

Curriculum Policy



WYCHWOOD
SCHOOL • OXFORD

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| Reviewed By | AS |
| Date of Next Review | 03.2027 |
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Statement of Intent

Wychwood School recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, spiritual, moral, personal, social, physical and cultural development of pupils at the school and of society. It includes the formal programme of lessons and the informal programme of extracurricular activities that we organise to enrich pupils' experiences of their lives and education and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Through this policy, the school aims to:

- Put pupils at the centre of all curriculum decisions, putting their needs above those of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all pupils for the next stage of their education and for life in modern society.
- First achieve and then aim to exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of pupils.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'The national curriculum in England'

This policy operates in conjunction with the following school policies:

- Examination Policies
- Careers Policy
- Equality, Equity, Diversity and Inclusion Policy

- PSHE Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy

1. Curriculum Aims and Intent

What the curriculum is designed to do

The school's curriculum is designed with pupils' learning at the centre. The school recognises that the curriculum has to be broad, balanced, and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, the school aims to ensure pupils enjoy learning and feel prepared for life after school. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem.

How the school intends to deliver the curriculum

Below, the school's curriculum intent is outlined to demonstrate how the curriculum will be delivered through a variety of methods, both classroom-based and extracurricular.

- **Classroom-based learning:** The school encourages teachers to make cross-curricular links where possible and use different learning resources to teach core content. One-to-one teaching sessions are carried out for pupils who require additional support.
- **Extracurricular activities:** The school provides a variety of extracurricular activities for pupils that enhance their learning experience. The activities we offer can be found in the clubs and activities document.

A full list of subjects available to pupils in each year can be found in the Curriculum content section of this policy.

Aims of the Curriculum

The overall aims of the curriculum are to

- Deliver the aims of the school
- Enable all pupils to be successful learners and achieve high standards.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.

- Enable pupils to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach pupils to be able to discern right from wrong, and that actions have consequences
- Enable pupils to be creative and to develop their own thinking.
- Help pupils to develop an independent approach to their learning.
- Teach pupils about their ever-changing world, including how the environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and others, and to be able to live and work cooperatively with others.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

2. Roles and Responsibilities

The Board of Directors is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Head, subject leaders and teachers with regard to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Formulating an education committee that assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

- Proper provision is made for pupils with different abilities and needs, including children with SEND.

The Head and Senior Leadership Group is responsible for:

- Ensuring long-term plans for the curriculum are in place.
- Communicating the agreed curriculum to the governing board on a regular basis and ensuring the governing board is fully involved in the breadth and balance of the curriculum.
- Producing an annual report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.
- Updating and maintaining this policy.

Subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing subject leads and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Creating, Implementing and Maintaining schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this when required.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Alongside subject leaders creating, implementing and maintaining schemes of work.

- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learners and keeping pupils engaged in content.
- Collaborating with colleagues in cross curricular areas
- Collaborating with the senior leadership group and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to challenge them.
- Celebrating all pupils' academic achievements.
- Identifying and reporting to the SENCO any difficulties identified.
- Monitoring the progress of all pupils and reporting on this as required.
- Working to close any attainment progress gaps.

The SENCO is responsible for:

- Collaborating with the Senior leadership group and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.
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3. Organisation and Planning

The school's curriculum will be delivered over the published term dates. Each school day will be split into 6 lessons and pupils will receive 2 breaks. One in the morning for 20 minutes and one at lunch time

Teachers and Leaders planning should take into account the individual needs and abilities of pupils. Planning should take into consideration the provision for pupils with SEND and for those who are excelling. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Classrooms will be organised so that pupils have full access to resources and equipment - they will be provided with a rich and varied learning environment.

4. Curriculum Content

The school will ensure every pupil has access to the following core subjects:

- English
- Mathematics

- Science
- RE
- RSE/PSHE
- PE

The school will ensure pupils also have access to the following subject lessons at KS3

- Art
- Textiles
- Computing
- French
- Spanish
- Geography
- History
- Music
- Drama
- Study skills (Years 7 and 8)
- Careers (years 8 and 9)

Pupils will choose their subjects for their GCSEs at KS4 in Year 9.

Pupils typically take 9.5 GCSEs. Ab Initio subjects for KS4 options include

- Photography
- Psychology

All pupils from Remove (Year 7) to Shell (Year 11) have the opportunity to participate in elective classes for 1 lesson every week. These change every term and allow students to explore subjects outside the usual curriculum. They are designed to broaden pupil’s education.

Pupils will choose their subjects for KS5 in Year 11.

