POCKLINGTON SCHOOL

Curriculum Policy

Policy Contact	L Powell, Senior Deputy Head (Academic)		
Last Reviewed	September 2026	**Next Review Due**	September 2027

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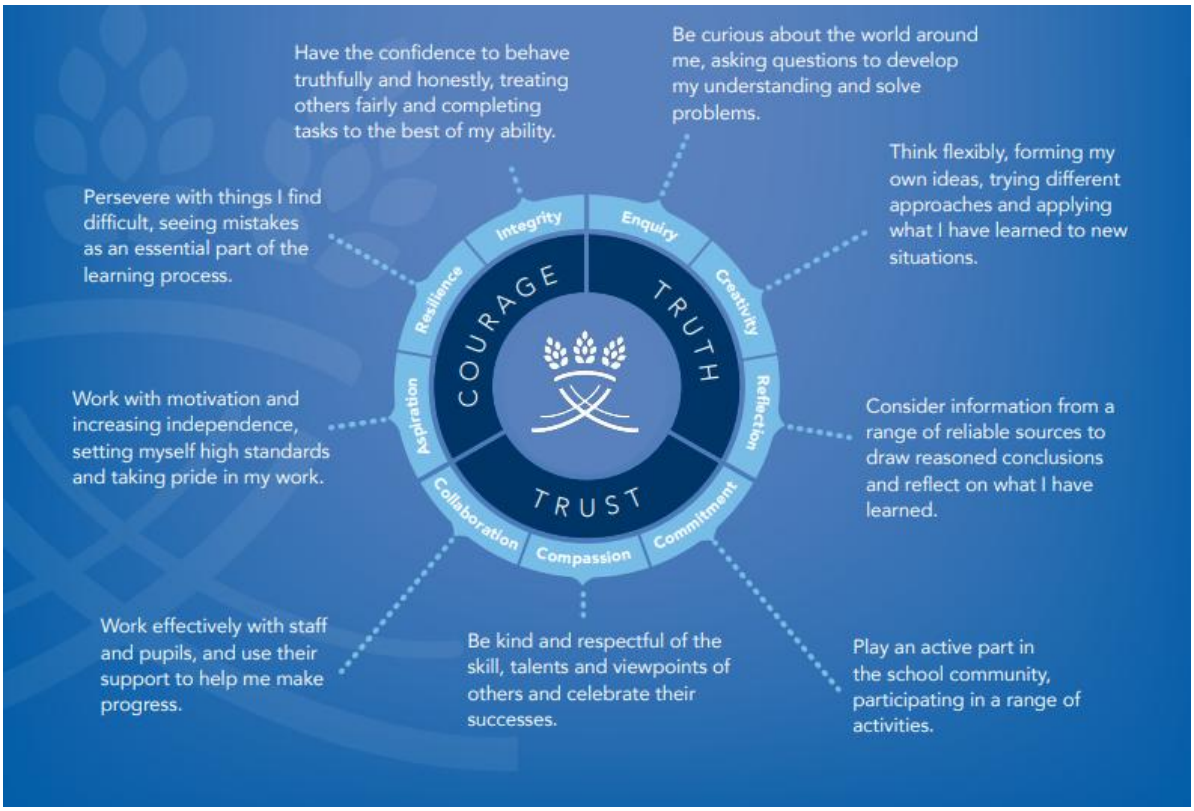
Aims: General

Pocklington School's curriculum is intended to provide breadth, balance and choice while at the same time promoting academic excellence and personal development. This reflects the Foundation's overall stated aims:

- **Uphold our Pocklington Value and Virtues in all that we do**
- **Broaden our pupils' horizons and raise their ambitions**
- **Work closely with families in educating their children**
- **Nurture innovation and adaptability and be proud of our tradition**
- **Be a great place to live and work**
- **Ensure our Foundation's long-term future**

Our aims reflect the Pocklington School Foundation's Values and Virtues which provide a framework to support pupils' academic and personal development:



Aims: Specific

This policy ensures that the regulatory requirements of the school's curriculum are met, specifically:

(a) The School will provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education so that all pupils have the opportunity to learn and make progress.

