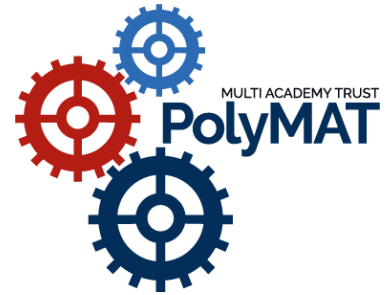




Woolwich Polytechnic  
**School for Girls**



# WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS

## Curriculum Policy

Reviewed: September 2023  
Approved: December 2023  
Revision due: December 2024

## Overview

At WPSFG we aspire for all pupils to excel, both **academically** and **personally**. The curriculum enables our pupils to **know more**, **understand more** and **do more**, empowering them to become **leaders** of their future lives. It also reflects the **diversity** of the modern world and our local community, preparing them to become resilient and contributing members of society.

### Our pupils will know more through:

- A well-planned curriculum which has been designed and continually refined by strong subject experts
- A spiral curriculum worked backwards from Key Stage Four end points
- A balance of depth and breadth in coverage across the subjects and key stages
- Careful sequencing and interleaving of knowledge and skills within subject areas
- A focus on the retention of knowledge through knowledge organisers and frequent class/self-quizzing

### Our pupils will understand more through:

- Making links in their learning between topics and subjects
- Teachers use of modelling and success criteria
- Teachers reinforcing key learning through questioning and oracy
- Teachers giving high quality, timely and responsive feedback

### Our pupils will do more by:

- Frequently practising and applying key knowledge and skills through a variety of guided and independent tasks, including weekly extended tasks
- Applying their learning in a variety of contexts, including extra-curricular activities
- Completing bi-annual, cumulative summative assessments
- Using homework tasks to independently practise key learning from lessons

## 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.

### Key Stage 3

We operate a three-year Key Stage 3. As well as the core of English, Maths and Science, all pupils study French, Geography, History and EBC as well as Art, Computing, Design Technology, Drama, Music and Physical Education. Pupils also take part in a Personal Development Programme delivered by their form tutors on a weekly basis.

### Key Stage 4

Pupils make their option choices at the end of year 9 and continue to enjoy a broad and balanced curriculum in years 10 and 11. All pupils study GCSEs in English Language, English Literature, Mathematics and Science. Most pupils will also study either GCSE Geography or History and possibly French. Woolwich Polytechnic School for Girls also offers GCSEs and vocational courses in Art, Business Studies, Citizenship, Computing, Drama, Enterprise and Marketing, Food and Nutrition, Health and Social Care, ICT, Photography, Sociology and Sports Studies. All of these subjects are linear courses, examined at the end of year 11.

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.

### **Monitoring, evaluation & review**

The academy's leadership team, to include middle leaders, 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.
- All national guidance on changes to curriculum and assessment are reflected in our curriculum and assessment models.

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.