



Curriculum Policy

Introduction

The overall aims of the Curriculum Policy at The Leys School (the 'School') are:

- To promote the intellectual and personal growth of each pupil to enable them to make the most of the opportunities offered at the School and to prepare pupils for the opportunities, responsibilities, and experiences in modern society.
- To demonstrate the School's commitment to excellence and continuous improvement.
- To provide a curriculum that is fit for purpose and challenges pupils.
- To effectively educate pupils with a range of abilities, aptitudes, and needs, including those with special educational needs, at the School.

The School's Curriculum

The School's curriculum:

- provides breadth, balance, and relevance to pupils;
- delivers progression in understanding, knowledge, and skills, whilst recognising that pupils will encounter a variety of teaching and learning styles;
- aims for all pupils to make good progress, and for reasonable provision to be made, according to their individual needs, aptitude, and ability. All pupils are encouraged to undertake extension work in accordance with their identified interests and aptitude in any subjects;
- gives pupils experience in linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education. It provides access to a broad range of subjects at an appropriate level and offers the opportunity for pupils to specialise in areas of strength;
- aims to promote opportunity and understanding regardless of gender, disability, race religion or any other protected characteristic insofar as they are applicable;
- encourages high levels of speaking and listening, literacy, and numeracy skills.
- provides personal, social, health and economic education which reflects the School's aims and ethos. Please see the School's PSHE Policy for more information; and
- satisfies all legal and regulatory requirements, as well as supporting the [School's aims](#). The School has an outline Curriculum Plan and adheres to the Independent School Standards Regulations 2014.

Use of Technology in the Classroom

Technology is fundamental to the delivery of teaching and learning at the School. Utilising a cloud infrastructure, teachers curate and distribute teaching materials via Google suite for Education. Whilst long-form reading and handwritten submissions are still core in the School's curriculum, digital technology gives flexibility to teachers and learners to be able to teach, learn and collaborate in a wide range of styles and methodologies.



Years 7-11 are enrolled in a 1-2-1 iPad programme that facilitates mobile learning across the School site. In the Sixth Form, pupils may bring a device of their choice. The shift back to in-person teaching after the COVID-enforced disruption has further reinforced the foundational place and importance that digital education has in the School curriculum. The School believe technology augments our classroom interactions and allows for a more productive environment, where the range of approaches made possible, allow barriers to learning to be broken down more easily. We also believe technology provides more opportunity for creative expression in learning alongside enhanced support via differentiation and personalisation.

Digital technology gives flexibility to teachers and learners to learn in a wide range of styles and methodologies. From video book reviews in English, live-streamed music recitals, digitally inked mathematics solutions, virtual field trips, 3D trips to other countries, actor visits and sports coaching, pupils can enhance their learning opportunities by engaging in the digital world.

A truly unique feature of the School's digital provision is the Vision Studio initiative. Pupils can access the latest technology and look at the potential applications for learning. Tools such as the Microsoft Holo Lens, VR headsets, augmented reality installations, a podcasting studio and 360 cameras area are available for pupils to try. We believe these technologies will form part of everyday life in years to come, and therefore wish to expose our pupils and teachers to the potential applications of the technology throughout their time at the School.

The School recognise the importance of training and continued professional development to ensure our staff and pupils continue develop their practice. Digital skills tuition begins in the induction period and continues in a structured programme throughout via the ICT curriculum. We keep technology and pupil behaviour with it under constant review to ensure a positive balance is found between the learning it can unlock and the distractions it can present.

Pupils with Additional Needs

The International Support and Learning Support Departments provide staff and pupils with the necessary help to access the curriculum, where reasonably possible. Where a pupil has an Educational Health Care Plan ("EHCP"), the education they receive fulfils the requirements of the EHCP. The School will provide reasonable adjustments to pupils who do not have an EHCP but who have special educational needs.

The School's curriculum content will take into account the additional needs of pupils.

For further information, please refer to the Accessibility Policy, available on the School website.

Careers

Pupils receive appropriate and timely careers advice from Year 9 upwards, which enables them to make informed choices about a range of careers options. The School's careers guidance is presented in an impartial manner and seeks to encourage each pupil to fulfil their potential. There is a department at the School dedicated to careers provision, an array of books available in the Careers Library, a Careers Handbook for pupils, as well as contact with outside speakers and advice from staff.



Fundamental British Values

The School curriculum actively promotes and respects the Fundamental British Values (also recognised as western liberal values) namely democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. By supporting and promoting this value system, pupils feel confident and empowered to challenge contrary opinions or behaviours.

The Wider Curriculum

The wider curriculum complements the academic, pastoral, and moral/spiritual realms of school life and provides a stimulating range of educational opportunities both locally and further afield. There is a wide range of activities available in extended academic study as well as exposure to sporting, cultural and creative opportunities. This widens pupils' range of experiences, allowing them to develop in mind and body and building their self-esteem.

Roles and Responsibilities

The design of the curriculum is the responsibility of the Head, Deputy Head (Academic), and the other members of the Senior Management Team ("SMT").

The implementation of the curriculum is the responsibility of Heads of Department and subject teachers. Heads of Department ensure that Schemes of Work accurately reflect the principles set out in this policy. Members of teaching staff have a responsibility to:

- ensure that the School curriculum is implemented in accordance with this policy;
- keep up to date with developments in their subjects;
- liaise with their line manager over proposed changes and developments to the curriculum;
- undertake professional development regularly;
- monitor the progress of each pupil taught by them and adapt teaching styles where appropriate; and
- liaise with the Learning Support and the English for Speakers of Other Languages ("ESOL") Departments, where necessary.

Monitoring, Evaluation and Review

Curriculum provision is monitored by the Head and the Deputy Head (Academic). Regular reviews of the curriculum provision are conducted by the Head, supported by the Deputy Head (Academic) and the Deputy Head (Teaching and Learning), and in conjunction with Heads of Departments.

Evaluation of pupil outcomes as a result of the curriculum will be measured against a range of indicators, including, but not limited to:

- examination results;
- value-added data;
- destinations of school leavers;
- department public examination reports;
- annual meeting of Head of Departments with the Deputy Head (Academic);
- SMT meetings; and
- Governor meetings.