



CURRICULUM POLICY (Senior School)

POLICY STATEMENT

Woodbridge School seeks to promote the highest standards of academic achievement. The school aims to ensure its diverse and extensive curriculum provision will ensure all pupils to enjoy a broad and balanced programme, with as much flexibility as possible, to ensure the talents and interests of each pupil is recognised and brought to fulfilment.

The curriculum is designed to prepare pupils for the rigours of the modern world by building their learning power and developing their learning attributes. Subject matter is appropriate for the ages and aptitudes of the pupils, including those pupils with special educational needs, those with learning difficulties and/or disabilities, and those for whom English is an additional language, allowing them to acquire skills in speaking and listening, literacy and numeracy. The curriculum provides equal access and opportunities for all pupils and ensures differentiation, progress and continuity are present.

The School reinforces its aims and ethos through the Personal, Social, Health, Careers and Economic Education programme which encourages respect for all people regardless of their ability, gender, race, religious affiliation and sexual orientation. This is developed further through the tutorial support network.

Accurate and up-to-date careers guidance is available to all pupils and provided by a well-resourced Careers Library and Department. This provides support and advice in an impartial manner to pupils as well as organising additional visits by outside agencies, speakers and advisers. It also supports applications for and the organisation of work experience for pupils. The work of the Careers Department enables pupils to make informed choices about a broad range of career options and helps to encourage them to achieve their full potential (see Careers policy.)

LOWER SCHOOL (Years 7-9)

The core curriculum in the Lower School sees pupils study English, Mathematics, Science, Religious Studies, Geography, History, Latin, French, Spanish, Mandarin, Physical Education, and PSHCE. In addition, Art, Drama, Music (including one Choir lesson in Year 7), Design and Computing are also taught as part of the core provision.

Pupils are set in Mathematics, whilst the other subjects are taught as mixed ability groups.

In Year 8 pupils select to retain three languages, whilst in Year 9 this is specialised down further into two languages (from the choice of Mandarin, Latin, Spanish and French).

In Year 9 Science is taught as three separate subjects: Biology, Chemistry and Physics. Pupils are also asked to select three of the five following subjects: Art, Computing Drama, Design and Music.

MIDDLE SCHOOL (Years 10-11)

GCSEs are introduced in Year 10 in order to allow pupils to pursue their own interests in greater depth.

The core curriculum at this stage comprises of English, Mathematics, either Dual or Triple Science, Physical Education and PSHCE.

There is an expectation that pupils will study one language and one humanities subject as part of their core GCSE pathway. Three further option subjects for dual scientists and two option subjects for triple scientists are then chosen from Design (Graphics or 3D Design), History, Geography, Religious Studies, Art, Drama, Computing, Latin, Business, Music, Academic PE, French, Spanish and Mandarin.

Most pupils study ten subjects for GCSE (English providing two of these via English Language and English Literature). At the other end a few pupils are entered only for Language and not Literature. Additional Maths (FMSQ) is offered to pupils in sets 1 and 2. Classical Greek and Japanese is an off timetable option. Year 11 pupils join the Sixth Form for Games sessions.

UPPER SCHOOL (Years 12-13)

Our Sixth Form curriculum offers a wide variety of subjects for pupils to study with more than twenty different A Level options being offered and with almost every combination of subjects being possible due to our flexible timetabling.

The majority of pupils study three A Levels, choosing freely from:

Biology	Fine Art	Physical Education
Business	French	Physics
Chemistry	Further Mathematics	Psychology
Classical Civilisation	Geography	Religious Studies
Computing	History	Sociology
Design	Latin	Spanish
Economics	Mathematics	Theatre Studies
English Literature	Music	

Mathematically gifted pupils can study Further Mathematics, enabling them to take four A Levels.

To provide greater variety the Extended Project Qualification has been offered since September 2016. Specialist Oxbridge and extension teaching is also provided where needed.

We continue to believe that a Sixth Form education encompasses not just the academic but must integrate physical, moral and social development too. As a result, all pupils continue to receive PSHCE lessons. Senior Games also allows for a wide range of leisure and physical fitness activities to be pursued.

