



Curriculum Policy

2024 - 2025

Approved by Local Governing Body

Chair of Governors: John Garner

Date: 18th June 2024

Review date: September 2025

1. Curriculum Principles

At Ruislip High School, the curriculum is ambitious and challenging, in order to allow Ruislip High School students to gain the knowledge and skills they need to succeed in life. The curriculum is founded on a determination to raise the aspirations and ambitions of our students through both academic and personal development. The evidence is clear that high-quality teaching, supported by targeted academic support and wider strategies, is the best strategy to improve outcomes for students.

Subject expertise is vital to ensure the curriculum is most effective and therefore Curriculum Leaders oversee the curriculum in their subject areas. All curriculum leaders are line-managed by a member of the SLT, who offer guidance and support but also challenge, to ensure our students receive an ambitious and appropriate curriculum. Passion for subjects is placed at the heart of the curriculum so that lessons foster the love and enthusiasm that first caught the imagination of teachers in that subject. Curriculum Leaders lead their department and sequence their curriculum to build on prior knowledge and prepare for future learning. This ensures that there is a subject-specific approach to prioritising what is taught. Adjustments to the curriculum are informed by an understanding of the critical content for progression in each subject and through assessment of what students do and do not know.

The curriculum is at least as broad, balanced and in-depth as the national curriculum and ensures:

- the provision of opportunities for all students to learn and achieve;
- the promotion of students' spiritual, moral, social and cultural development;
- that all students are prepared for the opportunities, responsibilities and experiences of life.

All students have access to the full curriculum, which has EBacc at its heart. All students study creative and practical subjects alongside the more traditional core subjects. At Key Stage 3, students study English; mathematics; science; art, craft and design; computer science; history; geography; French or Spanish; food and nutrition; drama; music; physical education; and cultural studies (citizenship, religious education, personal, social and health education, relationships and sex education). Where students begin to make choices, for example which GCSE subjects to choose, they are supported to make appropriate choices and the offer is a balance between traditional and vocational subjects at Key Stages 4 and 5 (see appendix 1).

All students have access to high-quality teaching. Where a teacher is asked to teach outside of their subject specialism, clear support is in place. Targeted academic support includes additional support given to students who join the school from a lower starting point, but this is in addition to, not a replacement of, the full curriculum experience.

Reading is prioritised across the curriculum. Every student is supported to read fluently to meet our ambition that every student will develop a joy of reading and Curriculum Leaders prioritise disciplinary vocabulary to improve literacy across the curriculum through subject-specific support. The school's reading policy is available on the website.

The curriculum is informed by research. Evidence informs decisions made about the curriculum and evidence-informed good practice is shared with all teachers through weekly briefing, staff meetings and INSET. Improving the quality of teaching requires sustained professional development and the appraisal process focuses on teachers improving, rather than proving, their practice.

2. Curriculum Review

The curriculum is constantly reviewed and updated, depending on the context of individual year groups and changes within society, as well as depending on feedback from external examination reports and reviews. This includes reviewing the curriculum offer and reviewing the content and sequencing of the curriculum in individual subjects. When reviewing any aspect of the curriculum, leaders consider the intent of the curriculum, particularly the core concepts central to mastery of each subject and what students should know and be able to do at specified endpoints, such as the end of each key stage.

Curriculum Leaders have mapped the curriculum for their subject for all year groups to ensure that it is coherently planned. Subject and year group curriculum maps are available on the subject pages of the website.

3. Remote Education

Students who are self-isolating, including if there is full or partial closure, will be directed with work through Google Classroom. This may include students being directed to other online platforms including Oak National Academy lessons. The remote education plan can be found on the school website.

4. Cross-curricular/Extracurricular Provision

In addition to the timetabled curriculum, over a number of days each year the school timetable is collapsed so that quality cross-curricular activities can be organised. These days offer varied opportunities to explore individual or cross-curricular subject disciplines in greater depth. Additionally, a wide programme of school visits are organised each year to places of local, national and international significance/interest. All students are encouraged to participate, and financial support is offered where applicable.

Students are also encouraged to participate in a wide range of extracurricular activities through the Above & Beyond programme. The programme is advertised to students on a termly basis, with a mix of internal and external clubs on offer for students to choose from. Student attendance at clubs is monitored by the school's Above and Beyond Coordinators, who track club attendance on a half-termly basis. The coordinators also work closely with the pastoral team, to ensure that vulnerable students have access to clubs and are able to participate in this element of school life fully.

