



## Curriculum Policy Statement

This statement covers all of the activities which students undertake in or through school.

The school will strive to ensure that the curriculum meets the needs of all learners and that every student has the support they need to succeed both academically and socially.

Upper Wharfedale School will provide all students with a broad, relevant, coherent, progressive and differentiated curriculum whilst ensuring that statutory requirements are met.

At all levels the curriculum will provide a worthwhile experience in its own right as well as ensuring that students are prepared for future progression.

The school's curriculum will:

- Prepare students for future academic and vocational study by maximizing their academic achievement.
- Equip them with the skills needed to be effective lifelong learners and with an understanding of their own learning styles.
- Provide opportunities for the development of values and attitudes and give students knowledge and awareness of other countries and cultures.

The school is committed to providing an inclusive curriculum which provides all students with appropriate challenges and responds to individual needs. In particular the school will provide all possible support to ensure that students have equality of access to an appropriate curriculum. This will include the provision of support in and beyond lessons, all practicable modifications to courses, learning and assessment methods and to buildings and equipment.

The school will be proactive in developing and monitoring collaboration with other local schools which helps to broaden the range of courses available to better meet the needs of all local students.

To realise these aims the school will:

- Keep the relevance and effectiveness of the curriculum under review and adjust both the whole school curriculum and that for individual students when required.
- Respond as appropriate to changing local and school agendas, whilst maintaining our own vision and values.
- Systematically monitor and evaluate the quality of teaching and learning and ensure that any shortcomings are effectively addressed.

- Assess students' learning and ensure that the results of any assessment are communicated clearly to students (and to parents) to help inform future learning.
- Proactively assess the academic, social and health needs of students and ensure, as far as possible, that they are met by the school or by outside agencies.
- Adopt flexible approaches to timetabling to allow individual and groups of students to access additional courses and experiences.
- Work with other schools and education providers to ensure students have access to as wide a range of courses and experiences as possible.
- Provide opportunities for residential and foreign experiences, for a wide range of trips, and use visitors to the school to expose students to a broader range of cultures and experiences.
- Plan effective professional development for all staff and ensure that they have access to high quality courses and curriculum support.

### **KEY STAGE 3**

**In their first three years students follow a common curriculum consisting of:**

- English
- Maths
- Science
- ICT
- French
- Resistant Materials
- Food Technology
- Music
- Art
- Drama
- Geography
- History
- Religious Education
- Physical Education
- PSHCE (Personal, Social Health and Careers education)

## **KEY STAGE 4**

**All students follow the core curriculum:**

- English
- Maths
- Science (Core and Additional or BTEC)
- Physical Education
- ICT
- PSRE (Personal, Social and Religious Education)

**In addition, students select their choices from a wide variety of options.**

### **GCSE**

- Ancient History
- Art & Design
- Computer Science
- French
- Geography
- History
- Hospitality & Catering
- Physical Education
- Resistant Materials
- Separate Sciences (Physics, Chemistry, Biology)
- Systems and Control

### **BTEC**

- Applied Science
- Business
- Performing Arts

### **NFE**

- Food and Nutrition