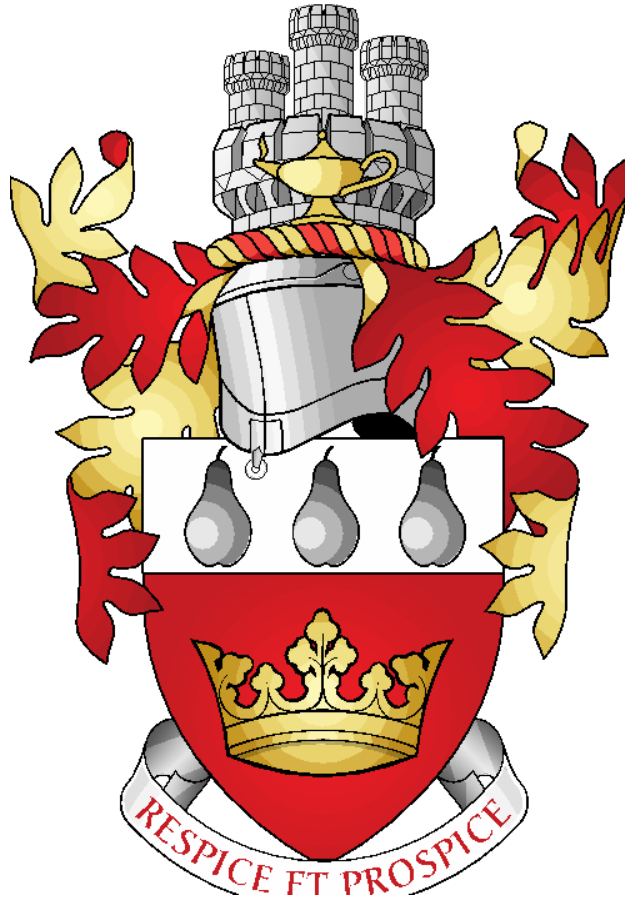




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Curriculum Policy

ISI Code:	2a Curriculum Policy
Policy Author:	Deputy Head (Academic)
Date Reviewed:	May 2026
Next Review Date:	June 2027

RGS Worcester Curriculum Policy

1. Overview

1.1 The following written Curriculum Policy is supported by appropriate plans and schemes of work which will provide for the specific aims set out in section 5. Key whole-school educational policies which explain our values and procedures are to be found on the staff intranet website.

1.2 This policy is designed to follow the key requirements of the DfE guidance 2013 (amended 2014) and ISI Regulatory Requirements (September 2018) point 27 – Curriculum Policy Content.

2. Implementation

2.1 The Academic Leadership Team (Deputy Head Academic, Assistant Head Academic and Heads of Faculty) in consultation with the Deputy Heads and both Heads of Department and Heads of Year, review and develop the curriculum. Suggested changes are referred to the full Senior Leadership Team and are ultimately considered for approval by the Headmaster and the Governors' Education Committee.

2.2 The Head of Section (Lower School) and Head of Year Seven ensure that the transition from RGS The Grange and other feeder schools is organised effectively. The transition will take account of the individual needs of pupils and Heads of Department will be required to ensure curricular continuity and progression. Liaison meetings between the Academic leads of the Senior School and the RGS The Grange are undertaken, as well meetings between Heads of Department in the Senior School and Curriculum Leaders at RGS The Grange to help achieve this goal and create a continuity of educational experience and academic progression.

2.3 Heads of Department provide and maintain schemes of work in electronic form in clearly designated Google Drive folders. A variety of Teaching and Learning methods are detailed to suit pupils' individual needs.

2.3.1 All year groups are offered accurate, up to date and impartial Careers advice to assist pupils in making appropriate choices as they move up through the school. Please see Appendix 2 RGSW rationale for CEIAG Careers, Employability and Enterprise Policy.

2.4 In Year Seven, all subjects are taught in Tutor Groups with the exception of Mathematics which is either set across the whole Year Group or within two bands and Modern Foreign Languages which are banded dependent upon pupils' choices. In Year Eight and Year Nine the same model is followed with the exception of Mathematics and in Year Nine English which is set across each Year Group. In Years Ten and Eleven Mathematics, English, Sciences and Modern Foreign Languages are set across the Year Group. All option subjects are taught in mixed ability groups based upon pupil options and choices.

2.5 During the first few weeks of the Michaelmas Term, pupils study on rotation: French, Spanish, German. At the end of this time period, pupils then select two languages, one of which they continue for the remainder of the academic year and into Year Eight and Nine, the

other of which they pick up in Year Eight and continue through into Year Nine. This approach is designed to allow pupils to develop the key/fundamental skills required for successful Language acquisition before having to manage two Languages. Year Seven pupils also study one term of either Latin or Classical Civilisation. At the end of the Lent Term, pupils then select either Latin or Classics to study for the remainder of Year Seven and Year Eight.

