	40	O		
GG	Geography	3	3	40	O		
RE	Religious Studies/Education	2	3	29	O		
DT	Design & Technology	2	3	28	O		
AR	Art, Art & Design	1	3	11	O		
MU	Music	2	3	15	O		
DR	Drama	1	3	17	O		
SEN	Special Educational Needs	1	3	14			Blocked against core MFL
EAL	English as an Add. Language	1	3	6			Blocked against core MFL
GT	Guided Study	1	3	3			
BS	Business	4	3	75	O		
CS	Computer Science	1	3	10	O		

15. Curriculum Form - Year 11

Code	Subject Name	No. of groups	Lessons per cycle per group	No. of pupils	Option (O)?	Setted by ability (Y)?	Notes
EN	English	7	5	126		Y	Pupils, generally, study English Language and Literature GCSE as part of these lessons.
MA	Mathematics	7	4	126		Y	
SC	Science						
PH	Physics	6	2	126		Y	
CH	Chemistry	6	2	126		Y	
BI	Biology	6	3	126		Y	
PS	PSHE	6	1	126			Set with Science groups
PE	PE	3	3	52	O		
GA	Games						
FP	Form/Tutor period(s)	10	2	126			
FR	French (for dual linguists)	1	3	7	O		
FR	French	2	3	28	O	Y	
GM	German	1	3	16	O		
SP	Spanish	2	3	34	O	Y	
LA	Latin	1	3	7	O		
HI	History	3	3	66	O		
GG	Geography	3	3	60	O		
RE	Religious Studies/Education	2	3	23	O		
DT	Design & Technology	2	3	28	O		
AR	Art, Art & Design	1	3	19	O		
MU	Music	1	3	8	O		
DR	Drama	1	3	16	O		
SEN	Special Educational Needs	1	3	24			Blocked against core MFL
EAL	English as an Add. Language	1	3	10			Blocked against core MFL
GT	Guided Study	2	3	21			
TX	Textiles	1		Confirmed by arrangement			Taught off timetable at GCSE
BS	Business	4	3	82	O		
CS	Computer Science	1	3	4	O		

16. Curriculum Form - Sixth Form

Code	Subject Name	Year 12			Year 13			Years 12 & 13 together			Notes
		No. of groups	Lessons per cycle per	No. of pupils	No. of groups	Lessons per cycle per	No. of pupils	No. of groups	Lessons per cycle per	No. of pupils	
EL	English literature	2	6	22	2	6	21	2	6	22	
FR	French	1	6	3	1	6	5	1	6	3	
GM	German	1	6	1	1	6	3	1	6	1	
SP	Spanish	1	6	5	1	6	1	1	6	5	
LA	Latin	1	6	1	0	0	0	1	6	1	
GK	Greek	0	6	0	0	6	0	0	6	0	
GG	Geography	2	6	24	2	6	20	2	6	24	
HI	History	2	6	22	2	6	30	2	6	22	
RE	Religious Education/Studies		6		1	6	11	0	6	0	
EC	Economics	3	6	37	3	6	49	3	6	37	
BS	Business (A level)	2	6	21	3	6	43	2	6	21	
BS	Business (CTEC)	2	8	28	2	8	16	2	8	28	
PO	Politics	3	6	28	3	6	32	3	6	28	
PY	Psychology	3	6	36	3	6	33	3	6	36	
MA	Mathematics	4	6	44	4	6	34	4	6	44	
FM	Further Mathematics	1	6	11	1	6	15	1	6	11	These pupils will also sit Maths but are not included in MA.
BI	Biology	3	6	27	3	6	22	3	6	27	
CH	Chemistry	2	6	23	2	6	24	2	6	23	
PH	Physics	1	6	13	2	6	13	1	6	13	
DT	Design & Technology	1	6	11	1	6	13	1	6	11	
TX	Textiles	1	6	10	1	6	10	1	6	10	
AR	Art (inc. Art & Design)	1	6	6	1	6	9	1	6	6	
DN	Design		6			6		0	6	0	
PG	Photography	1	6	8	1	6	4	1	6	8	
MU	Music	1	6	1	1	6	1	1	6	1	
DR	Drama/Theatre Studies	1	6	5	1	6	2	1	6	5	
PE	PE (A level)	2	6	18	2	6	20	2	6	18	
PE	Sports Studies (BTEC)	2	12	21	2	12	18	2	12	21	
X2	Future Leaders	12	1	145				12	1	145	
X3	EPQ	5	1	144				5	1	144	L6: Numbers TBC

											(taught as one group, 1/2 pupils per supervisor).
GA	Games							0	0	0	
PS	PSHE		1	145		1	152	0	1	297	PSHE is delivered as both a standalone lesson and as part of tutor periods.
FP	Form/Tutor period(s)	30	2	145	29	1	152	59	1	297	
SEN	Special Educational Needs	11		26	6		29	11		26	
EAL	English as an Add. Language										EAL is provided off-timetable in the Sixth Form

Appendix One: Learning experiences of pupils of a compulsory school age

Linguistic: this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. Pupils have lessons in written and spoken English language as a core subject to GCSE level and develop linguistic skills through their other studies. Most pupils also study other languages.

Mathematical: this area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion. Pupils have lessons in Mathematics as a core subject to GCSE level and also within other subjects such as the sciences, DT, Economics and Business.

Scientific: this area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Pupils have lessons in science (taught as Biology, Chemistry and Physics) as a core subject to GCSE level.

Technological: this includes the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Pupils are taught technological skills through Creative Studies lessons in B Block and A Block, through option choices at GCSE and through their other subjects.

Human and social: this area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. This is taught through timetabled History, Geography and Ethical and Religious Studies and the School's PSHE programme.

Physical: this area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health through some timetabled Physical Education and related subjects, the PSHE programme and the School's sports programme.

Aesthetic and creative: this area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses. This is taught by means of the B Block curriculum, English Literature, option subjects to GCSE level and the School's extra- curricular programme.

Speaking, listening, literacy and numeracy: this area overlaps with the pupils' linguistic and mathematical education but specifically has a focus on developing oracy skills alongside reading and listening skills in English. Numeracy focuses on developing the ability to use mathematics in daily life rather than more advanced skills like algebra. Numeracy is the ability to understand, reason with, and to apply simple numerical concepts

Version History/Amendments			
Date	Author	Comment/Amendment	Version No
Michaelmas 2023	ALC	Annual update of curriculum policy	1.0
29.08.24	DLC	Updated format of policy	1.1
30.08.24	DLC	Curriculum Policy combined with Curriculum Plan	2.0
11.09.24	JJS	Approved	2.0
1.10.25	TH	Minor updates to policy.	2.1
31.8.26	TH	Annual review. Changes to reflect the 2025-2026 Academic Year Curriculum Review	3.0

Links to Other School Policies
Academic Development Plan
Teaching, Marking, Assessment and Pupil Performance Policy
SEND, EAL and AG&T Policy
Higher Education Policy & Careers Policy
PSHE and RSE Policy
Curriculum Plan
Curriculum Booklets
Pupil Performance Policy
Examinations Policy
Equal Opportunities and EDI Policy
Equality, Diversity and Inclusion Policy
Health and Safety Policy
Admissions Policy
Accessibility Plan, Co-curricular Policy
Academic Societies and Clinics Booklet
SMSC and PSHE Audit
EDI Audit
Remote Education Guidelines
Community Action Programme

Links to External Policies, Legislation or Guidance
Education Act 1996
Equality Act 2010