



Policy Title	Curriculum Policy		
Status	Statutory	Approved	Yes

INTENT

Sandhurst School is committed to providing a curriculum that is broad, balanced, challenging and fosters a love of learning. We match our curriculum to the abilities, interests and aspirations of our students, to give every student the opportunity to strive for personal excellence.

Our vision is based on a belief that a rich and knowledge led curriculum is a vital component of life. We nurture academic success alongside creativity and imagination throughout the school to help learners to secure the knowledge, skills and personal qualities they will need for future success.

The curriculum intent is built upon the process of curriculum sequencing. This is the mapping out the skills (procedural knowledge) and knowledge (declarative knowledge) within the school curriculum, so that what students learning builds on what they've learned before.

Our intention is that every student who leaves Sandhurst School has the qualifications, skills, knowledge and character to access aspirational Post-16 opportunities and to lead a life that includes positive relationships, resilience and financial independence.

Sandhurst School is built on and driven by our core values and we are committed to enabling all our students to become:

SUCCESSFUL: Learners who go further, faster and have the foundations for lifelong success. Students will:

- Be expected to reach challenging national and personal targets so that they can excel against any competition.
- Experience a rich, exciting curriculum that leaves them able to make powerful choices about their future ambitions.

CREATIVE: Learners who are imaginative risk takers who are prepared for lifelong adaptability. Students will:

- Be expected to embrace a diverse-range of creative opportunities both inside and outside the classroom.
- Experience creative teaching that makes learning engaging and allows them to think independently and be confident citizens.

HAPPY: Learners who are recognised and rewarded so their confidence comes from within.

Students will:

- Be recognised regularly for their achievements and for the progress they make and have these achievements celebrated and recorded.
- Develop positive, secure relationships so that they flourish and have a powerful sense of their own potential.
- Recognise and choose to adopt a healthy lifestyle.
- Promote community cohesion and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

IMPLEMENTATION

Sandhurst School operates a two-week timetable of 50 one hour lessons.

The timetable in the first three years meets the requirements of the National Curriculum with students studying religious education, mathematics, English, science, a modern foreign language (French, German or Spanish), history, geography, technology, computing, art, drama, music, physical education and PSHCE. Technology includes food, textiles, graphics and resistant materials. Support is given to those with particular special educational needs

Students attend assemblies that complement the PSHCE programme and support the delivery of social, moral, spiritual and cultural aspects of learning, including the promotion of British values.

All students have a 30 minute morning registration period. The school operates a horizontal tutoring system and is divided into four Houses. Each student is in a Tutor Group with a Tutor who acts as the key point of contact for parents and staff for all matters relating to the students in that Tutor Group. Form Tutors work closely with their tutees and have an overview of academic progress and emotional well-being. Each Tutor Group is led by a Head of House who has overall responsibility for the progress, monitoring, safety and welfare of students in the House.

KEY STAGE 3 (Years 7, 8 and 9)

In Year 7, students are taught in mixed ability classes except for mathematics, English, and science where they are set by ability. Students study a modern foreign language. The school endeavours to meet students' first choice language option upon joining the school.

Students with identified literacy or numeracy difficulties may be withdrawn from a modern foreign language and given additional support. Students with EAL may be withdrawn from an aspect of the formal curriculum to enable intensive support with our EAL Coordinator.

Students start their GCSE in mathematics and science in Year 9. The delivery of the science curriculum in Year 9 is delivered to enable students to progress to either combined science or triple science.

All students receive impartial advice and guidance about their KS4 options towards the end of Key Stage 3.

KEY STAGE 4 (Years 10 and 11)

Students continue to follow the requirements of the National Curriculum, whilst embarking on public examination courses leading to GCSE and other qualifications. Over the two week timetable, all students study English (9 periods), mathematics (8), science (10), P.E.(2) and PSHCE (1). The weighting of curriculum time switches between English and mathematics in Year 11.

In addition, students will choose up to four GCSE / Level 2 courses or a combination of both. The option blocks are designed based upon the subjects that students indicate they would like to study.

All students are able to follow a programme of study leading to the English Baccalaureate qualification, however, this route is not compulsory or appropriate for all students. Students are given advice and guidance about choices and routes of progression Post-16.

The needs of the students are our highest priority and some students will follow personalised curriculums. A small number of students may follow additional GCSE courses while other students may have their timetable reduced. Any such decisions will be taken by the KS4 Raising Attainment Panel (RAP) and in consultation with parents.

POST 16

The curriculum at Post-16 provides opportunities for students to progress from Level 2 to 3 study. The school provides a curriculum to meet the needs of many students. The majority of courses are A Level or BTEC level 3 however there is also the opportunity for students to embark upon a limited range of Level 2 programmes for those who require it. Students who have not yet reached the expected standard

in mathematics and English will be required to attend timetabled lessons and work towards re-examination.