2.6 During Year Eight, pupils choose two subjects from a list of practical and aesthetic subjects to be studied in Year Nine. Each of these subjects is scheduled for two lessons over the course of the academic year.

2.7 During Year Nine pupils choose GCSE options. An initial GCSE outline options presentation is given at the first Year Nine Parent Evening in the Michaelmas Term and a more detailed Information Evening is held in the Lent Term of Year Nine and a handbook, called *Directions* is provided, giving information and guidance. All pupils are expected to choose either three or four option subjects to accompany the core subjects which are English, English Literature, Maths, Science. Pupils are actively encouraged to take a Modern Foreign Language although flexibility has been introduced to the GCSE curriculum which means this may not be the case in some instances. Pupils also have the option of selecting to study either Triple Science or Combined Science. If a pupil opts for Combined Science the pupil has the option to follow a supplementary studies course or to undertake supervised Private Study time.

2.8 During the two years of GCSE study, pupil performance is reviewed and, where appropriate and following detailed analysis of tests and assessments, pupils may be advised (either by the Head of Year/Section, Assistant Head Academic or Academic Deputy Head) to withdraw from the study of a particular subject, or adjust to a different course such as from Separate Science to Combined Award, or to Foundation Tier. In Year Ten, a Grade 3 or below in a pupil's Internal Examinations will be the trigger point for a conversation over a curriculum adjustment. In Year Eleven, a Grade 4 in the Mock Examinations will trigger this conversation. Our philosophy is that fewer better quality GCSE Grades is more beneficial for an individual than a greater number of weaker GCSE Grades. Where a pupil's curriculum is reduced, this gained curriculum time will be used to provide either additional core subject support sessions or additional support/study time in option subjects. The School reserves the right to make this decision in the best interest of the individual, as per the rules of JCQ.

2.9 In the Trinity Term of Year Ten, pupils begin to consider A Level and BTEC subject choices with the 'Sixth Former for a Day' event. During Year Eleven, pupils select A Level or BTEC subjects, and advice is given to parents and pupils, culminating in a follow-up A Level Choices Evening in the Michaelmas Term. A Handbook containing information and advice, called '*Into The Sixth*', is also provided. All subjects for students in the Lower Sixth are assessed via internal examinations in the Trinity Term. There may be occasions where we advise students to reduce an A Level to an AS examination, should they be struggling with content. This would be recommended by the HoD, Head of Sixth Form, Academic Deputy Head or Assistant Head Academic.

2.10 The Sixth Form pastoral team, together with subject teachers and the Careers Department, help students to make informed choices about Higher Education courses and careers. There are Careers and Further Education Evenings in the Trinity Term held at RGS where representatives from universities can be consulted and advice is given as regards to

both University applications and also higher apprenticeship. In addition, the School hosts a Careers Expo every year, where representatives from Universities both within the UK and abroad as well as businesses and public services attend to provide advice and guidance on potential career pathways. This is open to all members of the RGS community as well as pupils from other Schools.

2.11 Dedicated Computing and ICT lessons are provided for pupils in Years Seven – Nine and departments are encouraged to integrate the use of Computing and ICT into their schemes of work at all levels.

2.12 Ethical, moral, spiritual, social and cultural issues are addressed in subject lessons, PSHCE lessons and in assemblies. The programme for PSHCE is devised by the Head of PSHCE in consultation with the Assistant Head PSHCE, Deputy Head (Pastoral) and the teachers of PSHCE. All pupils from Year Seven to Eleven will have a timetabled PSHCE lesson. Students in the Sixth Form have PSHCE delivered through tutor time and Enrichment. Discussions are also held in afternoon registrations with form tutors.

3. Roles and Responsibilities

3.1 The Academic Deputy Head in consultation with the Assistant Head Academic and Heads of Faculty, reviews the curriculum and suggests changes in the light of current requirements and developments.

3.2 Heads of Department in consultation with the Academic Deputy Head and Timetabler complete and update staff teaching allocations. Heads of Department also update their Departmental Development Plans and their Departmental Assessment Pathways and Marking and Feedback Policies annually. They are responsible for the effective delivery of schemes of work.

3.3 The Head of Section (Lower School), together with the Head of RGS The Grange and Heads of Faculty and Department, ensure a smooth transfer from feeder schools to the Senior School.

3.4 The RGS timetable and options process is completed by the Timetabler in consultation with the Academic Deputy Head, the Senior Leadership Team and Heads of Faculty and Department.

3.5 The Careers Department, Heads of Year, Form Tutors and Heads of Department help to ensure that option subjects selected by pupils are appropriate.