Provision

The School provides a broad academic programme from Year 7 to Year 13. Full details can be found in the *Curriculum Plan* and in the *Information for Applicants* booklet. Both give details about:

- period allocation per subject
- teaching groups/sets
- class size
- choices

Choice

Pupils are given advice about curriculum choice at every stage. This is led by the Deputy Head (Academic) and involves parents, house staff, heads of academic departments and the careers and university adviser where appropriate. Further details are given in the 3 *Curriculum Choices and Guidance* booklets, and *Curriculum Guidance Policy* for Third Year, GCSE and A Level/BTEC. The creation of option blocks at GCSE and A Level/BTEC follows the collation of preliminary choices to ensure that maximum choice is offered.

(b) The School will ensure that curriculum plans, schemes of work and subject matter, and programmes of activities appropriate for the ages, aptitudes and needs of all pupils, including those pupils with special educational needs and/or disabilities and those with an EHC Plan, are effectively implemented, which actively promote 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.

Curriculum Content

Departmental programmes of study and schemes of work should ensure that programmes of study are appropriate to the ages, aptitudes and needs of pupils, are progressive in terms of skills and development and do not undermine the fundamental British values outlined above. Further details can be found in the School's *Teaching and Learning Policy* and in departmental handbooks.

Setting

Setting is used in Years 9 to 11 in some subjects to ensure that the pace and delivery of the curriculum is appropriate. Further details can be found in the *Curriculum Plan* and *Setting and Banding Policy.*

Assessment and Reporting

Assessment is a continuous process and should provide effective strategies for learning. Reporting - either informally to students or formally to parents - should be both summative in terms of what has been achieved and formative in terms of what should be done to improve. Further details can be found in the *Assessment, Marking and Homework Policy* as well as the document *Guidance for Staff: Writing Reports and Interim Grades.*

Learning Support

The school accepts pupils with learning difficulties including those with an EHC plan and has a specialist Learning Support department for this purpose. The procedures for identifying pupils with special needs and methods of supporting and evaluating them are contained in the *Learning Support Policy*.

Able, Gifted and Talented

Pupils recognised as 'gifted' or 'able' are identified on a school wide level using a range of data indicators. Departments also identify those with a talent or exceptional ability in their subject area. Departments provide a range of enrichment and stretch activities both within and outside of lessons which are open to all, overseen by the Academic Extension Co-ordinator. The Oxbridge and Academic Scholars Co-ordinator oversees a regular programme of seminars for pupils who have been awarded academic scholarships and exhibitioners. Music and Sports scholars also access their own discrete programmes of stretch and support. Procedures for identifying "Able, Gifted & Talented" pupils and provision for them are outlined in the Foundation *Able, Gifted & Talented Policy*.

(c) The School will ensure that pupils acquire skills in speaking and listening, literacy, numeracy and ICT

Literacy and Numeracy

The quality of spoken and written communication and numeracy skills is the responsibility of all subject areas and departments should ensure that they support both literacy and numeracy in both lessons and through their marking and feedback. Further information can be found in the both the School's *Teaching and Learning Policy* and *Literacy Policy.* In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose principal language is not English through its *EAL Policy.*

Information and Communication Technology

Subjects should use and support the development of ICT skills in their lessons and homework tasks through our BYOD (Bring Your Own Device) scheme, alongside the normal teaching of Computing. Further details can be found in the *Teaching and Learning Policy*.

(d) The School will provide personal, social and health education which reflects the school's aims and ethos and encourages mutual trust and respect for other people, and actively promotes development of pupils' self-knowledge, self-esteem and self-confidence, paying particular regard to the protected characteristics set out in the 2010 Act:

Teachers should take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' P.S.H.E. awareness. Specific P.S.H.E. topics and RSE topics are covered as part of discrete PSHE and RSE lessons for Y7 – Y12, and additionally through the tutor programme for Sixth Form. Separate policies for PSHE and RSE can be accessed for further information.

(e) The School will provide appropriate access to accurate, up-to-date careers guidance for pupils receiving secondary education, which is presented in an impartial manner to enable them to make informed choices about a broad range of careers options and to help them to fulfil their potential:

Pupils are given careers guidance from Year 7 upwards through the tutor programme (materials provided by the Careers and University department), through the School's use of the Morrisby platform, and through specialist input and/or individual meetings with the Careers and University Adviser. Further details can be found in the *Careers and University Guidance Policy* and in the *Careers Handbook.*

(f) The School will organise a programme of activities appropriate for pupils below the compulsory school age which is appropriate to their needs:

