



Woolwich Polytechnic
School for Girls



WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS

Curriculum Policy

Reviewed August 2021
Approved: December 2021
Revision due: December 2022

Overview

At Woolwich Polytechnic School for Girls, our core mission is to provide excellence in education for our students and empower them to become role models and the leaders of tomorrow.

Our aim is to transform the educational achievement of all our young people through the delivery and design of a broad and balanced curriculum. Our focus is providing a broad curriculum that engages students in making informed choices at KS4 and 5 and challenges students to achieve and exceed prior expectations.

Our curriculum is built on the following key principles:

- **To create a 5 year backwards planning curriculum**
- **Subject specialists design a curriculum which builds on subject knowledge and develops skills over time.**
- **Subject specialists map out their curriculum and when doing so consider the learning pathway and learning experience required for future progression, future learning, and employment.**
- **To develop “examination literacy” and the “application” of knowledge**
- **To develop a strong reading culture throughout the school**

Our Curriculum Offer

Our curriculum focuses not only on academic achievement but is also designed to give our students the knowledge, self-belief, and cultural capital they need to succeed in life. We prioritise the core academic and artistic subjects that help our students understand the world and live fulfilling lives: Maths, English, Science, History, Geography, Ethics and Beliefs, French, Art, PE, and Music.

Our curriculum aims:

- Create opportunity for discussion, debate, exploration of ideas, independent research, and development of own lines of enquiry
- To create opportunity of exposure to different settings where the girls can apply these skills.
- To inspire and motivate our girls to have high aspirations of themselves by linking trips to curriculum, careers and encouraging a moral leadership.

- Ensuring that opportunity for leadership (both moral and academic is interwoven through curriculum, extra-curricular and academic trips)

Curriculum Structure

At Key Stage 3:

- The school will operate a three-year Key Stage 3 and a cycle of 30 periods per week.
- All pupils will follow a traditional model of study, which involves core and foundation subjects.
- The focus is to support pupils with literacy and numeracy as soon as they join the school.

At Key Stage 4:

- The school will operate a two-year Key Stage 4 and a cycle of 30 periods per week.
- Pupils will make their GCSE choices towards the end of Year 9.
- A very small number of pupils will undertake an alternative vocational pathway. This pathway will be a targeted pathway which will ensure SEN pupils, including those supported with an EHC Plan and those newly arrived, are supported in their learning to ensure they make the rapid progress.
- Pupils will complete nationally and industry recognised awards and qualifications, developing a personalised portfolio to include GCSEs, technical levels and general vocational courses.

Monitoring, evaluation & review

The Leadership Team continuously monitors the implementation of the curriculum to ensure that:

- Curriculum is appropriate, challenging, and relevant whilst following guidance from the DFE and examination bodies.
- The curriculum is delivered successfully through the monitoring and development of good and outstanding teaching and learning.

- The appraisal and capability policy is used to ensure that standards in all areas of this policy are implemented to a high level.
- This policy is reviewed annually.
- All national guidance on changes to curriculum and assessment are reflected in our curriculum and assessment models.
- Targets are challenging and linked to GCSE and higher qualifications

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. 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](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).