3.6 The Academic Leadership Team in consultation with the Deputy Head shares the responsibility for the effective delivery of the curriculum.

4. Monitoring and Evaluation

4.1 Schemes of work are reviewed annually by Heads of Department. The purpose of this review are to ensure that:

4.1.1 Learning programmes meet requirements for external examinations and school priorities.

4.1.2 There is consistency of provision within the department.

4.1.3 The individual needs of pupils are met.

4.2 There is an annual review meeting (Michaelmas term) involving the Deputy Head (Academic) and Head of Department to discuss and consider:

4.2.1 Department priorities in relation to School priorities.

4.2.2 Contribution of the Department to cross-curricular and extra-curricular activities.

4.2.3 The way forward for that Department.

4.2.4 The Department's academic record over the past year and improvements to be made in the coming year.

4.2.5 Following the Annual Review meeting, the Head of Department will construct a Department Development plan based on the outcome of the conversations. This plan will be reviewed half termly in line management meetings.

4.3 Each Head of Department will meet with the Academic Deputy Head, Assistant Head Academic, or Senior Deputy Head on a bi-weekly basis. This is to maintain regular contact with the Department, track pupil progress, raise staffing concerns and monitor the Department generally. The Academic Deputy Head assigns a focus for each fortnight to ensure consistency across meetings and to ensure that key issues are not missed. Key points from the meetings are recorded.

4.4 The Professional Feedback Process for teachers document (Appendix 2) details the expectations for teachers and their line managers around lesson observations, Open Door Days and book looks. Heads of Department are expected to use this information to inform strategies which continue to develop high quality teaching and learning in their department.

4.5 Departments are allocated to a Faculty to aid in the process of sharing and developing the best practice of the Department. Heads of Department can, where appropriate, make specific requests for help from their Heads of Faculty in the first instance.

4.6 As well as half termly Curriculum Committee and Heads of Department Meetings, Heads of Faculty meet on a bi-weekly basis for a working lunch to discuss a range of issues. This meeting is chaired by the Deputy Head (Academic), and attended by Heads of Faculty and the Assistant Head (Academic). Other staff can be invited to join depending on matters arising and the agenda.

4.7 Heads of Faculty and Heads of Department may be invited to make presentations at the Governors' Education Committee. Members of this Committee make visits to departments and activities prior to their meetings.

5. Specific Provisions

5.1 To enable full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education and provides preparation of pupils for the opportunities, responsibilities and experiences of adult life.

5.1.1 The subjects studied, and the lesson allocation made to each is to be found in Appendix 1. These allocations meet the need to provide a balanced curriculum together with enough time for each component to achieve the depth and experience we want for RGS pupils. The table in Appendix 1 represents the standard allocation but may be modified for pupils with special needs and requirements. There is flexibility in the Lower School Curriculum to allow students with specific additional learning requirements to not study a specific subject (e.g. MFL, History) and arrangements are made for these students to spend this additional time with the Personalised Provision department. Pupils can only be excused from a subject at the discretion of the Head of Section in consultation with the parents and Head of Faculty/Department. Some pupils may discontinue an optional subject in Year Eleven (or exceptionally in Year Ten) if their overall learning would benefit from this and if it is agreed by the Head of Year, Head of Department, parents and pupil. Specific details concerning each subject or activity are to be found in Departmental schemes of work and in RGS Sport and Games and extra-curricular policies.

5.1.2 Where the human and social strand is concerned (an area concerned with people and their environment and how human action influences and has influenced events and conditions) then our expectation is that History, RS, Science and Geography would have a large role to play here. It must be clear, from the schemes of work of those subjects, how this is to take place and other subjects' schemes should also contain a section explaining what contribution that subject or activity will make. This provision will be supplemented by a contribution from school and departmental assemblies and other less regular activities such as charity work and fund-raising. The PSHCE policy [see point 5.6] will make a major contribution here too along with key elements of delivery of British Values. There is a statement of the school's views about Spiritual, Social, Moral and Cultural values on the staff intranet.

5.2 To provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Education, Health and Care Plan or additional learning requirements. There are a number of criteria to observe when constructing the schemes of work that will contain the subject matter to be studied at RGS:

5.2.1 it should be suitable and accessible [see the RGS Educational Equal Opportunities Policy] and ensure that all pupils have the opportunity to learn and make progress.

5.2.2 it must challenge pupils at all levels and ensure the possibility of academic success at the highest levels [see the RGS Gifted and Talented Policy]

5.2.3 it must be consistent with the specifications set out by the Awarding Bodies

5.2.4 notice must be taken of the RGS Personalised Provision Policy.

