



**CURRICULUM POLICY**

**Aims of the curriculum**

At Beaumont School:

- We believe that education is a personal and social good in its own right, rather than merely a means to an end. Therefore we aim to provide a stimulating curriculum in which students develop a thirst for learning and value scholarship.
- We believe that all students are entitled to a broad education. Therefore we aim to give them a secure grounding in linguistic, mathematical, scientific, technological, social, physical and aesthetic fields, whatever their starting points.
- We believe that school plays an important role in developing informed, responsible citizens. Therefore we provide a wide range of subjects, including high quality personal, social and health education, to prepare students for the responsibilities of adult life.
- We believe that depth of knowledge is essential in order for independent thinking and creativity to develop. Therefore we aim to develop each student’s knowledge base through careful selection, sequencing and review of the most valuable content.
- We believe that discrete subjects provide the best framework to deliver the high quality education which is our goal. Therefore we respect the integrity of each one and place great value on recruiting and developing specialist teachers who are experts in their fields.
- We believe that education has the power to liberate socially and culturally disadvantaged young people from the constraints of their backgrounds and empower them to create their own destinies. Therefore we place great importance on their entitlement to a broad, challenging education and aim to give them access to academic knowledge which takes them well beyond their everyday experience.
- We believe that students’ additional needs should not prevent them from gaining the excellent education to which they are entitled. Therefore we have high expectations of what they are able to learn and seek to support them to gain access to the most valuable knowledge.
- We believe that the development of cultural capital is an important aspect of every student’s school experience. Therefore, in addition to the subjects we teach, we provide and promote a wide range of enrichment and extra-curricular opportunities which aim to broaden students’ learning experiences.
- We believe that students need support in aiming high and making appropriate choices about their future education and careers. Therefore we provide them with informed, impartial advice and guidance to enable them to make the most of their talents and achieve their aspirations.

**Current organisation of the curriculum**

KS3:

At KS3 the curriculum is currently organised as follows:

Subject	Weekly lessons in Year 7	Weekly lessons in Year 8	Weekly lessons in Year 9
Art	1	1	1
Computer Science	1	1	1
Drama	1	1	1
English	5	5	4/5 (depending on whether one or two languages are studied)
History	2	2	2
Geography	2	2	2



Mathematics	4	4	4/5 (depending on whether one or two languages are studied)
MFL	4	4	4/6 (depending on whether one or two languages are studied)
Music	1	1	1
PE	3	3	3
PSHCE/Citizenship	2	1	1
RE	1	1	1
Science	4	4	4
Technology	2	3	2
Tutor period	1	1	1

**KS4:**

At KS4 the core curriculum is made up of English, Maths, Science, PE, RE/PSHCE and a language. There is the option for students to take a second language, while a small group of students with significant SEN are offered withdrawal from MFL and an alternative course. In addition, students have four 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:

Subject	Weekly lessons in Year 10	Weekly lessons in Year 11
English	5	5
Maths	4	5
MFL (or ASDAN/Literacy Support)	3	3
Option A	3	3
Option B	3	3
Option C	3	3
Option D	3	3
PE	2	2
RE/PSHCE	1	0
Science	6	6
Tutor period	1	1

- Option courses are reviewed every year to ensure that the qualifications offered meet the needs of a particular year group. However, groups will only run if there is sufficient student interest to make them viable, other than the Certificate of Personal Effectiveness/Literacy Support, which may run even if numbers are very small. The options system is currently organised on a free choice basis with blocks constructed to enable the maximum number of students to be placed on their preferred courses.
- Should a subject be oversubscribed, the selection process is based around students' expressed order of preference, i.e. a student 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 students 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 only offered to students on track to attain a Grade 6 by the time of making choices in Year 9, in the professional judgement of the Science teachers.



- If it is not possible to place a student on all of his/her selected courses, the student and, if necessary, his/her parents will be consulted about alternatives.

KS5:

- At KS5 the curriculum is currently organised in collaboration with Sandringham and Verulam schools to provide access to the largest possible range of qualifications. The availability of courses is also dependent on sufficient student interest to make a class 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 Procedure for Admission to the Sixth Form.
- The core curriculum of three or four A Levels, or a combination of vocational qualifications and A Levels, is complemented with a compulsory programme of tutor time, supervised study (for the great majority) and optional enrichment courses.

### **Leadership of the Curriculum**

- Specified members of the Leadership Team have responsibility for oversight of the curriculum and general organisation including overall strategic leadership, quality assurance, determining desirability and viability of courses, arranging advice and guidance, placing students and organising the timetable.
- Heads of Subject have responsibility for strategic leadership and direction of their specific subject, in consultation with their line managers. Responsibilities include the organisation and regular review of schemes of work, providing efficient resource management for the area, ensuring that the subject curriculum meets the needs of all students, and working with the line manager to monitor and evaluate the effectiveness of provision.
- Each Head of Subject is line managed by a member of the Leadership Team.

### **Grouping arrangements**

The majority of subjects are taught in mixed ability groups. Where subjects employ some grouping by ability, subjects have clear procedures for placing students in different groups and reviewing student placement at least twice a year. Any changes to sets are communicated to parents in writing.

### **Monitoring the Effectiveness of the curriculum**

- The Deputy Headteacher i/c curriculum is responsible for monitoring how the curriculum is implemented across the school.
- The link Leadership Team member is responsible for monitoring the effectiveness of the curriculum in each subject.
- Monitoring of the curriculum and its effectiveness takes place throughout the year using a variety of tools such as analysis of attainment and progress data, department reviews and curriculum conversations.
- Department reviews take place according to a biennial schedule.
- The Community, Teaching and Learning Committee of the Governing Body oversees 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
- Relationships and Sex Education Policy
- Examinations Procedure
- Non-Examination Assessment Policy
- SEN Policy
- Procedure for Admission to the Sixth Form

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