



CURRICULUM POLICY

Document Control:

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|---------------------------------|---|------------------------|-----------|
| Document Owner: | Emma Arrand | | |
| Approval Body: | Board of Trustees | | |
| Version Number: | 2 | | |
| Version Issue Date: | 5/11/2025 | Effective Date: | 5/11/2025 |
| Review Frequency: | Annually by the Board of Trustees | | |
| Method of Dissemination: | Electronic publication via website | | |
| For Use By: | Membership and all staff where applicable | | |

Version History:

| Version | Date | Author | Reason |
|---------|------------|--------------|-------------------|
| V1 | 11/11/2022 | Steven Dye | Creation |
| V2 | 05/11/2025 | Sarah Morgan | Review and Update |
| V3 | | | |

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1. Introduction

Our curriculum is defined as all that we plan for students to learn at Wymondham College. This includes all that is taught and learned inside and outside the classroom in timetabled lessons and in co-curricular activities which we refer to as 'Wymondham Life.' This policy is designed to summarise the aims of the school's curriculum, the subjects and content the school intends children to learn and the ways in which the school's curriculum fulfils our statutory and moral obligations to children.

2. Intent and Overarching Principles

The curriculum is the **FABRIC** of our College. It is the essence, foundation and spirit of the school and it is built upon the following principles.

Focused – regularly evaluated for improvement. Reacts to what students know/don't know and can/ can't do

Appropriate – displays a careful selection of knowledge and skills that are cumulatively assessed

Broad and balanced – includes a range of academic subjects and builds 'Cultural Capital'

Rigorous – Challenges and supports all students to be able to know more and remember more

Integrated – to be progressive: there is clear progression in each subject from year to year

Coherent – there is clear intent about what our students will learn and why at each stage^[1]

Our intention is to give our students access to the absolute best that has been thought, said, written, performed, and calculated in line with our motto; *Floreat Sapientia*. We want our students to be engaged with, and enthused by a richness of knowledge in a variety of subject disciplines allowing them to build character and cultural capital as well as to achieve success in their public examinations. However, we are also committed to learning beyond core knowledge to explore the valuable 'Hinterland' of subjects. When we use the phrase 'cultural capital,' we mean the essential knowledge and skills that will enable students to leave the College being able to understand key cultural aspects of life and being able to fully function and participate in society. Our aim is for all our students, to have access to a curriculum that is rich in knowledge in all their subjects to achieve this.

We adopt a 5-7 Year curriculum that is sequenced to build on prior learning and prepare students for future learning so that they know more and can remember more. Our students follow a broad curriculum in Year 7 and Year 8, before taking some ownership of their curriculum pathway in Year 9. Almost all our students are put forward for the 'English Baccalaureate' from Year 9 to ensure that they have access to a range of academic subjects at GCSE including English, Mathematics, three Sciences, a Modern Foreign Language and either Geography or History. In addition, students continue to study a range of other subjects throughout Years 9, 10 and 11 so that their academic experience is as broad as possible.

^[1] As summarised by William, D in *Principled Curriculum Design* SSAT, (2013)

Our Sixth Form students choose three subjects to pursue at A Level. We offer a range of traditionally academic A Levels, a number of BTEC/ Level 3 qualifications, as well as the Extended Project Qualification, Further Maths and other enrichment courses that help to prepare our students for study at university and for life beyond the College, such as a bespoke 'Futures' programme, a rich Floreat curriculum and Games.

Wymondham College meets its' statutory obligations to teach careers education, relationship and sex education, economic wellbeing and financial capability and drugs education through the programme of study in Personal, Social, Health and Careers Education. (PSHCE) The statutory requirements for the teaching of Religion and Philosophy Education (RPE) are delivered through the Norfolk SACRE: Norfolk Agreed Syllabus 2019 with all students studying the GCSE RE short course. British values and social, moral, spiritual, and cultural education are taught explicitly in the PSHCE curriculum and in subjects across the curriculum. Safeguarding and careers education are also integrated into many subject curriculums, where appropriate, which consolidates the work done in assemblies and sessions planned by our Safeguarding Team in addition to external providers which are delivered during tutor time.

Our curriculum extends beyond the classroom; we call this 'Wymondham Life.' This includes activities such as Combined Cadet Force (CCF), sport and over 80 other clubs each term. We draw upon high quality external agencies to add value to our curriculum, such as The Duke of Edinburgh's Award.

Wymondham College values character education and the acquisition of cultural capital. For this reason, in Y7 a bespoke programme is delivered by the Head of House which focuses on transition, belonging and college heritage. Students in Year 8-9 have a 'Floreat' lesson once a fortnight. These lessons focus on character development, cultural capital and forming connections between subjects. They provide opportunities to develop students' leadership and provide students with access to and knowledge of cultural experiences that they would not otherwise encounter in their day-to-day curriculum. The curriculum in Y11, delivered by the Assistant Principal for Achievement and Heads of House is tailored to supporting students to Achieve, Belong and Thrive. Not only is their academic attainment prioritised through a curriculum focussed on developing study skills, motivation and independence, there are half-termly sessions where wellbeing is the focal point.

3. Curriculum Leadership

Senior Leaders play a key role in ensuring consistency in the implementation of the curriculum across and within departments. A significant part of this can be achieved by setting the right culture through line lead meetings with Middle Leaders that feature regular curricula discussions. Leaders support opportunities for departments to build subject communities, attend subject specific CPD, join subject associations, and stay in touch with their subject disciplines to maintain a love of the subject and ensure that sufficient department time is devoted to conversations about the curriculum. Leaders quality assure the curriculum through a variety of activities including book looks, learning walks, and stakeholder voice.

