



Secondary Curriculum Policy

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1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered at IGCSE and IBDP
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects elements of the National Curriculum for England programmes of study relevant to our context, including IGCSE and IBDP requirements. In addition, our broad-based curriculum reflects elements of the prescribed Czech curriculum for Czech nationals and permanent residents.

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](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Head of Secondary and Principal to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as IGCSEs and the IBDP, are approved and that Park Lane International School has the relevant permissions to deliver the programmes of study

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Head of Secondary

The Head of Secondary is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Requests to withdraw children from curriculum subjects, where appropriate, are well-managed
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. **The Deputy Head of Secondary and Assistant Heads (Teaching & Learning)** are responsible for:

- Keeping up to date with curriculum developments at Key Stages 3 and 4 and advising the Secondary Leadership Team and Heads of Department of such updates.
- Monitoring the delivery of the Key Stage 3/4 curriculum – including home learning - with the support of Heads of Department.
- Ensuring that curriculum needs are met during face to face, hybrid and distance learning and that both UK and local curriculum standards are met at KS3 and 4.
- Overseeing the Options process for IGCSE and ensuring an appropriate curriculum is in place for all pupils.

The IBDP Coordinator/Director of Czech is responsible for:

- Keeping up to date with curriculum developments at Key stage 5 and advising the Secondary Leadership Team and Heads of Department of such updates.
- Monitoring the delivery of the Key stage 5 curriculum – including home learning - with the support of Heads of Department
- Ensuring national standards and legal requirements are met regarding the Czech programme for Czech nationals and permanent residents.

- Ensuring that curriculum needs are met during face-to-face, hybrid and distance learning and that both international and local curriculum standards are met at KS5.
- Overseeing the options process for the IBDP and ensuring an appropriate curriculum is in place for all pupils.

Heads of Department are responsible for:

- Keeping up to date with curriculum developments in their subject area.
- Ensuring department handbooks, schemes of work and planning are effectively implemented

The Challenge and Potential Coordinator is responsible for:

- Monitoring the way in which 'stretch and challenge' opportunities are implemented to the Curriculum.
- Ensuring that pupils are stretched and challenged during face to face, hybrid and distance learning.

The SENDCo is responsible for:

- Ensuring children with SEND needs are accommodated within the curriculum.
- Ensuring that the needs of SEND children are met and outlined in provisions and learning plans during face to face, hybrid and distance learning.

4. Organisation and planning

Overview

In the secondary school, we offer a broad and balanced curriculum, aimed at stretching and supporting students to meet their potential. At Key Stage 3, the National Curriculum for England and Wales, modified for our context, forms the basis for learning and it is excellent preparation for both the Cambridge IGCSE programme at Key Stage 4 and the IB Diploma programme at Key Stage 5. These externally examined qualifications are internationally recognised and are considered to be the gold standard for university preparation.

Key Stage 3

In Years 7, 8 and 9 students follow a broad curriculum of Maths, English, Science, Modern Foreign Languages, Geography, History, Computer Science, Music, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE). In addition, to comply with Czech laws, Czech students continue learning Czech language and Literature alongside Czech History and Geography. Czech nationals are registered with our partner state schools and sit for their annual assessments. The Czech as Additional Language (CAL) course is provided to non-Czech students.

Key Stage 4

In Years 10 and 11 (Key Stage 4) students study towards International General Certificates of Secondary Education (IGCSEs) in the core subjects of Maths, English and Science and have the

opportunity to specialise in a range of chosen option subjects including mandatory and elective choices. The Czech nationals continue studying Czech in order to complete their compulsory schooling according to the Czech law. The CAL provision is available optionally and may be completed by the CEFR exams at Charles University.

Key Stage 5

In Years 12 and 13 (Key Stage 5), students study the International Baccalaureate (IB) Diploma Programme, recognised around the world as a leading international qualification. Students choose six subjects in the fields of the Studies in Language and Literature, Language Acquisition, Languages, Individuals and Societies, Sciences, Maths, and optionally the Arts. They also complete an Extended Essay, the Theory of Knowledge course and a non-academic programme of Creativity, Action and Service (CAS). Examinations are externally assessed or moderated to ensure academic rigour.

Each subject area has a handbook with further details of how the requirements of the Key Stage 3, 4 and 5 curricula are met. Within these handbooks, short, medium and long-term planning expectations are outlined as are the resources available to support curriculum delivery in each subject area.

Relationships and sex education, and health education are delivered through PSHEE lessons once per week. Further details can be found in the PSHEE Policy. Spiritual, moral, social and cultural development and British values are addressed in PSHEE lesson, through Learning Centre lessons in Key stage 3, and throughout the curriculum in various subject areas.

Our University and Careers Director (and team) works with pupils to address their plans for the future. For further details, see our Careers Guidance Policy.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND needs are supported in terms of accessing the curriculum wherever possible and where reasonable and practical adjustments can be made.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Learning Support policy.

6. Monitoring arrangements

The GB and Whole school Principal monitors the coverage of curriculum subjects and compliance with other statutory requirements through regular GB and SMT meetings, and individual meetings with members of the SLT as required

Subject Leaders and the SLT monitor the way subjects are taught throughout the school by conducting learning walks, formal observations, collaborative planning and moderation. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is reviewed regularly by the SLT. At every review, the policy will be shared with the GB and Whole school Principal.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and learning policy
- Learning Support policy
- EAL Policy
- Challenge and Potential policy
- Relationships and Behaviour policy
- PSHEE policy
- Careers Guidance Policy
- Subject handbooks