

Curriculum Policy Statement

Person Responsible:	Mr I Chapman	Frequency of Review:	1 Year
Authorisation By:	Headteacher	Notice Date:	20/09/2026
Authorisation Date:	20/10/2025	Review Due By:	20/10/2026

1 Curriculum Policy Statement

We view the curriculum as the totality of student experiences that occur in the educational process.

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 academically, personally 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. Through our curriculum we aim to develop students' knowledge, skills and understanding to allow them to fulfil their potential and prepare them well for the next stage of life. This, along with our varied enrichment programme enables students to become caring, confident and responsible young people who demonstrate our core values of ambition, kindness and responsibility.

In each department we plan our curriculum within the following three areas:

- Curriculum Intent
 - Curriculum design, coverage and appropriateness
- Curriculum Implementation
 - Curriculum delivery
 - Teaching (pedagogy)
 - Assessment (formative and summative)
- Curriculum Impact
 - Attainment and progress (including GCSE and other outcomes)
 - Literacy and Numeracy skills
 - Destinations
 - Developing students who are rounded citizens, well-prepared for life in modern Britain

A good curriculum is:

- Balanced in its breadth of subjects and topics
- Rigorous to the disciplines taught
- Coherent within and across subjects
- Integrated to promote progress over time
- Appropriate for the stage of the students' learning
- Focused in its choice of content
- Sequenced well to build on and develop prior learning
- Relevant to the students in our school/local area

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 maximising 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 students to develop positive values and attitudes, giving them the knowledge and awareness to be excellent global citizens

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 both in and beyond lessons; plus 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 overseas 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 learning for all staff and ensure that they have access to high quality development and curricular support.

Departmental "learning journeys" provide a visual summary of a student's pathway through each subject curriculum. These can be viewed on the school website.

Enrichment opportunities and co-curricular provision complement the core curriculum offer. (For example: our Deep Learning Days, guest speakers and educational visits.

2 Key Stage 3

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

- English
- Mathematics
- Science
- ICT
- French
- Resistant Materials
- Food Technology
- Music
- Art
- Drama
- Geography

- History
- Religious Education
- Physical Education
- PSHCE (Personal, Social Health and Careers education)

3 Key Stage 4

All students follow the core curriculum:

- English Language and Literature
- Mathematics
- Science (Either Triple Science or Combined Science)
- Physical Education
- PSRE (Personal, Social and Religious Education)

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

GCSE	BTEC/Technical awards
• Art • Design Technology • French • Geography • History • Physical Education • Separate Sciences (Physics, Chemistry, Biology) • Enterprise • RE (Year 10)	• Performing Arts • Health and Social Care • Digital Information Technology • Hospitality and Catering (WJEC) • Interactive Media (Y11)

The growing number of students who choose to study a Modern Foreign Language are eligible for the English Baccalaureate.

4 Curriculum structure

We operate a two-week timetable, with 25 one hour lessons each week. In addition, students have daily time with their form tutor. This time is dedicated to Collective Worship, wellbeing/citizenship and pastoral activities and opportunities to reflect on and plan for individual progress.

5 Students who are not able to take part in PE

If students are unable to be physically active during PE due to an injury or other acceptable reason, they will still take an active part in the lesson through a number of ways including:

- analysis of performance
- coaching
- refereeing
- arranging equipment for different drills and exercises.

Students are still required to get changed into their PE kit unless their injury prevents them from doing so.

A student may complete some independent work outside of the PE lessons if a subject leader or Head of PE decide it is in the best interest of the individual student to do so. These circumstances would normally be considered if it is a long-term injury, or if it in the best interest of the student.