Teachers seek best practice ¹ and engage with local and national subject networks such as the SET (Sapientia Education Trust) and the Prince's Teaching Institute for additional support. Ongoing review of the curriculum forms a normal and regular part of department meetings, monitoring activities and informal discussions.

¹ Sherrington, T; *Teacherhead* blog – 10 steps for reviewing your KS3 curriculum

6. Bibliography (not exhaustive)

Blatchford, Roy *The Secondary Curriculum Leader's Handbook*
Christodoulou, Daisy 'Making Good Progress? The Future of Assessment for Learning
Counsell, Christine blog: [the dignity of the thing](#)
Didau, David 'What if everything you knew about education was wrong?'
Enser, Mark blog: [Knowledge in the classroom | Teaching it Real](#)
Fordham, Michael blog: [\(Knowledge and curriculum – Clio et cetera\)](#)
Hirsch, E.D. 'Why Knowledge Matters' and 'Cultural Literacy: What Every American Needs to Know'
Myatt, Mary *The Curriculum: From Gallimaufry to Coherence*
Newmark, Ben blog: [Planning a knowledge curriculum.](#)
Ofsted School inspection handbook
Sherrington, Tom 'Teacherhead' blog and 'The Learning Rainforest'
William, Dylan *Principled Curriculum Design*
Willingham, Daniel 'Why Don't Students Like School?' and various blogs.

7. Appendices

- A) Curriculum Intent and Design Principles
- B) Summary 'Curriculum Principles' for staff
- C) Curriculum Frameworks
- D) Curriculum Learning Journeys
- E) New Joiners Curriculum Protocol
- F) Curriculum Change Request Form

Appendix A – Curriculum Intent and Design Principles

| Wymondham College Curriculum Strategic Intent | Wymondham College Curriculum Design Principles |
|---|---|
| Focused – regularly evaluated for improvement. Reacts to what students know/do not know and can / cannot do | • Sufficient time is given to allow students to develop expertise and mastery in subjects. |
| Appropriate – displays a careful selection of knowledge and skills that are cumulatively assessed | • Curriculum subjects are taught by teachers with expertise and specialism |
| Broad and balanced – includes a range of academic subjects and builds 'Cultural Capital' | • Curriculum design supports the intellectual, moral, spiritual, creative, emotional, and physical development of students. |
| Rigorous – Challenges and supports all students to be able to know more and remember more | • Scheduling patterns are determined in the best of interests of students. |
| Integrated - to be progressive – there is clear vertical progression in each subject from year to year | • Personalisation of the curriculum is at an appropriate time to allow students to make informed choices. |
| Coherent – there is clear intent about what our students will learn at each stage | |

Appendix B- Summary ‘Curriculum Principles’ for staff

The Curriculum is the ‘Fabric’ of our College

Focused- regularly evaluated for improvement. Reacts to what students know/don’t know and can/can’t do

Appropriate - displays a careful selection of knowledge and skills that are cumulatively assessed

Broad and balanced- includes a range of academic subjects and builds ‘Cultural Capital’

Rigorous- challenges and supports all students

Integrated to be progressive – there is clear vertical progression in each subject from year to year

Cohesive- there is clear intent about what our students will learn at each stage



Appendix C – Assessment Overviews by Department

Assessment Overviews can be accessed via the subject pages on the College website:

Appendix D – Curriculum Learning journeys by Department

Curriculum learning journeys can be accessed via the subject pages on the Wymondham College website.

Appendix E- New Joiners Curriculum Protocol

New Joiners Curriculum Protocol

(For students joining midway through a year or qualification)

1. Admissions contact prospective students’ parents and schools requesting information regarding prior curriculum study.
2. This information is shared with FDA/SMO to consider student choices in the main school and JEG/SBU for students in the 6th Form.
3. This information is shared with HoDs to determine the appropriate group to place students in and whether a student is suitable to study their chosen options.
4. HoDs provide access to resources for new students including exam spec, course content and work already completed by the class. This is shared with the tutor and HoH.
5. The HoD/Class teacher develop a plan for work to be caught up in addition to normal prep. This plan should provide clear deadlines for completion of work.

6. HoH / Parents provide support in prep/home to catch up missed content
7. Opportunities are made available for additional support in department/house to help the student to catch up.
8. HoD /Subject teacher to monitor progress and assess whether the knowledge has been developed through class tasks/assessments

Appendix F- Curriculum Change Request Form



Curriculum Change Request

NAME:

HOUSE:

YEAR:

All curriculum change requests will be explored seriously, however completing this form does not guarantee that a change will be possible.

Please complete all sections below following a conversation with the appropriate individual. You must ensure each teacher and your parents have completed and signed the form in the relevant section.

| CHALLENGES YOU ARE FACING | EFFORTS MADE TO ADDRESS THESE SO FAR |
|---------------------------|--------------------------------------|
| | |

YOUR PREFERRED SOLUTION

YOUR REASONS FOR WANTING TO CHANGE

PARENT/ CARER VIEW

Signed:

This can be signed by a member of boarding staff for boarding students where a parent signature is not possible, but the view must capture a conversation/ email with the parent/ carer).

HEAD OF DEPARTMENT VIEW (For the subject you propose moving from)

Signed:

HEAD OF DEPARTMENT VIEW (For the subject you propose moving to)

Signed:

HEAD OF HOUSE/ FORM TUTOR VIEW

Signed:

FINAL DECISION (To be completed by Mrs S Morgan *Vice Principal Curriculum/ Ms Farrah Daniels *Assistant Principal Achievement and Progress**)

ACCEPT REJECT

REASON

Only when final approval is sought will a request for timetable changes be made. Any requests made without a complete form will not be actioned.