



CURRICULUM POLICY

Aims of the curriculum

At Beaumont School:

- We offer a broad and balanced curriculum which aims to provide our pupils with a rich experience in linguistic, mathematical, scientific, technological, social, physical and aesthetic education
- We aim to provide an enjoyable and stimulating education which fosters curiosity, independent thinking and creativity
- We ensure that the planned curriculum is accessible to all pupils and delivers subject matter appropriate to the ages and aptitudes of our pupils
- We offer a range of enrichment and extra-curricular opportunities which aim to broaden pupils' learning experiences
- We emphasise the importance of Languages, mathematics and ICT in line with our specialist schools status
- We provide pupils with access to high quality impartial advice and guidance to support them in making choices about their current and future education and future careers
- We provide personal, social and health education which helps prepare the students for the responsibilities of adult life.

Current organisation of the curriculum (2015-2016)

KS3

At KS3 the curriculum complies with the requirements of the National Curriculum and is currently organised as follows

	Year 7	Year 8	Year 9
English/Literacy support	4 [3/1]	4	4
Mathematics	4	4	4
Science	4	4	4
MFL 1	4	3	3
MFL2/Literacy Support		2	3
PE	3	3	3
Technology	3	3	2
History	2	2	2
Geography	2	2	2
Art	1	1	1
Music	1	1	1
Drama	1	1	1
RE	1	1	1
PSHCE/Citizenship	2	1	1
ICT	1	1	1
Tutor period	1	1	1



KS4

At KS4 the curriculum complies with statutory requirements. English, Maths, Science, PE, RE/PSHCE ICT and an MFL form the core curriculum which is compulsory for the vast majority of students. The only exception is MFL where a small group of students with identified SEN will be offered an alternative course. In addition, students have 4 option choices, one of these choices being between Geography and History, although it is possible to do both of these subjects. The curriculum is currently organised as follows.

	Year 10 – no. of lessons	Year 11 – no. of lessons
English	5	5
Maths	4	5
Science	6	6
MFL/ Asdan	3	3
PE	2	2
RE/PSHCE	1	0
Option A	3	3
Option B	3	3
Option C	3	3
Option D	3	3
Tutor period	1	1

- Option courses are reviewed every year to ensure that the courses offered meet the needs of a particular year group. Groups will however only run if there is sufficient pupil interest to make the groups viable, other than Asdan/literacy support, that will be run even if numbers are small. The options system is currently organised on a free choice basis with blocks constructed to enable the maximum number of pupils to be placed on their preferred courses
- Should a subject be oversubscribed, the selection process is based around pupils’ expressed order of preference, i.e. a pupil who ranked a particular subject first will be given a place over a student who ranked it second.
- Should there be too many first choices for all pupils to be placed, places will be allocated by lottery
- Selection by ability forms no part of the placement process at KS4, however Triple Science is not recommended for pupils achieving less than a high level 6 by the time of making choices in year 9.
- If it is not possible to place a pupil on all of his/her selected courses, alternatives will be discussed

KS5

- At KS5 the curriculum is currently organised together with Sandringham and Verulam schools to provide access to the largest possible range of courses. The availability of courses is also dependent on sufficient student interest to make the course viable.
- The curriculum across the consortium is reviewed annually to ensure that courses remain appropriate and meet the needs and aspirations of students
- Entry to the Sixth Form is dependent on students meeting the entry criteria outlined in the prospectus and in the Policy on Admission to Sixth Form.
- The core curriculum of 3 or 4 A levels or a combination of BTECs/A levels is complemented with a compulsory programme of Sixth Form Studies and optional enrichment courses.



Leadership of the Curriculum

- Specified members of the LT have responsibility for oversight of the curriculum and general organisation including organising the timetable, placement of students, organisation of IAG, viability of courses and making recommendations as to new courses (see LT structure)
- Heads of Subject have responsibility for strategic leadership and direction of their specific subject. Responsibilities include the organisation and regular review of schemes of work, monitoring and evaluating the work of the subject area, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all pupils. (see job descriptions for further details)
- Each Head of Subject is line managed by a member of LT

Grouping arrangements

The majority of subjects are taught in mixed ability groups. Where subjects employ some grouping by ability (notably in Maths, Languages and Science from year 9 onwards), subjects must have clear procedures for placing students in different groups and must review student placement at least twice a year. Any changes to groups should be communicated to parents in writing.

Monitoring the Effectiveness of the curriculum

- The DH i/c curriculum is responsible for monitoring how the curriculum is implemented across the school
- The link LT is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible
- Monitoring of the curriculum and its effectiveness on pupil learning takes place throughout the year using a variety of tools such as lesson observations, internal and external progress data and book looks
- The school operates an annual programme of curriculum reviews.
- The Curriculum, Teaching and Learning Committee of the Governing Body monitors the effectiveness of the Curriculum.

Further documentation

The curriculum policy should be read in conjunction with the following policies and procedures:

- Teaching and Learning Policy
- Literacy Procedure
- Numeracy Procedure
- Sex and Relationships Education Policy
- Examinations Procedure
- SEN policy
- ICT procedure
- Policy on Admission to Sixth Form

The policy has undergone Equality Impact Assessment in accordance with the School's Public Sector Equality Duty under the Equality Act 2010.