



**MONK'S WALK**  

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**SCHOOL**

KNIGHTSFIELD  
WELWYN GARDEN CITY  
HERTFORDSHIRE  
AL8 7NL

[www.monkswalk.herts.sch.uk](http://www.monkswalk.herts.sch.uk)

[admin@monkswalk.herts.sch.uk](mailto:admin@monkswalk.herts.sch.uk)

01707 322846

## **Curriculum Policy**

Status:	Non - statutory
Reviewed By:	Trust Board
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Author:	Nick Haynes

# Aim of the Curriculum

## 1. Introduction

At Monk's Walk School:

- We offer a broad and balanced curriculum which aims to provide our pupils with a rich experience in linguistic, mathematical, scientific, technological, social, physical and aesthetic education
- We aim to provide an enjoyable and stimulating education which fosters curiosity, independent thinking and creativity  
We ensure that the planned curriculum is accessible to all pupils and delivers subject matter appropriate to the ages and aptitudes of our pupils. The school provides accessibility to the curriculum for all students to comply with the Equality Act 2010, as detailed in the school's Accessibility Policy – curriculum. The curriculum entitlement for all children will be exactly the same, irrespective of ability or disability, unless other arrangements are agreed under provision for disapplication or modification as stated in the school's SEND policy. This is compliant with the Special Educational Needs and Disabilities Regulations of 2014.
- We offer a range of enrichment and extra-curricular opportunities which aim to broaden pupils' learning experiences beyond the classroom and confines of the taught curriculum
- We provide pupils with access to high quality impartial advice and guidance to support them in making choices about their current and future education and careers
- We provide personal, social and health education which helps prepare students for adult life as responsible citizens with a clear understanding of British values.
- All students follow a full timetable and curriculum. Students attending school full time can only have a reduced timetable in school if recommended by the SENCO and approval from specified members of SLT.
- Students can only have a reduced timetable which allows them to attend on a part-time arrangement, if the school has received a letter from a medical or mental health professional, stating that in their opinion a reduced timetable is recommended.

## 2. Organisation of the curriculum

At KS3 the curriculum complies with the requirements of the National Curriculum and is currently organised as follows:

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
English	3	3	4
Mathematics	3	3	3
Science	3	3	3
MFL	3	3	2
PE	2	2	2
Design and Technology	2	2	2
Art	1	1	1
Drama	1	1	1
Geography	1.5	1.5	1.5
History	1.5	1.5	1.5
Computing/ICT	1	1	1
Music	1	1	1

RE	1	1	1
PSHCE	1	1	1
	<b>25</b>	<b>25</b>	<b>25</b>

In Year 8 students select to study either French or Spanish in Year 9. If French or Spanish is oversubscribed then places will be allocated by ballot.

## KS4

The Year 11 KS4 core curriculum is comprised of: English, Maths, Science, PE and RE. KS4 Year 10 core curriculum is comprised of: English, Maths, Science, and PE. In addition, students have 4 options choices. The curriculum is currently organised as follows:

	<b>Year 10</b>	<b>Year 11</b>
English	4	4
Mathematics	3.5	3.5
Science	5.5	4.5
RE	0	1
PE	2	2
Option subjects x 4	2.5	2.25
PSHCE	-	1
	<b>25</b>	<b>25</b>

### Key Stage 4 GCSE Optional Subjects

Art	DT Food and Nutrition	DT Graphics
DT Product Design	DT Textiles	Drama
French	Geography	NVQ Music Practitioners
History	Computing	Music
PE	RE	Spanish
ICT iMedia	BTEC Travel & Tourism	Practical learning opportunities (PLO ) at Oaklands College – entry level qualification
BTEC Health and Social Care	BTEC Sport	

- Option courses are reviewed every year to ensure that the courses offered continue to meet the needs of each particular year group
- The options system is currently organised on a free choice basis with blocks constructed to enable the maximum number of pupils to be placed on their preferred courses.
- Subject options will only run if there is sufficient pupil interest to make the groups viable. Should a subject be oversubscribed, then pupils will be interviewed by senior staff and asked to reconsider. If the subject is still oversubscribed, places will be allocated by lottery.

- Selection by ability forms no part of the options placement process at KS4. However, guidance around which pathway is most suitable for students (including, for example, the decision about whether to study Combined or Triple science is made in consultation with staff based on a student's achievement in that subject area
- The KS4 curriculum is designed so school performance measures as stipulated by the DofE are fulfilled.
- In Year 10 and Year 11, RE is delivered through topics being delivered in other subject areas. This is monitored by the Head of RE and AHT responsible for the curriculum.

