



# Ilford County High School

## Curriculum Policy (Autumn 2020)

The adoption of this policy was approved by the Governing Body on:	8 <sup>th</sup> October 2020
Signed by the Chair of Governing Body:	
Next review date for this policy:	Autumn 2021



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### 1. Governing Body Aims and Vision for Ilford County High School



## Empowering to Excel

### By Learning Together

#### Our Vision is:

ICHS continues to be a centre of excellence that offers a challenging and inspirational learning environment delivering exceptional educational outcomes and strong character development.

#### Our Aims are:

We continue to be a leading UK grammar school achieving the highest level of education by preparing our young men for a successful future in modern Britain and the world.

We aim to do this by ensuring students leave ICHS as well rounded, resilient young men with confidence and an ability to take on any challenge they may face in the future. Students should be prepared, when appropriate, to learn from setbacks and have the confidence to face challenges. Students should attain the highest possible outcomes at GCSE and A Level, allowing them to achieve their future aspirations.



## 2. Statement of Intent

Our curriculum aims to support the Governors Vision for the school by:

- Providing a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational need and/or disabilities, the knowledge and cultural capital they need to success in life.
- Providing a broad and balanced education for all pupils
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Supporting pupils' spiritual, moral, social and cultural development
- Supporting pupils' physical development and responsibility for their own health, and enabling them to be active
- Promoting a positive attitude towards learning. To be able to learn from setbacks and to have the courage and confidence to face challenges.
- Ensuring equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Providing subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Ensuring that all learners study the full curriculum by teaching a full range of subjects for as long as possible and specialising only when necessary.
- Developing pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## 3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).



## 4. Roles and responsibilities

### 4.1 The governing body

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

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 4.2 Headteacher

The headteacher 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 and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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

### 4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy and as appropriate to their role and in line with all relevant policies.



## 5. Implementation

### Implementation:

Ilford County High School is a specialist grammar school for boys. As such we offer a highly academic education to the young men who attend our school. We work hard to provide an inspirational and challenging education within a supportive learning environment.

- In Key Stage Three all students study the National Curriculum. This allows students to explore a wide variety of curriculum content and skills building knowledge and understanding for future study.
- Students make their creative subject and language choice at the end of Year Eight and the remainder of their subject choices in Year Nine. This creates a three year Key Stage with Year Nine acting as a foundation year for GCSE study. Students have the opportunity to focus on their chosen creative subject and language, the additional time invested in their chosen subjects at this earlier stage ensures a firm foundation for study at GCSE and that the study of these important subjects is given equal status and commitment throughout Key Stage Four.
- In Key Stage Four all students study our ‘**English Baccalaureate Plus**’ course. This means every student studies all elements of the English Baccalaureate **plus** a creative subject. We feel that the broad and balanced curriculum of the English Baccalaureate suits the more academically able profile of our students whilst the addition of a creative subject to the helps further develop a student’s higher order thinking skills, vision and ingenuity.
- In Key Stage Five students, study for either three or four A Levels. They also complete non-examinational courses in **Personal Development, VESPA Review**, Supervised Study and PE.

ICHS believes that preparing our young men for a successful future in modern Britain and the world is about more than achieving excellent examination results. As such Higher Order Thinking Skills are taught alongside subject content and subject specific skills. These Higher Order Thinking Skills are delivered through the ICHS Habits of Mind whilst encouraging positive behaviour and attitudes, and the personal development is delivered through the ICHS Values and wider links.

<p><b>ICHS VALUES</b></p> <p>INTEGRITY</p> <p>COURTESY</p> <p>HARD WORK</p> <p>SUCCESS</p>	<p><b>ICHS HABITS OF MIND</b></p> <p>RESILIENCE</p> <p>MINDSET</p> <p>PROBLEM SOLVING</p> <p>LEADERSHIP</p> <p>COMMUNICATION</p> <p>TEAMWORK</p>	<p><b>WIDER LINKS:</b></p> <ul style="list-style-type: none"> <li>✓ British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect &amp; Tolerance)</li> <li>✓ Careers</li> <li>✓ Cross - Curricular Links</li> <li>✓ Learning for Life</li> <li>✓ Safeguarding, including personal safety and awareness</li> <li>✓ SMSC</li> </ul>
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Key curriculum areas such as Careers Education, Citizenship and Sex and Relationship Education are delivered through the Personal Development programme and are supplemented by work undertaken in the pastoral and academic learning programmes.

Spiritual, moral, social and cultural development and British Values are delivered primarily through the pastoral learning programme and are strongly supported by the academic learning programme.

All staff contribute to the development of short, medium and long-term planning of programmes of learning. Classroom teachers are responsible for the quality of teaching and learning within their classrooms, Middle Leaders are responsible for the quality and monitoring of teaching and learning within their areas of responsibility. The Senior Leadership Team are responsible for the quality and monitoring of teaching and learning across the school.



## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

## 6. Monitoring Impact

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School Visits
- Monitoring and observation of Learning Walks
- Discussion with Middle Leaders and other key staff, etc.

Middle Leaders monitor the way their subject is taught throughout the school by:

- *Learning Walks and lesson observations*
- *Work Scrutiny and Book Reviews*
- ***Student Voice***
- *Tracking student progress*
- *Shared planning and the sharing of good practice*

Middle Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the full governing board.



## 7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Sex and Relationships Policy
- Teaching and Learning Policy