



## **Curriculum Policy**

**Middle and Upper School (Year 7 to Year 11)**

**Academic Year 2023 – 2024**

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## Policy Information

Date of Policy: October 2023

Review Date: October 2024

Coordinator (s): Mr Taylor

Governor: Mr Langdon Griffiths

## Introduction

We use both the flexibility within and without the National Curriculum to meet the needs and talents of the pupils in this school. We are aware that by drawing upon the National Curriculum in many areas as well as augmenting this with our own study programmes, we are satisfying the requirements of a broad and balanced curriculum.

We believe that we enable our pupils to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to RISE to the challenge and reach their full potential.

We provide a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental, and physical development while preparing them for the opportunities, responsibilities, and experiences in adult life in democratic Britain.

We see the development of English, Mathematics, Science and I.C.T. as central to our curriculum work, balanced with the humanities and arts. Also, the experiences of the children will be enriched by a range of planned extra-curricular activities. Every child is taught the values of developing resilience, demonstrating integrity, scholarly pursuits, and enriching experiences.

We strive to provide a curriculum that all pupils will find relevant and fulfilling. The curriculum has been designed with pupil wellbeing at its foundation. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful, and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

## Curriculum Aims

### Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social, and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

These curriculum aims are underpinned by our values:

### **Resilience**

Resilience is the mental reservoir of strength that pupils are able to call on in times of need to carry them through challenging times. Psychologists believe that resilient individuals are better able to handle adversity and rebuild their lives after a struggle. This does not mean that they experience less distress, grief, or anxiety than other people do. It means that they use healthy coping skills to handle such difficulties in ways that foster strength and growth.

### **Integrity**

Happiness is a way of life at Tower College, and we actively encourage all pupils to reflect on the happiness they bring to others in their community. We aim to provide our pupils with the opportunities and support to achieve not only excellent academic progress, but to also gain fundamental life skills such as finding their own strong voice, being outward-looking as a kind and considerate responsible citizen.

### **Scholarship**

A life-long love of learning is a gift to all that receive this mindset. Tower College pupils are encouraged to develop a growth mindset from an early age, and through a culture of encouragement, opportunity and challenge, our pupils develop the independence and confidence to achieve their true academic potential.

### **Enrichment**

Enriching experiences are the cornerstone of a life well-lived, and this begins in childhood at Tower College. Pupils of all ages take part in actively shaping their school experience. Tower College aims to give each pupil a well-rounded education – teaching our pupils for life, not just to pass exams. It encourages an inclination to branch out, keeping all possibilities open for a future full of potential.

## [Areas of Experience](#)

Tower College ensures the curriculum is designed and delivered with a focus on the following areas of experience so that all pupils have the opportunity to learn and make progress:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Aesthetic and Creative
- Speaking, listening, literacy and numeracy.

## Legislation and Guidance

This policy reflects the requirements for independent schools as per The Independent School Standards.

It also reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

## Roles and Responsibilities

### Governance

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

### Principle & Assistant Principal (Head of Teaching and Learning)

The Principal and Assistant Principal (Head of Teaching and Learning) is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

### Teaching Staff

Teaching staff are required to plan and deliver their subject curriculum and ensure it is implemented in accordance with this policy. Teaching staff are required to develop their own schemes of work relevant to the subject they teach. Their subject curriculum must meet the requirements outlined in this policy.

## Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## Organisation and Planning

### Curriculum Approach

The curriculum is designed to provide a broad and balanced education that equips pupils with the knowledge, skills, and understanding required for their future lives. The curriculum is designed to inspire a love for learning, foster intellectual curiosity, and promote personal, social, and moral development. It aims to challenge pupils academically while also enriching their understanding of the wider world, culture, and society.

The curriculum reflects a carefully sequenced and structured approach, enabling pupils to build upon prior knowledge and understanding. There is a clear vision for the curriculum, which is shared by all staff, ensuring consistency and high-quality teaching and learning experiences across subjects.

