

Curriculum Policy

School Tier: College

Related Policies:

SEN; Teaching and Learning; Assessment, Recording and Reporting; Feedback and Marking; Careers; English; PSHEE; More able; Equal Opportunities; Individual Subject Policies; EYFS Policy.

Policy Aims:

The curriculum is designed to provide breadth, depth and progression. It equips pupils with powerful disciplinary knowledge, transferable skills and strong personal values, preparing them for further study, employment and active participation in society.

Through the operation of this policy we aim:

- To encourage our pupils to become independent, adaptable and resilient learners, who live the College values of Compassion, Integrity & Dedication;
- To provide a planned and monitored curriculum which ensures that learning is continuous and that the pupils make good progress;
- To allow all pupils to experience a full and rounded entitlement to learning including, linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- To provide engaging subject matter which is appropriate for the ages and aptitudes of pupils, including those with an EHCP or SEN;
- To ensure pupils develop high standards of literacy, numeracy, speaking and listening;
- To set high expectations of teaching and learning;
- To provide a thorough and broad curriculum with a wide variety of learning experiences that engage, excite and challenge our pupils to the best of their ability;
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- To enable pupils to be creative and to develop their own thinking; encouraging them to take an active part in the learning process and develop independent learning skills;
- To promote British values, while recognising, appreciating and valuing the contribution made by all groups in our multi-cultural society and grow up committed to equal opportunities for all;
- To enable pupils to be positive citizens, to enable them to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- To prepare pupils for examinations, experiences at their next schools, universities, careers, and for adult life;
- To help pupils to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life;
- To provide opportunities for pupils to experience the Christian faith amongst other faiths; enabling them to build their own values towards life, making responsible and informed choices in line with the whole school values: Integrity, Compassion and Dedication.

Heads of Department at The College ensure that subject Schemes of Work are appropriate for ages and aptitudes of pupils. all departments contribute to the development of literacy, oracy, numeracy and digital competence through their disciplines.

Statement

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Worksop College is a non-selective school with a broad and balanced curriculum that is accessible for all students. We respect the right of all pupils in our school, irrespective of differences in ability, to access all areas of learning and to develop the skills, attitudes, knowledge and understanding that are necessary for their self-fulfilment and their eventual development into active, responsible and caring members of our community.

The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all pupils are provided for, whatever their abilities, gifts and talents. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our pupils. Departments seek to ensure that curriculum content reflects a range of cultures, perspectives and contributions, enabling pupils to develop an informed understanding of the diverse world in which they live. The curriculum prepares pupils to participate responsibly in an increasingly digital world through the development of digital literacy, information literacy and an understanding of emerging technologies, including artificial intelligence. Thus, pupils are prepared for the opportunities, responsibilities and experiences of adult life.

We believe that intelligence is multi-faceted, and pupils learn in different ways; the curriculum must support this. Worksop College provides an academic curriculum supplemented by a generous provision of time for sport, performing and creative arts, as well personal, social, health and economic education, and extra-curricular activities.

Organisation

Key Stage 3 (Years 7-9)

All departments at the College follow programmes of study broadly in line with the aims and expectations of Key Stage 3 of the National Curriculum.

Pupils are assessed on their ability and placed into sets on entry to the College. All pupils in Years 7-8 study English, Mathematics, Biology, Chemistry, Physics, Religious Studies, PSHEE, Art, Design Technology, Food and Nutrition, Geography, History, Music, Computing, Theatre Studies, Physical Education, Outdoor Education, French and Spanish. Pupils in Year 7 also have a period each of Public Speaking and Future Skills.

Pupils in Year 8 also have an additional period of Global Perspectives.

In Year 9 pupils can choose to study French or Spanish and three subjects from Latin, Classical Civilisation, Theatre Studies, Design and Technology, Computing, Outdoor Education & Leadership, Food and Nutrition, Music, Art and the additional second of our two Modern Foreign Languages. All pupils also complete the Worksop Independent Project. Learning support is available instead of a language for pupils who would benefit from further support, and time on their core subjects.