5. Tiered curriculum

5.1 High-quality teaching

At Ruislip High School, students all receive high-quality teaching across the curriculum. This includes an explicit focus on reading and vocabulary teaching; the consistent application of the school's behaviour policy; Let's Think lessons in Years 7 and 8 in English, maths and science; and extra-curricular opportunities as part of our Above & Beyond provision. Let's Think lessons aim to accelerate the development of students' thinking so that they become more intelligent, faster, by providing learners with interesting and puzzling challenges.

5.2 Targeted academic support

At Ruislip High School, targeted academic support is used to support all students, including those who are not making good progress across the curriculum, to complement decisions about curriculum and teaching. Students are identified for targeted academic support primarily through subject teachers and curriculum

leaders, using data including: primary school data; reading tests; internal assessments completed in lessons; and formative and summative assessment data collected termly.

The school approach is to prioritise a small number of interventions that are implemented effectively in order to maximise the impact of interventions.

Provision mapper is used to map all targeted academic support. This ensures that the content of interventions are explicitly linked to the content of lessons so that students experience the curriculum as a coherent whole.

5.3 Wider strategies

The curriculum equates to the entirety of the experience of the student; students' academic learning cannot be separated from their social and emotional learning. Students' social, emotional and behavioural needs are primarily supported through high-quality teaching and there are wider strategies to support non-academic barriers to learning including pastoral support and specialist interventions for students with SEND.

6. Grouping arrangements

Curriculum leaders are responsible for grouping students to ensure the curriculum is implemented as intended and to maximise student progress. The majority of subjects are taught in mixed prior attainment groups at all key stages.

Where curriculum areas group students by prior attainment, for example in mathematics, subjects must have clear procedures for placing students in groups and must review student placement on a termly basis, particularly following any assessments. Any changes to groups made throughout the academic year should be communicated to parents/guardians. Selection of groups is based on a variety of sources including: prior and current attainment; external assessment data; internal assessment. Teachers should teach a balance of groups and no teacher should have a timetable skewed with either higher or lower prior attaining groups. Teachers should recognise that groups organised by prior attainment are still mixed groups and that adaptive teaching is still required.

7. Key Stage 4 and Key Stage 5 choices

7.1 Key Stage 4

In Year 9, students are supported through the process of selecting their options for Key Stage 4 at Ruislip High School; the process begins in the spring term so that there is plenty of time to allow students and parents to make this important decision. The school recognises that this is an important time for all students and is therefore committed to providing support and guidance to ensure each student makes the right choice for their future. Students are invited to choose five option choices in order of preference from which they will be offered three. The school aims to balance student choice with the rigour of EBacc subjects and we are committed to ensuring that all students are given the opportunity to study three of their five preferred options. Optional courses change each year but typically include GCSEs in: Fine Art, Art Textiles, Computer Science, Drama, French, Geography, History, Media Studies, Music, Physical Education and Spanish and Level 2 vocational courses in: Health and Social Care, and Sport.

Year 11

In Year 11, students have two hours a week for Cultural Studies which incorporates RSE, PSHE and RE. This course is for all students (apart from those who take Triple Science who follow a separate pathway) but is not assessed as students will have completed Citizenship GCSE at the end of Year 10.

7.2 Key Stage 5

Students enter the Sixth Form to study for Level 3 qualifications, either taking a full A-level programme or a mix of A-level subjects plus BTEC Level 3 courses. Students are invited to attend a Sixth Form Open Evening in the autumn term of Year 11 to guide and support them through the transition process.

The Ruislip High School Sixth Form curriculum typically includes A Levels in: Fine Art, Art (Textiles), Biology, Chemistry, Computer Science, Drama, Economics, English Literature, French, Further Mathematics, Geography, Government and Politics, History, Law, Mathematics, Media Studies, Physics, Psychology, Sociology and Spanish, and Level 3 BTEC courses in Sport, and Health and Social Care.

Links with other providers

There are small numbers of students who are studying one subject at another school in the VLT.

8. Roles and responsibilities

8.1 Oversight

This policy will be overseen by the Deputy Headteacher (Curriculum).

8.2 Senior leaders

- Senior leaders will review the curriculum offered in the areas they oversee and support and challenge the curriculum leaders of those areas.

8.3 Curriculum Leaders

- Curriculum Leaders will lead their curriculum area, supported and challenged by a member of the senior leadership team. This includes mapping their curriculum, organising and reviewing schemes of work, monitoring and evaluating the work of the subject area, supporting non-specialist teachers, providing efficient resource management and ensuring the curriculum meets the needs of all students.
- Curriculum Leaders will ensure the intended curriculum is implemented by all teachers of the subject.
- Curriculum Leaders will monitor the impact of the taught curriculum.

8.4 Teachers

- All teachers will ensure the curriculum is implemented as intended.