The curriculum is tailored to meet the needs and aspirations of all pupils, offering a wide range of subjects and pathways. It is inclusive and provides opportunities for pupils to pursue their interests and talents, regardless of their background or ability. The school provides a supportive and nurturing environment that enables pupils to thrive, fostering positive attitudes towards learning and fostering the development of skills such as critical thinking, problem-solving, creativity, and resilience.

The curriculum is designed and delivered by well-qualified and passionate teachers who have expert subject knowledge and a deep understanding of how students learn. Subject teachers are given the freedom and responsibility to design their own curriculum. This is discussed and approved with the Senior Management Team. Lessons are engaging, well-planned, and appropriately differentiated to meet the needs of individual pupils. There is a strong emphasis on active learning, with opportunities for pupils to take ownership of their learning, collaborate with peers, and apply their knowledge to real-life situations.

The school provides a wealth of extracurricular activities and enrichment opportunities that complement the curriculum. This includes trips, visits, workshops, and clubs that broaden pupils' experience and deepen their understanding of subjects. These activities also promote the development of social skills, teamwork, and leadership qualities.

### National Curriculum

Independent schools are not required by law to follow the National Curriculum.

Subject teachers may use the National Curriculum to support with the design and planning of the curriculum but will often augment this with their own schemes of work to ensure the curriculum is relevant and inspiring for our pupils.

## Subjects

Year Group	Key Stage	Curriculum
Year 7 & Year 8	KS3	English, Maths, Biology, Chemistry, Physics, History, Geography, Computer Science, Religious Education, Spanish, French*, Physical Education, Music, Art, PSHE.  <i>*French is being introduced into the curriculum from September 2023 for pupils in Year 7.</i>
Year 9	Transition from KS3 to KS4	English Literature, English Language, Maths, Biology, Chemistry, Physics, History, Geography, Computer Science, Religious Education, Spanish, Physical Education, Music, Art, PSHE.
Year 10 & Year 11	KS4	GCSE Compulsory Subjects: English Literature, English Language, Maths & Religious Education  GCSE Option Subjects: Biology, Chemistry, Physics, History, Geography, Computer Science, Spanish, Physical Education, Music, Art.  <i>All pupils will continue to participate in practical Physical Education lessons and PSHE. These subjects are not examined.</i>

## Homework

Homework is an important aspect of all our pupil's learning. It allows pupils to further embed knowledge and skills that are taught in the classroom as well as provide them with the opportunity to extend their learning by completing more challenging and creative tasks. Our aim is to ensure that homework is purposeful and effective at improving the progress each pupil makes while ensuring that they are not overwhelmed and have a balanced school and home life.

Homework tasks will vary from subject to subject and will consist of a range of both practical, creative and paper based activities. For homework to be an effective tool to support each pupil's progress, the type of homework activity will be at the discretion of the subject specialist teacher, in accordance with the curriculum demands and the work that pupils are completing in class.

Homework will typically be set and due in the following morning. There may be occasions when staff allow additional time to complete homework, for instance, if it is a more creative project. If a pupil is unable to complete a piece of homework, they must bring in a signed parental note explaining the reason. They must still complete the homework as soon as possible.

Homework is set through the system epraise. Parents and pupils will be able to log-in to the system to view homework instructions. This new system will ensure homework can be monitored more closely and that all pupils have clear instructions for completing homework activities. There will be no physical homework dairies.

The completion of homework is required by all pupils and will be monitored. Parents will be informed if their child is failing to complete homework. If a pupil is regularly failing to complete homework it may result in disciplinary action.

## Homework Expectations -

Year Group	Time	Homework
Year 7 – Year 9	45 minutes each night	<i>All subjects will set one 15-minute piece of homework each week.</i>
Year 10 – Year 11	1 hour each night	<i>Maths x 2 30-minute pieces of homework English x 2 30-minute pieces of homework RE x 1 30-minute piece of homework Each optional GCSE subject x 1 30-minute piece of homework</i>

## Assessment

Assessment is an integral part of the teaching and learning process, enabling teachers to gauge each pupil's progress in their subject. This allows for the reporting to parents and supports pupils in addressing any misconceptions, while enhancing their knowledge, understanding, and application of key skills. Furthermore, assessment offers teachers an opportunity to review their teaching practice and curriculum, enabling them to make relevant changes that best meet the emerging needs of pupils.