5.3 To enable pupils to acquire skills in speaking and listening, literacy and numeracy

5.3.1 It is the responsibility of all subjects to contribute towards the development of these skills. The RGS Literacy Policy and the Numeracy Policy will be found on the staff intranet website. The specific prescriptions for speaking and listening will be found in the schemes of work provided for English and the Modern Foreign Languages. However, all subjects' schemes of work should make reference to how the skills of listening and speaking can be developed within that academic discipline.

5.4 To provide for pupils whose principal language of instruction is a language other than English, lessons in written and spoken English, except that this requirement shall not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country.

5.5 Where a pupil has an Education, Health and Care Plan, to provide education which fulfils its requirements.

5.5.1 RGS will provide a modified programme of education for any of its pupils whose individual needs are agreed, by the Headmaster and the parents of the pupil, to require it. This modification will be consistent with the Equal Educational Opportunities Policy.

5.5.2 See also the Personalised Provision Policy.

5.6 To provide personal, social and health education which reflects the school's aims and ethos, including scheme of work for PSHCE.

5.7 To provide, through dedicated time within the curriculum and also specific events for both parents and pupils, appropriate careers guidance for pupils receiving secondary education and in particular with reference to GCSE and A Level choices and the University (UCAS) application process.

Sponsor – Deputy Head (Academic)

June 2011

Reviewed : September 2012, September 2013, June 2014

Approved and Endorsed June 2014 by the Chairman of the Education Committee

Reviewed : July 2015 and Endorsed August 2015 by the Education Committee

Reviewed : November 2015 to update IT to Computing

Reviewed : August 2016 to include changes to Language Choices in Lower School and Endorsed by the Chairman of Governors on 23 August 2016.

Reviewed: July 2017 and Endorsed by the Chairman of Governors.

Reviewed and Endorsed: November 2017, August 2018, August 2019 and September 2020

Reviewed: June 2021, September 2021, September 2022 and September 2023, September 2024, June 2025, May 2025

Appendix 1

LESSON ALLOCATION

Year	Seven	Eight	Nine	GCSE		Sixth Form
1 lesson equates to 1 hour						
				Lessons		
Subject	Lessons	Lessons	Lessons	Yr 10	Yr 11	Lessons
English	6	6	6	8	7	10/10
Maths	7	5	6	5	6	10/10
GM/SP/FR	1x5	1x3, 1x4	2x3	5*	5*	10/10
Lat/CC	2	2	3	5*	5*	10/10
Biology			4	5	4	10/10
Chemistry			4	5	5	10/10
Physics			4	4	5	10/10
Combined Science	6	6		12	12	
Sup Skills				2	2	
Geography	3	3	3	5*	5*	10/10
History	3	3	3	5*	5*	10/10
RS	3	3	3	5*	5*	10/10
Art	2	2	2*	5*	5*	10/10
Mus/Dr	2	4	2*	5*	5*	10/10
DTs	3	2	2*	5*	5*	10/10
Computing	2	2	2*	5	5	10/10
PE	1	0	1	0	0	10/10
Psychology						10
BTEC (PE)						20
CTEC (BS)						10
Games	4	4	2	2	2	2
PHSCE	1	1	1	1	1	**
Enr						2

* options

** PSHCE for the Sixth Form is delivered through the enrichment programme and assemblies

Appendix 2

Professional Feedback Process for Teachers 2026/2027

Lesson Observations

- All teachers will have two lesson observations per academic year, with the primary goal being developmental.
- The teacher is responsible for organising both observations.
- One observation must be completed by the line manager.
- The teacher must identify the main focus, communicate it to the observer ahead of time, and ensure it relates to the appraisal target.
- All observations must be recorded on CPD Genie.
- A follow-up meeting for verbal feedback is required within two days of the observation.
- The first observation deadline is the end of January, and the second is the end of the Trinity term.
- All new teachers will have a 'Settling In' observation, conducted by their line manager. This will be recorded on CPD Genie and will count as one of their two observations.
- ECTs will be observed in line with the ECT framework; these observations will count towards their appraisal objectives.

Open Door Days (ODD)

- ODD allow colleagues to drop into one another's lessons to observe segments and share best practice.
- If you wish to observe a colleague, you should email them in advance; there is no expectation to give feedback.
- Heads of Department (HoD) and SLT also use ODD to observe best practice.
- HoD/SLT visits result in a form being completed on CPD Genie and shared with the staff member, based on the 'What an RGS lesson looks like' principles.
- Staff should expect to be seen once by their HoD per term and twice by a member of SLT across the academic year.

Book Looks

- Heads of Department have the autonomy to decide what Book Looks look like, and approaches may vary across the year.
- Approaches may include sharing in department meetings, individual checks of Showbie/books, or focus group discussions with pupils.
- All Book Looks must be recorded on CPD Genie.
- All teachers should expect a minimum of three recorded Book Looks per year.