

4.1 Curriculum Policy

1. The Aims of our Curriculum:

Our central aim is to ensure that all pupils at Wigmore School achieve the highest academic standards possible. These standards will apply to all that our pupils do, whether in the classroom or in the extensive range of other opportunities we offer to pupils at all stages of their education.

Wigmore pupils should leave the school at 16 having received a well-rounded education and having achieved GCSE results and other qualifications that reflect their academic ability and exceed their expectations.

Our curriculum aims will enable our pupils to become:

- successful young people, who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- socially responsible people who can interact with people of varying backgrounds and cultures
- responsible citizens who make a positive contribution to society, upholding the fundamental British values of democracy, the rule of law and individual liberty
- positive contributors to our local community through school based and local activities
- tolerant and respectful of those who have different faiths and beliefs

Central to our moral purpose is an ordered, tolerant and caring community that recognises the diverse talents and abilities of each individual. We aim to provide a secure and disciplined environment where staff and pupils can work together in pursuit of our common moral purpose. The aim is to develop a coherent 11-16 curriculum that builds on our pupils' experiences in the primary phase and helps them to become successful learners, confident individuals and responsible citizens. Our curriculum reflects values in our society that promote personal development, spirituality, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future. It will allow our pupils to be prepared for life in a culturally diverse modern Britain.

All our pupils, regardless of their gender, colour, creed, ability, background or disadvantage, will be given the opportunity to follow a curriculum which is broad, balanced, relevant and differentiated and which enables continuity and progression. Every pupil will be expected to experience success.

Specifically, our curriculum is intended to help our pupils to:

- achieve high standards and make at least the progress that their ability suggests
- narrow the gap and enable those not achieving age-related expectations at age 11 to catch up with their peers
- become independent learners
- be challenged and stretched to achieve their potential
- have increased commitment to and enjoyment of learning leading to participation from 16 and beyond.

In particular, our curriculum will:

- promote high standards, particularly in literacy and numeracy
- provide entitlement to a coherent, broad and balanced curriculum
- provide a balanced approach to religious education which respects and encompasses all major world faiths
- instil in our pupils a positive disposition to learning and a commitment to learn
- promote and pass on essential knowledge, skills and understanding valued by society to the next generation
- be relevant to our pupils and prepare them for the here and now, for the next phase of their education, and for their future
- widen horizons and raise aspirations about the world of work and further and higher education

- make our pupils more aware of, and engaged with, their local, national and international communities
- help pupils recognise that personal development is essential to wellbeing and success
- allow our pupils to make the relevant progression from the primary phase to the tertiary phase particularly in the core areas of English, mathematics and science.

2. Curriculum Content

We follow the statutory National Curriculum which sets out programmes of study for Key Stage 3 and Key Stage 4 and which came into force in September 2014.

The curriculum at Wigmore School is delivered through: English, Maths, Science, ICT and Computing, Design Technology, Humanities, PE, Modern Foreign Languages, Creative Arts, and Lifeskills.

There are also a number of cross-curriculum aspects within our curriculum. Pupils should be able to learn about the following: identity and cultural diversity; prevention of radicalisation; healthy lifestyles; community participation; enterprise; global dimension and sustainable development; careers; creativity and critical thinking. These aspects are delivered not only in the classroom but also through our assembly programme which promotes British values (see Values policy), active tutoring programme and Lifeskills days. These programmes also aim to develop our students' moral, social and cultural development. We also seek to promote numeracy, literacy and communication skills in all lessons.

Our overall curriculum from Year 7 to Year 11 is viewed as one entity and pupils develop knowledge and skills throughout this period which will allow them to make progression into the next stages of their lives.

Our curriculum will be divided into Years 7 to 9 (Key Stage 3) and Years 10 and 11 (Key Stage 4).

Years 7 to Year 9 (Key Stage 3 of the National Curriculum)

All pupils in Key Stage 3 follow the National Curriculum. All students in Key Stage 3 will study a broad and balanced curriculum. Generally pupils are taught in mixed ability groupings at Key Stage 3 with set ability groupings in some subjects.

Year 7	Year 8	Year 9
Art & Design Biology Chemistry Computing Design Technology (Food technology, Product Design, Resistant Materials, Textiles) Drama English French Geography History Lifeskills Mathematics Music PE Physics RE	Art & Design Biology Chemistry Computing Design Technology (Food technology, Product Design, Resistant Materials, Textiles) Drama English French Geography History Lifeskills Mathematics Music PE Physics RE Spanish	Art & Design Biology Chemistry Computing Design Technology (Food technology, Product Design, Resistant Materials, Textiles) Drama English French Geography History Lifeskills Mathematics Music PE Physics RE Spanish

In Mathematics and Science pupils begin studying the GCSE syllabuses in Year 9

Year 10 to Year 11 (Key Stage 4 of the National Curriculum)

All pupils study the following core curriculum subjects;

English language

English literature

Mathematics

Science – two pathways are available to pupils. In pathway 1 pupils study individual GCSEs in Biology, Chemistry and Physics. In pathway 2 pupils study GCSEs in core science and additional science.

Computer science OR ICT

Lifeskills – including healthy lifestyles, PSHE, careers, SMSC

PE

In addition pupils choose to study four of the following GCSE subjects:

Art & Design	Music
Business Studies	PE
Drama	Religious Studies
Food preparation & Nutrition	Resistant Materials
French	Spanish
Geography	Textiles
History	

GCSE option subject choices are made as part of the preferences process which begins in January of Year 9 and involves consultation with pupils and parents before final decisions are made. Pupils are encouraged to choose a broad, balanced range of option subjects and the vast majority must include one humanities subject and one modern foreign language in their choices. The school makes every effort to allow pupils to study their preferred option subjects at GCSE; however there are inevitably restrictions on class sizes and timetable which may impact on individual choices.

Further information about individual subjects is available in the subject areas of the website.

Person Responsible	Sarah Steer
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