Tower College employs two types of assessments:

- **Formative Assessments:** These assessments are conducted in the classroom during allocated curriculum time. They serve as a means for teachers to monitor pupil progress. Examples include low-stakes quizzes, mid-point and end-of-unit assessments, as well as practice GCSE questions. Formative assessments are suitably marked, and feedback is provided to pupils.
- **Summative Assessments:** Throughout the academic year, Tower College administers two sets of formal assessments. The first set occurs in January, while the second set takes place in June. With the exception of Year 11 Mock Exams, these formal assessments span one school week. Each pupil undertakes an assessment in every subject they study. Teachers mark these assessments and offer written feedback. The results of these formal assessments are reported to parents.

## Relationships and Sex Education

Please refer to the Tower College RSE Policy for more detailed and specific information.

## Spiritual, Moral, Social and Cultural Development

Tower College wishes to assist young people in their holistic development as an individual. The curriculum supports and helps strengthen the general ethos of the school.

Pupils will be able to:

- be aware of art and design in the environment both past and present. To be able to use various art forms as a means of creative expression using different types of media.
- develop physical, social and mental well-being through physical activity. To develop confidence in agility, balance, coordination, power, reaction time, speed, endurance, strength and flexibility. Have the ability to express feeling through movement, drama and dance. To be able to swim and have experience of activities in the outdoors environment. To develop an understanding of the body and its systems in relation to activity as well of the requirements of good health and nutrition.



- appreciate music through listening, performing and composing through practical means, leading to an understanding of the structure and sound of music and to learn proficiency with one or more musical instruments. To be aware of and value great music of the past and present and develop a critical sense with regard to music.
- understand the value of achieving happiness for him or herself and other people through contributing to society and the wider community.
- understand the responsibility of co-operating with those around. Where behaviour is incompatible with this, accept the Principal has a duty to discipline, suspend and ultimately exclude them from the School to protect the interests of remaining pupils in the School.
- understand what is meant by the term 'safeguarding', to help themselves adjust their behaviours in order to reduce risks and build resilience, including to bullying and radicalisation, with particular attention to the safe use of electronic equipment and the internet.

## British Values

Each subject will embed the teaching of fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs into their curriculum.

## Careers

Please refer to the Tower College Careers Policy for more detailed and specific information.

## Educational Visits and Visitors

The school actively encourages educational visits to link in with and enhance the experiences of pupils.

Please refer to the Tower College Educational Visits Policy for more detailed and specific information.

## Planning Expectations

All subject teachers are expected to have appropriate schemes of work for each year group as well as a long-term overview of the subject curriculum outlining the curriculum development and sequence of learning from Year 7 to Year 11.

## Inclusion

### More Able Pupils

The more able have many successes on which to build and the curriculum has been designed to provide for the needs of these children.

Please refer to the Tower College More Able and Talented Policy for more detailed and specific information.

### Pupils with SEN

We recognise that some pupils who attend the school have additional educational needs.

As far as possible, provision is made within the school for all pupils with special needs, working closely with the parents and other relevant professionals, to ensure the pupils achieve their full potential. Appropriate additional support is provided where necessary.

Please refer to the Tower College Special Educational Needs Policy for more detailed and specific information.

### Pupils with English as an Additional Language (EAL)

As far as possible, provision is made within the school to support pupils who are EAL.

Please refer to the Tower College Special Educational Needs Policy for more detailed and specific information.

## Equal Opportunities

Tower College aims to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.

## Monitoring Arrangements

### Curriculum Monitoring

The Senior Management Team monitor the design, planning and delivery of the curriculum. This will be done through regular meetings with subject teachers, reviewing schemes of work and associated documentation, learning walks, work scrutinies and appraisals.

### Review

The practical application of this policy will be reviewed annually or when the need arises by the Assistant Principal – Head of Teaching and Learning, the Principal or the nominated governor.