



Ackworth School

Curriculum Policy – Senior School

- 1. Academic Challenge.** Pupils should be challenged by the academic rigour of the curriculum. This is achieved by the provision of a wide range of academic subjects across the curriculum, by setting in appropriate subjects, and by good and aspirationally, outstanding teaching. Monitoring, evaluation and review (MER) of this is an integral part of what we do to ensure pupils have an academic experience which allows and supports them to achieve the best they can.
- 2. Breadth and Balance.** Pupils should retain a broad range of subjects through to 16 and be able to maintain a balance between types of subject, e.g. Arts & Sciences. This is achieved through the compulsory core subjects up to GCSE together with a broad range of optional subjects. In the Sixth Form pupils are encouraged to take an appropriate mix of subjects for their A Levels and all are expected to participate in the timetabled enrichment programme (BTC – Beyond the Classroom) in the Upper Sixth.
- 3. Flexibility and Choice.** Older pupils gradually choose their course of study to suit their abilities and interests. GCSE & A Level pupils have a free choice from a wide range of options; option blocks are then constructed so as to match as closely as possible their choices. At GCSE more able pupils may take a GCSE in Additional Maths. One set in the Fourth and Fifth Forms studies for three separate sciences; other pupils study for examinations in Double Award Science.
- 4. Access and Suitability for All.** All pupils should have equal access to the curriculum. This does not preclude the school making professional judgements about pupils' ability to take a subject at GCSE or A Level.
- 5. National Curriculum.** Ackworth School (the School) is mindful of the National Curriculum but seeks to provide more choice and opportunity. The curriculum is broadly in line with National Curriculum requirements.
- 6. Coram House and EYFS.** Coram House has a separate, detailed Curriculum Policy. EYFS concentrates on seven areas split between prime and specific areas of learning. The prime areas of learning are: communication and language; physical development; personal, social and emotional development. The specific areas of learning are: literacy; mathematics; understanding the world; expressive arts and design. **We use the non-statutory Development Matters document to support teaching, learning and assessment in the EYFS.**
- 7. Physical Education and Games.** All pupils are expected to participate in both the PE & Games programmes. Games is a compulsory subject for all students up to and including the Sixth Form.



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8. PSHE. Is a discrete subject where pupils have one lesson per week throughout 1st – 5th form. This includes the new Relationships and Sex Education (RSE) which was statutory from Summer 2021 following a change to government guidance. Themes are also developed in a variety of ways, including Morning Readings, guidance from Advices and Queries, Active Tutorial Form work, additional presentations by outside speakers, and joining in with national awareness events. PSHE covers the following in appropriate year groups, including the Sixth Form: relationships and sex education with reference to the new 2020 statutory guidance relating to this area; drugs awareness; substance abuse; democracy, the rule of law, individual liberty, mutual respect and tolerance (referred to as “British values”); healthy lifestyle including physical and mental and social well being and health; citizenship; curricular and vocational choices; online safety; stress and depression; study skills; personal organisation; preparation for adulthood and Higher Education; personal safety; driving safety. We aim to prepare all pupils for the opportunities, responsibilities, and experiences of adult life.

Full details of the RSE programme as part of PSHE can be found in the appendix of our RSE policy.

9. Careers Provision. All pupils receive appropriate Careers Guidance, under the auspices of the Head of Careers. There is a curriculum evening each year for Third Form pupils to help them to decide on options choices for GCSE. These will be virtual during the period of the pandemic. All pupils receive a Careers interview in the Fourth, Fifth, Lower and Upper Sixth Forms, in order to help them to decide on suitable routes towards higher education. Pupils may opt to take part in the Morrisby Testing Service. All pupils in the Fifth Form undertake work experience, towards the end of the summer term. Work experience will not be possible during the current pandemic. Pupils in the Sixth Form receive guidance about entry to university and further education.

10. Entrance Policy. Entrance (except for the 6th Form) is by examination in Maths, English and Non-Verbal Reasoning (NVR). Entry in the 6th Form is dependent on GCSE (or other international equivalent) results. The minimum requirement is five GCSE passes at Level 4 or above, including at least a Level 5 in the subjects to be studied to A Level.

11. Curriculum (See Summary Table of number of timetable periods allocated per subject in each year). Heads of Departments (HoDs) monitor the way their subject is taught in their departments and ensure that appropriate teaching strategies are used and teaching and learning resources are managed effectively. HoDs are responsible for ensuring that work is scaffolded and differentiated to meet the needs of all pupils including SEND and the most able. HoDs choose the most suitable specifications for delivery of the curriculum and are responsible for ensuring that schemes of work are produced which indicate what topics are to be taught each term



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and to which pupils. Schemes of work are reviewed on an annual basis. An overview of each department's provision is included in the First – Third Form Curriculum Booklet, which is issued to parents. HoDs submit details of GCSE and A Level Courses for inclusion in the annual GCSE Courses Guide and A Level Courses Guide.

The curriculum is so designed to provide for all pupils to acquire speaking, listening, literacy and numeracy skills. All pupils have the opportunity to learn and make progress, gaining skills across the curriculum.