## **KS5**

- At KS5 the curriculum is currently organised to provide access to the largest possible range of courses. This is facilitated by working in consortium with four other schools
- Similar to KS4, the availability of courses is dependent on sufficient student interest to make the course viable
- The curriculum across the consortium is reviewed annually to ensure that courses remain appropriate and meet the needs and aspirations of students
- Entry to the Sixth Form is dependent on students meeting the entry criteria outlined in the Consortium prospectus
- The core curriculum of three or four A levels is complemented with a compulsory enrichment programme.

## **3. Leadership of the Curriculum**

- Specified members of the SLT have responsibility for oversight of the curriculum, including: organisation of the timetable, placement of students, delivery of Careers Information Advice and Educational Guidance, viability of courses and making recommendations as to new courses (see SLT structure)
- Heads of Department have responsibility for strategic leadership and direction of specific subject areas. These responsibilities include: organisation and regular review of schemes of work, monitoring and evaluating the work of the subject area, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all pupils. Each HoD is line-managed by a member of the SLT.
- The timetable will be produced to be balanced so that staff teach to their expected teaching loads. Where a teacher is under their expected teaching load they will be allocated a curriculum support period, meaning they will be directed by their Head of Department to support a class.
- The timetable may change in the academic year to reflect changes in staffing and curriculum need. This could include teachers' 'release time' from Year 11 and Year 13 classes in the summer term.

## **4. Grouping arrangements**

- In Year 7, students are taught in mixed ability forms except in Maths and English. From Year 8, students are also grouped by ability in Science (temporarily suspended from Autumn term 2020 to adhere to the School's Covid19 risk assessment), MFL and RE. At KS4, students are set in English, Maths and Science. All other subjects are taught in mixed ability groups.
- The majority of subjects are taught in mixed ability groups. Where subjects employ some grouping by ability, for example in English, Mathematics and Science, subjects must have clear procedures for placing students in different groups and must review

student placement regularly. Any changes to groups made throughout the academic year should be communicated to parents in writing

- Selection of groups is based on a variety of sources, including:
  - Prior and current attainment
  - External tests and achievement data, for example KS2 SATS, CATS and KS3 assessments.
  - Teacher assessment based on all skills, not solely written skills
  
- Student behaviour is not a criterion for selection. Requests for students to be moved “down” groups should be thoroughly discussed and focus on the impact on the student’s motivation and learning. All teaching groups must be designed to maximise learning outcomes
- All stakeholders: students, teachers and TAs should be involved in the process determining effective groupings. Consultation should also include SLT line managers
- While numerical codes (eg. Set 1-Set 4) are attached to groups for purposes of timetabling, to aid motivation it is preferable that groups should be identified to the students by their teachers as Higher, Intermediate and Foundation
- Higher groups should never be full and should have space for students ‘moving up’
- Higher groups will invariably have larger numbers of students than foundation/intermediate groups
- Ideally, teachers should teach a balance of ‘sets’ and no single teacher should have a timetable skewed with either ‘higher’ groups or ‘foundation/intermediate’ groups
- When teaching ‘set’ groups all teaching will be guided by the principles and strands of Assessment for Learning and include ‘core’ and ‘extension’ work
- It is permissible for departments to have single sex groups provided it can be justified that, in doing so, it is going to raise standards of attainment for both genders
- Teachers should recognise that ‘set’ groups are not homogeneous and still remain mixed-ability groups. Differentiation remains crucial if learners are to maximise their potential and differentiation must also occur by task and not solely by outcome. This occurs by using:
  - A range of teaching strategies based on knowledge of students’ prior learning and preferred learning styles
  - Differentiated resources
  - Within class groupings
  - In-class support (used in particular with “slow learners”)
  - Use of more able as “lead” learners – involving students in their own learning
  
- It must be remembered that students gain a sense of personal improvement by being exposed to regular formative feedback within the same group rather than by moving sets. In light of the fact that Monk’s Walk School hopes to develop both self-esteem and attainment of all students, Departments will:
  - Review their teaching groups on a termly basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals in attainment is below expectations
  - Plan opportunities for students to move sets, informing parents/carers in order to strengthen the home-school partnership as well as other appropriate external agencies who may be supporting a student.

## 5. Monitoring the effectiveness of the curriculum

- The AHT in charge of curriculum is responsible for monitoring how the curriculum is implemented across the school
- The link SLT is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible
- Monitoring of the curriculum and its effectiveness on pupil learning takes place throughout the year using a variety of tools such as lesson observations, internal and external progress data, book looks and department reviews
- The Trustees monitors the effectiveness of the Curriculum.