The table below details the specification of each subject the school offers at KS4 and KS5

| Subject | Subject content |
|---------|--|
| English | GCSE English Language AQA 8700 GCSE English Literature AQA 8702 A level English Literature Edexcel 9ET0 |

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|------------------------------|--|
| <p>Mathematics</p> | <p>iGCSE Maths Edexcel International GCSE (Mathematics A)</p> <p>A level Maths Edexcel A Level 9MA0</p> <p>A level Further Maths Edexcel A Level 9FM0</p> <p>Level 2 Extended Maths Certificate Edexcel 7M20</p> |
| <p>Science</p> | <p>GCSE Combined Science AQA Trilogy Science 8464</p> <p>GCSE Physics AQA 8463</p> <p>GCSE Chemistry AQA 8462</p> <p>GCSE Biology AQA 8461</p> <p>A level Biology AQA 7402</p> <p>A level Chemistry AQA 7405</p> <p>A level Physics AQA 7408</p> |
| <p>RE</p> | <p>GCSE AQA Short Course 8061</p> <p>A level RS OCR H573</p> |
| <p>PSHE/RSE</p> | <p>This is based around three main themes in every year group (Health and Well being, Relationships, and Living in the Wider World). Year group details are outlined in the PSHE policy</p> <p>Microsoft Word - Personal, Social, Health and Economic Education (PSHE) Policy [4.2]</p> |
| <p>Art and Design</p> | <p>GCSE Art and Design (Fine Art) Edexcel 1FA0</p> <p>GCSE Art and Design (Photography) Edexcel 1PY0</p> <p>GCSE Art and Design (Textiles) Edexcel 1TE0</p> <p>A level Fine Art Edexcel 9FA0</p> <p>A level Photography Edexcel 9PY0</p> <p>A level Textiles Edexcel 9TE01</p> |

| | |
|-------------------|---|
| Drama | GCSE Edexcel 1DRO A level Edexcel 9DR0 |
| Computing | GCSE OCR J277 A level OCR H446 |
| Psychology | GCSE AQA 8182 A level Psychology AQA 7182 |
| Languages | GCSE French French AQA 8658 GCSE Spanish Spanish AQA 8698 A level French AQA 7652 A level Spanish AQA 7692 |
| Geography | GCSE Geography AQA 8035 A level Geography AQA A Level 7037 |
| History | GCSE History AQA A8145 A level History AQA A Level 7042 |
| Music | GCSE Music Edexcel 1MU0 A level Music Edexcel 9MU0 |
| PE | GCSE PE PE 8582 A level PE AQA 7582 Core PE is delivered to all year groups and all pupils |
| Business | A level Business Studies Edexcel 9BS0 |
| Economics | A level Economics Edexcel 9EBO |

| | |
|---------------------------------------|--|
| Film Studies | A level Film Studies WJEC Eduqas A670QS |
| Extended Project Qualification | AQA 7993 |

Details of what is studied by each year group in each term is documented in the full curriculum document.

PSHE

As part of the curriculum, the school will make provision for PSHE (personal, social, and health education).

Every year group will have PSHE and RSE lessons within their timetable. Details of these are given in the PSHE policy.

5. Careers Education

The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.

The school will ensure that every pupil is exposed to the world of work by the age of 14.

This is achieved through

- Careers events such as careers talks and careers fairs
- Transition skills workshops such as CV workshops and mock interviews.
- Dedicated careers lessons in years 8 and 9.
- Business games and enterprise competitions.

6. Reporting and Assessment

Assessment will be conducted in line with the school's Marking, Assessment and Feedback Policy.

Prep (Homework) will be set to consolidate learning, or prepare for learning. Prep should not be set to be due the next day. The time to be spent on a task should be limited. Guidelines for amounts of time to be spent on prep per week in each subject are given below:

| Key Stage | Subject | Time (minutes) |
|-----------|---------|----------------|
| KS3 | Art | 20 |

| | | |
|-------------|----------------------|-----|
| | Science | 60 |
| | Drama | 20 |
| | Mathematics | 75 |
| | Music | 20 |
| | English | 75 |
| | RS | 20 |
| | French | 30 |
| | Spanish | 30 |
| | Geography | 30 |
| | History | 30 |
| | Computing | 20 |
| Key stage 4 | GCSE option subjects | 60 |
| Key stage 5 | A level subjects | 300 |

The school's assessment processes will be used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

Individual pupil performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded by teachers and departments in mark books. Formal assessment points are tracked at a school level and interventions put in place as needed as a result of these.

7. Equal Opportunities

The school will take account of its duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender

reassignment. When planning and implementing the curriculum, the school will have due regard to the Pupil Equality, Equity, Diversity and Inclusion Policy at all times. Care will be taken within all schemes or work to ensure that all pupils have access to the curriculum content.

The school's curriculum will celebrate diversity and the SLG has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

8. Supporting pupils with SEND

The curriculum is designed to provide access and opportunity for all pupils who attend the school.

Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

[Special-Educational-Needs-and-Disability-Policy-SEND-11.1.pdf](#)

9. Extracurricular Activities

The school will offer pupils a wide range of extracurricular trips and activities to enhance their academic learning and personal development. Extracurricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

The school will ensure that all pupils are able to participate in the activities and trips available where possible. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted where it is reasonable to do so, to enable that the pupil can take part.

Extra curricular activities taking place are different every term. A list of the current offering is available on the clubs and activities document.

All extracurricular trips will be planned and executed in accordance with the school's Educational Visits policy.

10. Monitoring and Review

This policy is reviewed annually by the Senior Leadership group

Any changes made to this policy will be communicated to all members of staff.