Alongside the academic programme for 11-16, there is a wide range of activities and societies organised which is appropriate to pupils' educational needs in relation to emotional, intellectual, social, creative, and physical development, communication and language skills. Full details can be found in the termly *Co-curricular Programme* publication. External trips, both within the UK and abroad, are managed by the *EV Policy.*

(g) The School will organise a programme of activities appropriate for pupils above the compulsory school age which is appropriate to their needs:

Alongside the academic programme post-16 there is a wide range of activities and societies organised in addition to the normal programme of games and timetabled activities such as Community Action. Full details can found in the *Co-curricular Programme.* External trips, both within the UK and abroad, are managed by the *EV Policy.*

(h) The School will ensure that all pupils have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum

English as an Additional Language

In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose principal language is not English through its *EAL Policy.*

Disability

Special measures will be taken by the Deputy Head (Academic), Bursar and Head of Learning Support (SENCO) to ensure that any pupil with a disability has access to all parts of the curriculum.

Learning Support

Please see earlier statement.

Able, Gifted and Talented

Please see earlier statement.

(i) The School will ensure that pupils have effective preparation for the opportunities, responsibilities and experiences of adult life in British society through a range of initiatives and activities including:

Equality and Diversity

The school prioritises curricular and co-curricular provision that encourages issues of equality and diversity to be addressed, discussed and celebrated. Further details are available from the Equality, Diversity and Inclusion Officer.

Classroom Teaching

Teachers should promote collaborative working and self-reflection through their normal classroom teaching to promote adult skills. Good behaviour and courtesy should be actively promoted at all times. Teachers should also take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' Spiritual, Moral, Social and Cultural awareness [SMSC]. Further details can found in the *Teaching and Learning Policy.*

Spiritual Education

Religious education is compulsory in Years 7-9, and religious teaching is usually a part of school assemblies. All pupils in Years 7-11 attend Church each Friday morning with sixth form pupils attending periodically. Assemblies should also promote wider social, moral and cultural development.

Citizenship

Alongside PSHE, the tutor programme also provides students with opportunities to explore issues relevant to citizenship and economic wellbeing. Further details can be found in the relevant divisional programmes.

Activities

Many of the timetabled, lunch, afternoon and after-school activities- e.g. Community Action, Prep School Reading, CCF, Young Enterprise etc. – promote responsibility and active citizenship. Games and PE also contribute to physical wellbeing and provide opportunities for responsibility.

House and Tutor time

The House and tutor system foster responsibility and wider citizenship and are used to promote SMSC.

Procedure

Full details on procedure can be found in the individual policies cited above.

Responsibilities

Responsibility for the overall Curriculum Policy lies with the Deputy Head (Academic). Specific policies and their implementation lie with the relevant head of department/manager as below:

Deputy Head (Academic):	Curriculum Policy and Curriculum Plan Teaching and Learning Policy Literacy Policy Setting Policy Assessment, Marking and Homework Policy Curriculum Guidance Policy
EAL Co-ordinator	EAL Policy
Head of Learning Support (SENCO)	Learning Support Policy
Academic Extension Co-ordinator	Able, Gifted and Talented Policy
Careers and University Adviser	Careers and University Guidance
Head of PSHE	PSHE Policy and RSE Policy
Head of Co-Curriculum	Co-curricular Programme EV Policy

The Deputy Head (Academic) is line managed by the Head and will meet with her on a regular basis to discuss curriculum policy.

Oversight of the Curriculum Policy is undertaken by the Governors' Education Committee and will be undertaken by the Deputy Head (Academic) in September of each academic year.

Revisions

Jonathan Webb [Director of Teaching and Learning], May 2012
Laura Powell [Director of Teaching and Learning], February 2013
Laura Powell [Director of Teaching and Learning], February 2014
Laura Powell [Director of Curriculum], February 2015
Laura Powell [Curriculum Director], February 2016
Laura Powell [Curriculum Director], September 2016
Laura Powell [Curriculum Director], September 2017
Laura Powell [Curriculum Director], September 2018
Laura Powell [Curriculum Director], September 2019
Laura Powell [Curriculum Director], February 2020
Laura Powell [Deputy Head Academic], January 2021
Laura Powell [Deputy Head Academic] September 2021
Laura Powell [Deputy Head Academic] September 2022
Laura Powell [Deputy Head Academic] September 2023
Laura Powell [Deputy Head Academic] September 2024
Laura Powell [Deputy Head Academic] September 2025
Laura Powell [Deputy Head Academic] September 2026