

Rugby High School Curriculum Policy

Contents:

1. Our vision
2. Our curriculum aims
3. Legislation and guidance
4. Roles and Responsibilities
5. Curriculum organisation
6. Inclusion
7. Monitoring arrangements
8. Links to other documents

1. Our Vision

At Rugby High School, we set heights in our heart.

While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

2. Our Curriculum Aims

Well-Being and Resilience

Above all our day to day practice in delivering our curriculum should support the well-being of all. We want students to be supported to take risks with their learning and to not be afraid to make mistakes, but to embrace them as part of the learning process. It is essential that students are challenged and supported. Workload should be managed effectively to ensure robust coverage of the curriculum and successful progress through it but also to allow students and staff an appropriate work-life balance throughout the school year. Open conversation between students and staff and between colleagues is essential so that we can support each other.

Our vision underpins every aspect of the RHS Curriculum, which, in all subjects is planned and sequenced carefully to ensure that knowledge and skills build on what has been taught before, it should lead towards clearly defined and ambitious outcomes and foster a culture where student love for the subject can flourish. The careful planning and sequencing of the curriculum will ensure that students know and remember more as they make progress through the curriculum and our assessment will evidence

this. Students should understand the relevance of their learning and how it links, where appropriate, to other subjects, and to their future.

We will continue to supplement our curriculum with a broad range of learning experiences outside the classroom including an extensive co-curricular offer, curriculum related visits and off-site activities, residential stays and access to the Duke of Edinburgh Award Scheme. We recognise that learning is sometimes best undertaken in a single block of time and will collapse the timetable in order to be able to offer extended learning opportunities.

Whilst we believe that extension (examined options) and enrichment (generally not examined) rather than acceleration is appropriate for most students, we will continue to make provision for students on an individual basis e.g. early GCSE entry for bilingual students in MFL.

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](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

4. Roles and Responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) religious education (PRS), and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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.

- The Deputy Headteacher has oversight of the curriculum and supports Curriculum Leaders to ensure that needs are met to enable the effective organisation, planning and delivery of each subject.
- Curriculum Leaders are responsible for the planning and sequencing of their curriculum and for resourcing, and monitoring curriculum delivery.
- Subject teachers will ensure that they deliver lessons in line with the planned curriculum, agreed with their Curriculum leader.
- Curriculum Leaders and Subject Teachers will exercise their professional judgement in deciding how best to deliver their curriculum whilst ensuring consistency of quality of provision.

5. Curriculum Organisation

Key Stage 3

Our Key Stage 3 curriculum is designed to give students access to a broad range of subjects and allow them to develop their interests, knowledge and skills through academic and creative experiences which enable them to make an informed choice about their future GCSE options. Our aim is to provide students with strong foundation in these subjects so that they are prepared for their next steps, and are ready to embark on their next stage of study excited and curious about what will come next. More specific detail about each subject area can be found on the department pages of the RHS website – www.rugbyhighschool.co.uk and our Key Stage 3 Curriculum Guides, published online to support understanding of student progress. This can be found under Learning at Rugby High / Explaining your child's progress check on the RHS website. See also, links to other policies at the end of this document for additional information.

Year 7

Subject	No. Lessons	Subject	No. Lessons
English	4	French OR Spanish	2
Mathematics	5	Latin	2
Science	3	Computer Studies	1
History	2	PHSE	1
Geography	2	Drama	1
PRS	1	Music	1
PE	3	Art	2

Year 8 & 9

Subject	No. Lessons	Subject	No. Lessons
English	4	French OR Spanish OR Latin	2
Mathematics	5	French OR Spanish OR Latin	2
Science	4	Computer Studies	1
History	2	PSHE/Food/Textiles	2*
Geography	2	Drama	1
PRS	1	Music	1
PE	3	Art	1

*Taught in rotation

Key Stage 4

At Key Stage 4 the focus will be on providing depth and on excellence, creating the circumstances in which each student can do as well as she possibly can. Whilst the core offer will be standard for all, there are opportunities for students to personalise it. The National Curriculum access entitlements will be observed. Whilst the school notes the EBacc, it does not require students to study one of either History or Geography.

Students will be able to choose three options from the Options Curriculum. To increase flexibility, options will be blocked according to students' preferences.

The Core Curriculum

Subject	Number of Lessons
French, Spanish or Latin	3
Combined Science	6
English and English Literature	4
Mathematics	4
PHSE/ RSE /Citizenship/ Financial and Economic Well Being	Taught through a series of collapsed timetable days
Physical Education	3
Religious Education (PRS non-examined)	1

Options Curriculum

Subject	Number of Lessons
Latin	3
Art Textiles OR Art	3
Drama	3
Food and Nutrition	3
French	3
Geography	3
History	3
Business Studies	3
Music	3
Separate Sciences	3
Spanish	3
PRS	3
Computer Science	3

Key Stage 5 - RH6

Students in Year 12 normally study 3 subjects to A-Level. An Extension Curriculum provides students with further opportunities for personalisation. Students will be able to take an Extended Project Qualification (EPQ) worth the equivalent of an AS level.

An enrichment curriculum offers a wide range of non-examined options. The offer varies from year to year according to staff availability and will include a sport option.

Subjects Available at RH6
Art- Fine Art/Textiles
Biology
Business
Chemistry
Classical Civilisation
Computer Science
Drama
Economics
English Language
English Literature
French
Further Mathematics
Geography
PE
Politics
History
Latin
Mathematics
Music
Philosophy and Religious Studies
Physics
Psychology
Sociology
Spanish

6. 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 lower prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- 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 SEND policy and information report.

7. Monitoring Arrangements

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

Meetings with the Headteacher and visits into the school. Governors sitting on the Quality Assurance Committee (QAC) visit once per term.

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

Meetings with the Headteacher and visits into the school. Governors sitting on the Quality Assurance Committee visit once per term.

Senior Leaders and Curriculum Leaders monitor the way their curriculum is delivered throughout the school by:

- Carrying out learning walks and lesson drop ins, or full lesson observations where appropriate, book trawls, moderation and standardisation meetings, student voice which includes student surveys, and School Council meetings.

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

Senior Leaders and Curriculum Leaders also have responsibility for ensuring that the curriculum is delivered as fully as possible in the case of a school closure.

This policy will be reviewed every year by the Headteacher and lead governor on the QAC. At every review, the policy will be shared with the full governing board.

8. Links to other policies

- This policy links to the following policies and procedures:
- Assessment policy
- Examination policy
- SEND policy and information report
- Equality information and objectives
- E learning policy

