



# **WOODBIDGE HIGH SCHOOL**

## **Curriculum Policy**

**Updated: Autumn 2025**

## 1. Aims

Woodbridge High School aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support. Our curriculum also aims to:

- Support and enhance our core values of kindness, inclusion, respect and excellence
- Promote a positive attitude towards learning
- Enable all students to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers
- Enable all students to go on to appropriate further study by providing access to the necessary qualifications
- Provide a full range of subject choices to all students, including the arts, technology subjects, and modern languages at KS3, 4 and 5
- Provide in-depth, stimulating learning experiences that engage each student and provide appropriate levels of stretch and challenge
- Support students' spiritual, moral, social and cultural development
- Support and encourage healthy lifestyles
- Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

## 2. 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.

## 3. Roles and responsibilities

### 3.1 The Governing Body

The Governing Body 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 students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for students 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 students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

These responsibilities are delegated by the Governing Body to the Curriculum and Standards Committee.

### **3.2 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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some students 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 Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

### **3.3 Other staff**

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

- The school's Leadership Group, and in particular the Deputy Headteacher with responsibility for curriculum, is responsible for ensuring that the all departments have appropriate subject schemes of learning in place, reflecting the aims of the school and indicate how the needs of individual students will be met
- Heads of Department are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

## **4. Curriculum Organisation**

The curriculum is subject based, with all students studying the full range of subjects in each year group.

### Key Stage 3

- At Key Stage 3 (Years 7 to 9) students study the following subjects: English, Mathematics, Science, Technology, French or Spanish, German or Russian, History, Geography, Religious Education, Art, Music, Drama, Physical Education, Computing as well as Life Studies (a programme which delivers personal, social, health, citizenship, enterprise and careers education).
- Students in year 7 and 8 study two languages (either French or Spanish and either German or Russian). Parents will be given the option to state their preferences. A small number of students will replace the second language with additional numeracy or literacy support.
- All students make a guided choice to begin in year 9: they either continue with both their languages, leading to GCSEs in two languages in year 11, or opt to replace one of their languages with another course.

#### Key Stage 4

- At Key Stage 4 all students study the core curriculum of English, Mathematics, Science (double or triple GCSE), PE and Life Studies.
- Students continue with the choice they made for year 9, and have three further choices to make from a wide range. All students have access to the full range of choices, and there is no restriction on which subjects individual students may choose.
- The study of a Modern Foreign Language and either Geography or History to GCSE is compulsory for the majority of students and will form two of their three choices. This enables them to achieve the full range of English Baccalaureate qualifications.
- Most students will go on to gain 9 or 10 GCSEs. Some students will study fewer subjects and will be given support through our Study Support programme, which supports those students in KS4 who have identified SEND or EAL needs.

#### Key Stage 5

- The Key Stage 5 curriculum caters for learners of all abilities. The Sixth Form Foundation Course caters for those students who need longer to prepare for advanced level study. Students who meet the specific entry requirements can choose to take A levels, AAQs (Alternative Academic Qualifications) or VTQs (Vocational and Technical Qualifications) or a combination. These are two-year courses that lead to higher education, apprenticeships and employment.
- All students complete the Sixth Form Enrichment programme which provides a range of extra-curricular opportunities. They also participate in the Edge programme to broaden their skills. Courses include Duke of Edinburgh Award, Debating, Extended Project Qualification (EPQ), Leadership training and Sports Leaders.

#### Religious Education

- Religious Education (RE) makes a significant contribution to the personal development of young people. KS3 students have discrete RE lessons and KS4 students study RE as part of the Life Studies programme.
- Parents do have the statutory right to withdraw their children from Religious Education. Parents with concerns are encouraged to discuss these with the Head of RE initially.

#### Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught as part of the Life Studies programme to all students in KS3 and KS4.
- The curriculum for RSE meets the national and local guidelines and is inclusive and age appropriate.

#### Careers Guidance

- Careers education, information, advice and guidance is provided through the Life Studies programme to all students.
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education.

## British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

## Safeguarding

- The school teaches students through the curriculum, as part of Life Studies, and through special events, how to keep themselves safe within school and in the wider world.

## **5. Inclusion**

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

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

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

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

## **6. Curriculum Documentation**

The following documentation is published each year:

- The curriculum policy
- Curriculum booklets for each year group with specific subject-by-subject information for parents on what is taught and when
- The assessment frameworks for Key Stage 3 which detail how each subject assesses progress against their curriculum aims
- A progression map for each subject which shows how students' prior knowledge and skills is built on across the year groups

## **7. Monitoring arrangements**

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

- Meetings of the Curriculum and Standards Committee
- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
- Link visits to departments or covering specific areas of the School Development Plan

School Leaders and the Teaching and Learning Team support and monitor the implementation and impact of the curriculum by:

- Regular lesson visits
- Coaching sessions
- Staff training
- Link meetings with subject leaders
- Raising Standards meetings

Heads of Department monitor the way their subject is taught throughout the school by:

- Learning walks
- Lesson observations
- Book monitoring
- Student voice exercises
- Link meetings with Leadership Group
- Raising Standards Meetings

### **8. Links with other policies**

This policy links to the following policies and procedures:

- Framework for Teaching
- Examination Policy Statement
- Non-examination Assessment Policy
- Sex and Relationships Policy

**Policy Prepared by: Mr J Clifton, Deputy Headteacher**

**Approval: Approved by Curriculum and Standards Committee on 4<sup>th</sup> November 2025**

**Date of Next Review: Autumn 2026**