

# Curriculum Policy (Senior)



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## Inspiring Education for Life

Caterham School is one of the leading co-educational schools in the country. We are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and wellbeing underpin academic, co-curricular and sporting excellence. The majority of our pupils are day pupils but we are also a thriving boarding community, which enriches the educational opportunity and experience for all. We believe in providing an education for life for all Caterhamians and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn is a key facet of a Caterham education and is in our view an essential skill for life in the twenty-first century. We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

At Caterham School we focus on developing the whole person, aiming to ensure that each pupil leaves here ready for the challenges of life at university and beyond and understanding their responsibilities towards others. We want our pupils to leave Caterham well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others. In so doing we remain true to our founding Christian principles and values.

## Curriculum Policy Statement

Responsibility for this policy's effective implementation rests with the Headmaster, who delegates to the Principal Deputy Head, Deputy Head (Director of Studies) and the Assistant Head (Teaching and Learning). Heads of Department, Heads of Year, tutors and individual subject teachers also have a key role to play, as do the pupils themselves. The policy is supported by schemes of work developed by individual departments.

This policy, the School's schemes of work and other plans take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Caterham affords full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We ensure:

- that pupils acquire speaking, listening, literacy and numeracy skills
- that Caterham provides personal, social, health and economic education (through our Wellbeing programme) which reflects the School's aims and ethos (purpose



range of cultural activities and events to attend – participation is monitored by tutors and via a regular co-curricular audit. Many pupils learn a musical instrument and/or take LAMDA lessons. The EDGE curriculum has creativity as one of its core values and both encourages creative outcomes as well as exploring the processes behind it.

**Physical:** all pupils have timetabled PE and Games in First to Fifth Years, and timetabled Games in Fifth Year.

**Spiritual:** all pupils have lessons in Philosophy and Theology during First, Second and Third Years and attend regular assemblies, which collectively provide a key means of developing human and social education and promoting spiritual, moral, social and cultural development. Timetabled Wellbeing lessons are provided in First to Fifth Years.

It should be emphasised that many of the subjects listed above help to develop more than the key area of experience to which they have been attached. For example, linguistic skills including oracy are developed in all subjects, not merely in English or in Modern or Ancient Languages.

All curriculum subject matter is tailored to the age and aptitudes of the pupils in each school year, including any pupils with an Education Health and Care (EHC) Plan whose needs are reviewed annually. Our curriculum provision enables all pupils to have the opportunity to learn and make progress, including those with special educational needs. Every opportunity, for all pupils, is provided to enable them to develop their speaking, listening, literacy and numeracy skills, as set out in the schemes of work for each curriculum area.

The curriculum provides for the teaching of Wellbeing which is taught to class groups as a timetabled discrete subject, working concurrently with the Wellbeing Policy and schemes of work where further details can be found. The Wellbeing curriculum reflects the School's aims and ethos (Purpose Statement). These documents should be read in conjunction with one another, along with Teaching and Learning, Special Educational Needs/Disabilities and the provision for Spiritual, Moral, Social and Cultural Education.

### Lesson Disposition

All pupils study a core curriculum of Mathematics, English, Science, a Modern Language and a Humanity until the end of Key Stage 4, and there is also the opportunity for them to build around that a combination of other optional subjects. Quite deliberately, the school chooses each year to construct Third, Fourth and Fifth Year timetables around pupils' choices, and

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**English (4)**

Fourth and Fifth Years

**A full timetable of 40 x 35-45 minute lessons, in which subjects falling into three categories are studied. A mixture of GCSEs and IGCSEs are taken.**

Compulsory examination subjects:

**English Language and English Literature (5ppw in the Fourth Year, 6 in the Fifth Year)**

**Art: Textiles**  
**Biology**  
**Business**  
**Chemistry**  
**Computer Science**  
**Drama**  
**Economics**  
**English Literature**  
**French**  
**German**  
**Geography**  
**Greek**  
**History**  
**Latin**  
**Mathematics**  
**Further Mathematics**  
**Music**  
**P.E.**  
**Philosophy, Ethics and Theology**  
**Physics**  
**Politics**  
**Product Design**  
**Psychology**  
**Spanish**