The option blocks are organised after Year 11 students have indicated their preferences for Post 16 subjects and these blocks will be designed, within timetabling and staffing constraints, to fit the optimum number of student choices for subject combinations.

All students will complete a Citizenship programme which will include careers advice and advice on higher education. There is allocated time for enrichment activities including sport, contributing to the school newsletter, assisting with lower school classes and D of E for example.

All Year 12 students are expected to undertake appropriate and relevant work experience for a week during the summer term.

PERSONALISATION

The school may provide as appropriate a more personalised bespoke curriculum for a student. These timetables will involve GCSEs in core subjects with support for other academic courses as appropriate. When appropriate some students may take up part-time courses on offer with external providers. The school also incorporates long term work placements where relevant and appropriate.

BEYOND THE FORMAL CURRICULUM

The school curriculum is not narrowly constrained within formal lessons but extends to a vast array of opportunities. These opportunities can range from extra-curricular activities to intervention classes and are an important feature of school life that contribute enormously to our students' social and academic development.

All students have access to and are actively encouraged to take part in an extensive programme, which seeks to extend their learning and widen their life experiences. We seek to use active partnerships to support learning wherever possible and encourage students to interact with speakers and visiting groups/industries/organisations to extend their communication skills and learning capacity. The school uses its Pupil Premium and other avenues of funding to ensure that all groups within the school are able to access these activities.

Citizenship days take place at various times during the academic year when the normal timetable is collapsed in favour of enrichment activities. This includes careers advice, sex education, safeguarding, global citizenship, politics, crime and health education. Safeguarding, Prevent and British Values are themes that run throughout these topics.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

DISABILITIES

In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan, which is available to parents on request.

SPECIAL EDUCATIONAL NEEDS

The school has a special educational needs policy for statemented and non-statemented students. The

school will determine the appropriate courses and required support in consultation with the parents.

RELIGIOUS EDUCATION

Religious education is available to all students. Sandhurst School follows the BFC Locally Agreed Syllabus. Parents have the right to withdraw their child from religious education.

COLLECTIVE WORSHIP

The school has a programme of collective worship involving Year Group assemblies and House assemblies. The worship is not of any particular denominational characteristic, it is based on sound moral principles and recognises the rich diversity of the schools' cultural make up. Due to the limiting nature of the school's building we are unable to offer a formal daily collective act of worship for all students.

CAREERS ADVICE AND GUIDANCE

Building on the school's achievement of being a lead school for Thames Valley Berkshire Local Enterprise Partnership along with being awarded Investors in Careers for the past 15 years, careers education and guidance begins in Year 7 at Sandhurst and is mapped against the Gatsby Benchmarks.

At Sandhurst school we continuously review how we deliver CIAG to ensure that we raise aspirations, aim high and open more doors for every individual. Good career guidance means showing all students the options open to them, whichever route they eventually take. The Benchmarks provide a clear framework to help us develop our careers provision across the whole school.

Throughout their time at Sandhurst, students will have numerous opportunities to meet with employers and visit workplaces. There will be access to careers fairs, apprenticeship events and visits to local colleges and universities. Through tutor time there will be a variety of activities to increase knowledge and ensure students are able to make informed decisions. All student activity is recorded and available to individuals on request.

SEX EDUCATION

The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex education policy is available to parents. It has been drawn up in consultation with staff, students and parents, and takes into account the views of representatives from the community. It has regard for the government's Sex and Relationship Education Guidance. In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

IMPACT

Impact of the curriculum will be measured by evaluating both qualitative and quantitative data. Attainment and progress will be monitored closely, and qualitative data will be collected from students, teachers and parents to continually refine the curriculum.

MONITORING AND REVIEW

The curriculum will be reviewed at termly meetings of the Curriculum Governors Committee. The Deputy

Headteacher in charge of the curriculum will inform the governors of national requirements and of changes to the structure of the curriculum within the school.

The school, via the Board of Governors', Senior Leadership Team and Subject Leaders monitor the appropriateness of the curriculum, measuring its impact, taking into account levels of achievement, progress and engagement. The school will regularly audit its provision seeking the views of all stakeholders, including students, parents, staff and governors. All departmental areas will review regularly as part of their self-evaluation processes the successful delivery of their curriculum supplemented by internal and external reviews.

This policy will be reviewed on an annual basis.

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Form Tutor, Head of House or the Curriculum Leader for a particular subject area. If the issue is not resolved parents are able to make an official complaint in writing to the Headteacher.

School Group Responsible	Deputy Headteacher	Governors Committee Responsible	Curriculum
Date Ratified by Committee	14-07-2022	Review Date	Annually