

CURRICULUM POLICY

Prior Park College

Policy Owner Deputy Head Academic	Applies to Prior Park College (PPC)	Superseded documents Academic Policies 2018
Associated documents Teaching and Assessment Policy. PSCHE Policy Handbook Relationship and Sex Education Policy Careers Education, Information, Advice and Guidance Policy Supporting Students- SEND, EAL and HATs Policy	Review frequency Every year (unless the legislation/regulations update before this time) Implementation date 1 September 2020	Legal Framework KCSIE 2020 OfQual The Independent Schools Standards DfE National Curriculum in England Framework and Guidance

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College and The Paragon School are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar, is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

Prior Park College is a community built on Christian values, with emphasis on mutual respect, co-operation, and use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive Student contribution. Our aim is to create a positive atmosphere that fosters achievement and the happiness of all members of the community. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard the community and the individual.

2. Curriculum Policy

Prior Park College seeks to provide an environment in which students, staff and parents are committed to the idea of excellence within a caring, supportive community.

Prior Park College aims to give access to a broad, balanced and relevant curriculum which is suited to the abilities and aptitudes of each student.

Basic Aims

Through the opportunities offered to students within the classroom and beyond:

- Skills and interests are developed in order that students might respond effectively to social, economic and political changes and to changing patterns of work and that they might gain personal satisfaction in the use of their leisure time;
- Knowledge is valued and acquired for its own sake, as a means of understanding reality and to help students to know more about themselves and the society in which they live;
- Individual autonomy is fostered, and individual aptitudes are developed in an environment in which there is equal opportunity in order that the students might be capable of independent thought and that their self-respect may be enhanced;
- Moral standards are encouraged so that students have a respect for others and become responsible members of the wider community.
- Our overall aim is to ensure that all students are prepared positively for life in modern Britain and we seek to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for all, irrespective of gender, race, faith, sexual orientation, age or ability.

3. The Academic Curriculum

Years 7-8

- Students will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the Core and co-curriculum
- All students follow a Core Curriculum of English (or EAL for overseas students), Mathematics, Theology, Science, at least one Modern Language, Humanities (History, Geography), IT, Performing and Visual Arts (Art, Music, Drama), DT, PE, PSHCE and Games
- Students acquire skills in speaking and listening, literacy and numeracy through the core curriculum
- Latin is studied by most students in Years 7 & 8

- Students in receipt of EAL support or those with SEN have an amended core curriculum
- Students who take part in elite sports provision (e.g. tennis at University of Bath, football at Southampton) have an amended curriculum or timetable to enable them to pursue their sport and also continue to make good academic progress.

Year 9

- Students will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the Core and co-curriculum
- Students acquire skills in speaking and listening, literacy and numeracy through the core curriculum
- All students follow a Core Curriculum of English (or EAL for overseas students), Mathematics, Science, a Modern or Classical Language (to be selected from French, Spanish, Mandarin or Latin), Theology, PE, and Games. All students also study History, Geography, IT and a creative art (chosen from Art, Textiles, Drama, Performing Arts, Visual Arts, DT)
- All students follow the Prior4Life course which encompasses RSE, Mental and Physical Health, Enterprise, Careers, Politics, Chaplaincy, Citizenship & Global issues
- In addition, students select 2 further optional subjects including; Art, Drama, Music, DT, Second MFL (French/Spanish), Sports Leadership, Philosophy, Classics (Classical Civilisation, Latin), Business, Politics
- Students acquire skills in speaking and listening, literacy and numeracy through the core curriculum, especially English, Mathematics and the Modern Foreign Language
- Students for whom English is an additional language or who have a special educational need may follow an amended Core Curriculum as their needs dictate. In particular, EAL students in Year 9 generally do not study a modern language
- Dedicated LDP classes run in parallel with the timetabled curriculum. In Year 9 LDP classes are scheduled according to student needs are scheduled against Classics and MFL classes.
- Students who take part in elite sports provision (e.g. tennis at University of Bath, football at Southampton) have an amended curriculum or timetable to enable them to pursue their sport and also continue to make good academic progress

Years 10-11 GCSE

- Most students study 10 subjects at GCSE or IGCSE
- These include the core subjects: Theology, English Language, English Literature, Mathematics and Double Science
- Students then choose a further four subjects from a range of options, including: separate Sciences, Modern Languages (either French or Spanish), History, Geography, Art, Drama, Music, PE, Classical Civilisation, Latin and DT (Textiles or Product Design);
- Students in receipt of LDP, as well as EAL generally study fewer subjects. This is achieved by dropping one of the optional subjects. Support classes and private study periods are offered for students who may need longer to complete set work
- Most EAL students' study for IGCSE English in a dedicated set, and do not take English Language and Literature separately
- The academic curriculum is complemented by an extensive co-curriculum, including Games and CCF. A broad range of educational visits extends and enriches the taught curriculum. In addition, selected students are given the opportunity to develop their individual talents during co-curricular time
- Students who take part in elite sports provision (e.g. tennis at University of Bath, football at Southampton) have an amended curriculum or timetable to enable them to pursue their sport and also continue to make good academic progress.

Setting in Years 7 - 11

It is policy to set by academic ability in a number of subjects:

Mathematics:	From Christmas in Year 7 onwards
Latin:	Year 8
Science:	GCSE (within double science - triple science sets will be mixed ability by option block)

All other groups are generally mixed ability.

Sixth Form

- Most students study 3 subjects at A level
- There are a large range of subjects available, including:

Art, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Drama, DT (Prod Design), Economics, French, Geography, Greek, History, Latin, Mathematics, Music, Music Technology, Photography, Physics, PE, Psychology, Spanish, Textiles, PTE (Philosophy, Theology and Ethics), other MFLs as need and talent arises;

- Sixth Formers have the opportunity to extend their studies through enrichment courses (Prior4Life and General Studies) and, in common with all students, take Physical Education with Games
- Students also have the opportunity to study for the Extended Project Qualification (EPQ),
- A broad range of extra-curricular activities (including CCF and DofE) and educational visits extend and enrich the taught curriculum.
- Students who take part in elite sports provision (e.g. tennis at University of Bath, football at Southampton) have an amended curriculum or timetable to enable them to pursue their sport and also continue to make good academic progress

4. Roles and Responsibilities

- The Head, supported by the Deputy Head (Academic) reports to the Governors Education Committee on all matters related to the curriculum
- The Academic Deputy Head and Director of Studies have responsibility for curriculum matters in School. They are in turn supported by an examinations officer, and MIS manager
- Academic Committee is comprised of the Heads of Department and is the principal forum for discussion and management of all matters relating to the academic curriculum. The Academic Committee reports directly to the Headmaster and Senior Management team.
- All departments are reviewed annually by the Head and Academic Deputy where they report back on matters such as: Public Examination performance, development plans, curricular change, and staffing/resourcing needs
- Heads of Departments have responsibility for the curriculum in their subject departments. Heads of Department report directly to a member of SLT
- Priorities or the monitoring and evaluation of teaching and learning are set down in the staff handbook, as well as general information to students and parents.

Linked policies:

- Teaching and Assessment Policy.
- PSCHE Policy Handbook
- Relationship and Sex Education Policy
- Careers Education, Information, Advice and Guidance Policy
- Supporting Students- SEND, EAL and HATs Policy