I/GCSE (Years 10 and 11)

Pupils make a choice of four options from Psychology, Art, Photography, Business Studies, Computing, Design Technology, Food and Nutrition, Child Development, Geography, History, French, Latin, Music, Physical Education, Religious Studies, Spanish and Theatre Studies at the end of the Year 9. It is strongly advised (although not compulsory) to study a Modern Foreign Language at GCSE. These choices are taken with the core subjects of English Language (and upper sets will undertake Literature alongside this), Mathematics, and Double or Triple Award Science. In addition, there will be one lesson of PSHEE. Some pupils may be invited to take a 'Reduced Curriculum', replacing one of their four option choices with additional support for Maths and English or time for other subjects as appropriate to their needs.

6th Form

All pupils are asked to make their selection of Key Stage 5 courses in the Spring Term of Year 11, after which the subjects are placed into 4 blocks for timetabling. Most pupils choose 3 subjects; a handful take 4, and some take only 2. In addition, all pupils take part in the Future Skills Programme.

An option to retake GCSE Mathematics and English is offered for those who have not passed at GCSE. Functional skills may also be available. Additionally, the Level 3 EPQ and IELTS English are also offered. Most pupils continue with three subjects to A level/BTEC/CTec Level 3 in the Upper 6th Form. A programme of super-curricular lectures is provided for all 6th Form pupils, with visiting speakers (academics or other leaders in their field) speaking to the students. The aims of this programme are to help broaden pupils' interests and knowledge and to prime them for university application; all pupils are encouraged to attend a variety of talks. They will also be expected to sign up to a series of academic electives, run as part of the academic co-curricular programme. All 6th formers are expected to take responsibility for their own learning, using their study periods and prep sessions effectively in order to consolidate what has been learnt in class and to explore their fields of study more widely.

Please refer to Appendix 2 - Timetable allocation for Years 7-13 for further information. It demonstrates the number of periods currently allocated to the subject within each year group. Teaching periods at Worksop College are in single 45 minute lessons or in double 90 minute lessons.

PSHEE and Religious Education

Both through chapel services and classroom teaching, pupils are encouraged to develop their own value system, to explore the meaning of faith and their own spirituality. This is within the context of the Anglican framework of this Woodard School. The College welcomes pupils of all faiths and those of no faith at all, and the Religious Studies course introduces all pupils to the world's major religions. Religious Studies and Chapel present opportunities to learn about and reflect on spiritual themes. A course in Personal, Social, Health and Economic Education is provided for all pupils up to and including Year 11, and the College lecture programme, assemblies and Chapel services explore some of these issues further in the 6th Form.

Careers Education and Guidance

Careers guidance aims to provide every student at the College with clear, accurate careers education and guidance that enables every individual to make an informed decision about his or her career path. The College also aims to raise student aspirations, improve relations between local / national employers and the School and increase the contact between existing students and Old Worksopians. The Careers Policy covers the guidance in more detail.

Learning Support / English as an Additional Language (EAL)

In line with related policies, pupils are assessed on entry for both Learning Support and EAL (where applicable), with provision tailored accordingly. Pupils' individual needs are addressed in class through differentiation and from information collected in the screening processes.

Planning

At the College, long-term plans are developed by departments in the form of Schemes of Work, indicating the areas of study to be taught in each term to which age groups of pupils and they provide clear guidance on the objectives and teaching strategies for each area of study. Heads of Departments are expected to keep abreast of any specification changes that may impact on examination classes at GCSE and Level 3/ A Level. Exam board choices are reviewed annually in Departmental Reviews or PDR meetings between HoDs and SLT annually. This is important as it allows amendments to be made to the long-term curriculum plans and timetable arrangements in the light of changing circumstances. Subject handbooks provide further information to departmental staff with regards to specific departmental issues or processes.