**Advice is given to all pupils regarding their A Level choices and in the Fifth Year this advice includes an individual interview with the Head of Year, their Assistant or a member of the Senior or pastoral team. An options booklet is provided to help pupils and their parents to make informed choices, and a Sixth Form Open Evening allows them to experience first-hand the flavour of different A Level lessons before committing themselves to specific subjects.**

**Pupils typically start with four A Level subjects (five if Further Maths is chosen). The EDGE Pathways programme runs alongside A Levels for those pupils taking four subjects. This consists of a term of activities focused on developing core life skills for Sixth Form pupils, including online reputation, financial management and networking, alongside the core values of the EDGE curriculum: Learning to Learn, Big Ideas and Problem-solving in Action. Pupils then select a pathway to pursue for the rest of their Lower Sixth year, choosing from: the EPQ programme, academic enrichment, MDV, Creatives, an investment qualification and**

such as drug abuse, sexual health and safe driving. This programme is designed to prepare pupils for the responsibilities and opportunities of adult life.

### Appropriateness

At each level the School seeks to ensure that the subject matter is appropriate for the ages and aptitudes of the pupils. Opportunities exist to acquire and develop skills in speaking and listening (most obviously in modern languages, at least one of which is compulsory to GCSE), literacy (most obviously in English) and numeracy (most obviously in Mathematics and the sciences). The principal language of instruction is English, except in some Modern Language lessons where the target language is used as appropriate.

The curriculum requires the majority of pupils to take GCSEs or IGCSEs in 9 to 11 subjects. Sixth Form pupils typically start A Level courses in 4 subjects. A majority of pupils drop a subject by the end of the first term of the Lower Sixth. Typically, up to 5% continue with all 4 subjects through to the end of the course.

All pupils have the opportunity to learn and make progress through the ways in which tasks are matched to the needs of the individual. Where possible and appropriate, setting by ability in certain subjects aids the provision of subject matter at a suitable pace.

### English as an Additional Language

Pupils whose first language is not English are assessed prior to entry into Caterham School and again upon arrival during their induction programme to ascertain their individual English language capabilities and needs. Extra support is provided as necessary through timetabled EAL (English as an Additional Language) lessons. These lessons aim to develop the pupils' English language skills and communicative ability and to build the pupils' confidence to succeed in an English-speaking environment.

In the First, Second and Third Years, pupils may receive up to three periods a week of EAL in addition to their main English classes, in place of one of their Option choices or MFLs. In



learning difficulties. Pupils who have been assessed as having a specific learning difficulty or disability have their needs considered individually by qualified specialist staff. The provision for a pupil with a specific learning difficulty depends on that pupil's needs having been formally diagnosed. Teaching staff are well informed, have up-to-date knowledge of effective learning and teaching strategies and are skilled at teaching pupils with specific learning difficulties and disabilities. Differentiated work offers all children the opportunity to extend their knowledge in the classroom and in small group activities. There are also innumerable clubs and societies to stretch and challenge our able, gifted and talented pupils, together with enrichment classes for Sixth Formers.

### Careers

Careers guidance is provided by the Head of Careers, who provides support and advice as well as organising an extensive programme of additional talks, seminars and events by outside agencies, speakers and advisers. The Head of Careers also supports the organisation of work experience for Fifth Year pupils. For university application, there is a rigorous process which is overseen by the Director of Sixth Form.

### Private Study

Sixth Form pupils have provision for Private Study which includes use of the Pye Sixth Form Centre, the Maggs Library and the Sixth Form Study Room. Boarders may return to their

## Options Booklets

**These information booklets set out the key information necessary to make option choices for the Third Year, GCSE and A Level. They can be accessed and downloaded from the main curriculum section of the School website.**