



Secondary Curriculum Policy

Approved by:	Secondary Leadership Team	Date: December 2014
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1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered at iGCSE and IBDP
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects elements of the National Curriculum for England programmes of study relevant to our context, including iGCSE and IBDP requirements. In addition, our broad-based curriculum reflects elements of the prescribed Czech curriculum for Czech nationals and permanent residents.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Head of Secondary and Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as iGCSE's and the IBDP, are approved and that the Park Lane International School has the relevant permissions to deliver the programmes of study
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Head of Secondary

The Head of Secondary is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Director of Studies is responsible for:

- Keeping up to date with curriculum developments at Key stage 3 and 4 and advising the Secondary Leadership Team and Heads of Department of such updates.
- Monitoring the delivery of the Key stage 3/4 curriculum – including home learning - with the support of Heads of Department.
- Ensuring that curriculum needs are met during face to face, hybrid and distance learning and that both UK and local curriculum standards are met at KS3 and 4.
- Overseeing the Options process for iGCSE and ensuring an appropriate curriculum is in place for all pupils.

- Co-Chairing the GB Curriculum sub-committee.

The IBDP Coordinator/Head of Czech is responsible for:

- Keeping up to date with curriculum developments at Key stage 5 and advising the Secondary Leadership Team and Heads of Department of such updates.
- Monitoring the delivery of the Key stage 5 curriculum – including home learning - with the support of Heads of Department
- Ensuring national standards are met regarding the Czech programme for Czech nationals and permanent residents.
- Ensuring that curriculum needs are met during face to face, hybrid and distance learning and that both international and local curriculum standards are met at KS5.
- Overseeing the Options process for IB and ensuring an appropriate curriculum is in place for all pupils.

Heads of Department are responsible for:

- Keeping up to date with curriculum developments in their subject area.
- Ensuring department handbooks, schemes of work and planning are effectively implemented

The Challenge and Potential Coordinator is responsible for:

- Monitoring the way in which stretch and challenge opportunities are implemented to the Curriculum.
- Ensuring that pupils are stretched and challenged during face to face, hybrid and distance learning.

The SENDCo is responsible for:

- Ensuring children with SEND needs are accommodated within the curriculum.
- Ensuring that the needs of SEND children are met and outlined in provisions and learning plans during face to face, hybrid and distance learning.

4. Organisation and planning

All pupils follow a broad-based curriculum based on the National Curriculum for England for most subjects except for Czech Language, Czech History, Czech Geography and Czech as an additional language. The Key Stage curriculum prepares students for IGCSE studies and the IB Diploma Programme.

Our Year 7-9 pupils follow a common curriculum with an MFL choice of either French, German or Spanish.

Our 11-14 curriculum serves as an ideal foundation for the choices, decisions and public examinations that lie ahead. All pupils study English (Language and Literature), Mathematics, Science, Computer Science, History, Geography, a modern foreign language, Art, Music, PE and Personal, Social, Health and Economic Education. In Years 7-9, the sciences are taught as Combined Science. In Years 7-9, pupils are taught in mixed ability classes for all subjects except for Mathematics and MFL French, German and Spanish.

Our 11-14 year-old Czech nationals continue with the Park Lane Czech Programme that begins in Year 2. In the senior school this programme focuses on Czech language and Literature plus Czech History and Geography. Czech nationals are registered with our partner state schools and sit for their annual assessment tests in February and June.

In Years 10 and 11, Park Lane pupils study a range of Cambridge IGCSE courses, including mandatory and elective subjects. In Years 12-13, our pupils tackle the IB Diploma Programme.

Park Lane International School's teachers have the qualifications, experience, training and resources to use a wide range of teaching approaches and are committed to meeting pupils' individual learning needs.

Each subject area has a handbook with further details of how the requirements of the Key stage 3, 4 and 5 curriculums are met. Within these handbooks short, medium and long-term planning expectations are outlined as are the resources available to support curriculum delivery in each subject area.

Relationships and sex education, and health education are delivered through PSHEE lessons once per week. Further details can be found in the PSHEE Policy. Spiritual, moral, social and cultural development, and British values are addressed in PSHEE lesson, through Learning Centre lessons in Key stage 3, and throughout the curriculum in various subject areas.

Our Universities and Careers Advisor works with pupils to address their plans for the future. Pupils from Year 10 and above carry out Work Experience; during the pandemic this has not been possible and instead we have organised online work advice clinics with professionals from a range of career backgrounds.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum and Czech Curriculum subject, wherever possible and where reasonable and practical adjustments can be made and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Learning Support policy.

6. Monitoring arrangements

The GB Curriculum sub-committee Governors monitors the coverage of Curriculum subjects and compliance with other statutory requirements through three annual GB meetings

Subject Leaders and the SLT monitor the way subjects are taught throughout the school by conducting learning walks, formal observations, collaborative planning and moderation. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the Secondary Leadership Team. At every review, the policy will be shared with the GB Curriculum sub-committee.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and learning policy
- Learning Support policy
- EAL Policy
- Subject handbooks
- Challenge and Potential policy
- Relationships and sex education policy
- PSHEE policy