Short-term plans are those that teachers write on a weekly or daily basis in teacher's planners or in individual formats. These can be used to set out the learning objectives for each session and might identify what resources and activities are going to be used in the lesson, including differentiation. This work is supported by a budget for training, to which all staff have access, whole College (or Curriculum Policy V011 September 2026

School) Inset days, and initiatives such as lunchtime CPD forums which, together, ensure teaching remains lively and effective.

Assessment is used to identify prior knowledge, monitor progress, inform teaching and support pupils in achieving their potential.

Review

Curriculum and timetable arrangements are kept under regular review and may be altered in the light of changing circumstances. The School responds to the requirements and broad expectations of the National Curriculum from Key Stage 3 to 4 and the expectations of examination boards at (I)GCSE and Level 3/A level.

The Deputy Head Academic has overall responsibility for curriculum development and review. Heads of Department are responsible for ensuring schemes of work remain current and effective. Curriculum provision is reviewed through departmental reviews, lesson observations, pupil outcomes and feedback from pupils and parents.

References:

Legal Framework:

General Guidance:

Technological:

Boarding School

College Curriculum Plan

Year 7
4 Maths – set by ability
4 English – set by ability
3 Science
2 PE
2 History
2 Geography
2 French
2 Spanish
2 DT/F&N [<i>carousel</i>]
1 Theatre Studies
1 Music
1 Computing
1 Art
1 Religious Studies
1 Outdoor Education
1 PSHEE
1 Future Skills
1 Public Speaking
2 Junior Games
Wed PM & Sat PM Fixtures/Games
1 Tutorials
1 Chapel

Year 8
5 Maths – set by ability
4 English – set by ability
3 Science
2 PE
2 History
2 Geography
2 French
2 Spanish
2 DT/F&N [<i>carousel</i>]
1 Theatre Studies
1 Music
1 Computing
1 Art
1 Religious Studies
1 Outdoor Education
1 PSHEE
1 Global Perspectives
2 Junior Games
Wed PM & Sat PM Fixtures/Games
1 Tutorials
1 Chapel



Year 9
4 Maths – set by ability
4 English – set by ability
6 Science – set by ability
2 PE
2 History
2 Geography
1 Religious Studies
1 Worksop Independent Project
1 PSHEE
3 French <i>or</i> Spanish <i>or</i> Learning Support
2 x 3 Option Choices of the following:
DT
F&N
Classics
Theatre Studies
Art
Latin
Additional Modern Foreign Language
Music
Computing
2 Junior Games
Wed PM & Sat PM Fixtures/Games
1 Tutorials
1 Chapel



Y10 & Y11
4 Maths – set by ability
5 English Language & Literature – set by ability
2 Physics – set by ability
2 Chemistry – set by ability
2 Biology – set by ability
1 PSHEE
4 x 4 Option Choices of the following:
Spanish
French
Latin
Classics
Business Studies
PE
History
Geography
Religious Studies
Psychology
Photography
Fine Art
Textiles
Theatre Studies
DT
F&N
Computing
Music
Learning Support
Child Development
2 Senior Games
Wed PM & Sat PM Fixtures/Games
1 Tutorials
1 Chapel



Y12 & Y13
1 Sixth Form Assembly
1 Future Skills
2 Senior Games
Wed PM & Sat PM Fixtures/Games
Academic Electives
6 x 3 (or 2) Option Choices of the following:
Maths
Further Maths
English Literature
French
Spanish
Latin
Biology
Chemistry
Physics
Computing
History
Geography
Religious Studies
Economics
Business Studies
Fine Art
Photography
Graphic Design
Music
DT
PE
Psychology
Criminology
Textiles
Classical Civilisation
Theatre Studies
F&N [<i>Level 3</i>]
Sport [<i>BTec</i>] - <i>Diploma and Certificate</i>
Applied Business [<i>Level 3</i>]
Applied Science [<i>Level 3</i>]
Optional Additions:
<i>EPQ</i>
<i>Resit Maths GCSE</i>
<i>Resit English GCSE</i>
EAL
1 Chapel
1 Tutorials