PSHCE

Our Personal, Social, Health, Citizenship and Economic education programme recognises how the emotional and moral development of our pupils cannot be separated from their academic development. The programme covers a wide range of topics including relationship education, drugs awareness, substance abuse, healthy living, economic and personal finance education and throughout is aimed at

producing well-rounded pupils who are prepared for the opportunities, responsibilities and experiences of life in British society.

CO-CURRICULAR

In addition to the set curriculum all pupils are encouraged to take part in an extremely varied programme of extra-curricular activities during lunchtime, after school and at weekends. These include Drama, Music, Sport, Dance, Duke of Edinburgh, organised team games, Science Clubs, academic clinics, Language Support and cultural or fieldwork excursions. See the Co-Curricular Activities Timetable for further details.

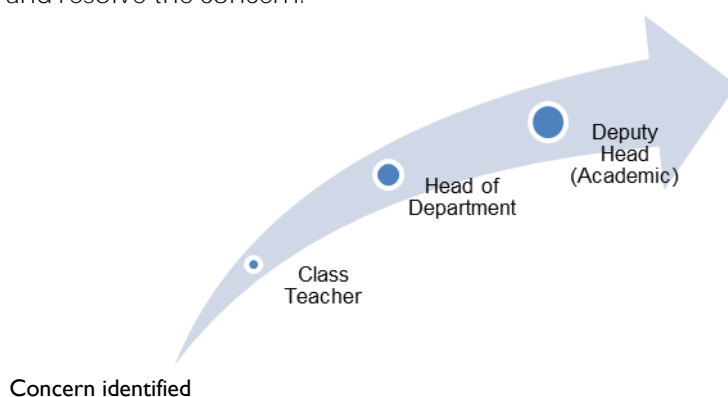
Pupils in Years 9-13 take part in the Seckford Scheme on a Friday afternoon. This provides a wide range of opportunities such as the CCF, Sports Leaders, community outreach, school magazine, golf, sailing, equestrian and Duke of Edinburgh. See the Seckford Scheme Timetable for full details.

ACADEMIC STRUCTURE FOR ADDRESSING UNDERPERFORMANCE

In order to continue to retain and reinforce the high standards we expect of pupils in their academic studies, there is a structure to more formally address persistent academic underperformance. The **following guidance therefore seeks to help staff determine when they are best placed to 'escalate'** academic matters to the next level if they have a concern.

Underperformance is always best addressed with a pupil by the class teacher. This is because it reinforces rather than undermines the relationship that exists in lessons and best supports the development of learning and progress. However, at times it is recognised that there will be a need to forward concerns onto your Head of Department if matters cannot be satisfactorily resolved. Likewise, should the Head of Department not be able to suitably resolve the ongoing concern with a pupil, their recourse is to refer the matter to the Deputy Head (Academic).

The line of referral for academic matters is outlined below. Only issues that remain ongoing, unresolved and of concern should make their way to Deputy Head level. For this reason, referrals at this level will only be accepted from a Head of Department, who will need to outline what action/steps the Department have taken to try and resolve the concern.



Academic underperformance can be a result of attitude, effort or sustained poor achievement.

Whilst it is not possible to provide specific examples for every permutation that might arise, a guide for the types of actions it is expected should have occurred prior to referral to the next stage are outlined below.

Class teacher	Head of Department	Deputy Head (Academic)
<ul style="list-style-type: none"> • Discussion with the pupil regarding concern; • Monitor situation over number of lessons; • Break/lunch detention to address issue; • Liaising with the Tutor/Head of House to ascertain if there are mitigating circumstances you need to be bear in mind; • Contact home. 	<ul style="list-style-type: none"> • Discussion with the pupil and class teacher regarding concern; • Monitor situation over number of lessons; • Break/lunch detention to address issue; • Contact home. 	<ul style="list-style-type: none"> • Contact home; • Detention.

Where there is uncertainty, staff should liaise with their Head of Department in the first instance for **clarification of actions required and "next steps"**.

Deputy Head (Academic) detentions will be held Tuesday after school, between 4.15pm-6pm.

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