First Year Pupils study a broad range of compulsory subjects, taught in mixed ability groups. Second Year and Third Year Pupils take the same range of subjects. Maths is setted by ability. Fourth/Fifth Years – the majority of pupils follow a core of 6 subjects: English, English Literature, Mathematics, and either separate sciences (Biology, Chemistry and Physics) or Double Award Science. Pupils choose four options from: Art, Design Technology, Food and Nutrition French, Geography, History, Music, Physical Education, Religious Studies, and Spanish. Pupils are given a free choice initially and option blocks are constructed to reflect pupil demand. Sixth Form – all pupils are expected to take three A Levels/CTECs. It is usually possible to study Further Maths as a fourth A Level. CTEC Sport has been introduced from September 2020; other subjects are looking to offer similar courses in the future, September 2023 onwards.

12. Setting. We aim to achieve a balance between setting, in subjects where it is most beneficial, teaching in form groups and (at GCSE & A Level) in option groups. Setting allows pupils of similar abilities to be taught together enabling them to move at an appropriate pace. Teaching in form groups allows pupils to be part of a consistent social group, helping them to gain confidence. Pupils of differing abilities learn from and help each other. Teaching in option groups enables a wider range of pupil choice than would be possible if setting were more widely employed. Setting is used as follows:

- 2nd Year: Maths
- 3rd Year: Maths
- 4th Year: English, Maths, Science
- 5th Year: English, Maths, Science

Pupils are placed into sets by Heads of Department as a result of their performance in internal examinations and advice from classroom teachers.

13. Prep (Homework). Prep is an integral part of pupils' learning in all subjects and at all levels. It allows pupils to consolidate and practise what they have learned, and provides time for extension work and for independent learning. Considerable effort



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is given to appropriate setting and marking of prep and high standards are expected from pupils.

A Prep Timetable is produced for each class in Years 1 to 4, setting out the days on which Prep should be set in each subject. This timetable is distributed and explained to pupils by their Tutors at the start of the academic year. It is also posted on the Parent Portal. In the Sixth Form it is expected that departments will set L6th pupils up to four hours Prep per week and in the U6th up to five hours.

See also the Assessment/Marking/Reporting Policy 2022.

14. Pupils with Special Educational Needs. Once they have been admitted to the School, all pupils have a right to equal access to the curriculum. Not all pupils have the academic ability to pursue all subjects to GCSE or A Level; however, we aim to ensure that a learning disability does not prevent a pupil from achieving his or her academic potential in a particular subject. Pupils' needs are individually assessed in the light of information supplied by their primary school, parents and in the light of examination results and teachers' observations.

Additional support can include extra lessons taught by SEND staff, extra time for examinations, and (in exceptional cases) pupils entering fewer examinations. If pupils have an Education Health Care Plan, the provision will endeavour to meet such needs as are stated. Pupils who have identified needs will have an Individual Education Plan (IEP) which will be reviewed with parents and shared with teachers to ensure we have strategies in place to help remove and reduce barriers to learning and progress.

Where appropriate pupils who struggle to meet the demands of GCSE English can be offered functional skills assessed at level 1 or 2. Pupils who are admitted to the Autism Resource will follow a curriculum which is designed specifically for them; this will include where possible lessons in mainstream as well as discrete provision in the Autism Resource.

15. Gifted & Talented Pupils. As a Quaker School, we look for and nurture the individual Gifts and Talents of every child. Setting in some key subjects provides a basic framework allowing more able pupils to work at a faster pace and tackle more challenging material. We work to ensure that every child has the right opportunities to achieve the best they can.

16. Pre-A Level Course: The curriculum is designed to build the four skills (Reading, Writing, Listening, Speaking)

A year's study is offered before A Levels. Pupils follow a range of subjects preliminary to progressing to A Level study, including EAL, Mathematics, Science, Business



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Studies, and Design Technology. This will be under review in the academic year 2022-2023 to ensure pre-A Level students achieve a set of meaningful qualifications, such as BTECs or CTECs.



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Summary Table of Allocated Periods – Senior School

	1st Form	2nd Form	3rd Form	4th/5th Forms	Pre A Level	L6th Forms	U6 Forms
Art	2	2	2				
Beyond the Classroom							1
Biology	2	2	2	3	4		
Business Studies					4		
Chemistry	2	2	2	3	4		
Drama	1	1	1				
English [/EAL]	5	4	4	5	5		
French	2	3	3				
Games	2	2	2	2/3	2	2	2
Geography	3	2	2				
History	2	2	2				
ICT	1	1	1				
Mathematics	5	5	5	5	5		
Music	2	2	2				
Option 1				4		9	8
Option 2				4		9	8
Option 3				4		9	8
Option 4				4			
PSHE	1	1	1	1			
PE	2	2	2	2/1			
Physics	2	2	2	3	4		
Religious Studies	2	2	2				
Spanish	2	3	3				
Technology (DT/Food)	3	2	2		4		
	40	40	40	40	32	29	27

Options available at GCSE Level: Art, Design Technology, Drama, Food Technology, French, Geography, History, Music, Physical Education, Religious Studies, Spanish.

Options available at A Level: Art, Biology, Business Studies, Chemistry, Design Technology, Drama, Economics, English Literature, French, Geography, German, History, Mathematics, Further Mathematics, Music, Sport & PE, Physics, Psychology, Religious Studies, Spanish.