

Reddish Vale High School

Curriculum Policy



Approved by Governors:

Last reviewed : January 2021



Our school vision is to “Positively Change Lives through personal growth and academic excellence underpinned by our core values of Respect, Aspiration, Determination and Independence “

Respect: respectful and responsible citizens who make a positive contribution to society and school life,

Aspiration: pupils who aspire to achieve academic success and excellence in everything they do,

Determination: pupils who are committed and determined to rise to every challenge on their path to success,

Independence: independent pupils who have the knowledge and skills to make the right choices, decisions and actions to have safe, healthy and fulfilling careers and lives.

At Reddish Vale High School we take great pride in our fully inclusive ethos and practice. We firmly believe that an enriching, engaging and challenging curriculum offer **for all**, consistently delivered through high quality teaching and learning, is the key to an excellent education.

We want all our pupils, no matter what their background or previous social and academic experience, to leave school as confident, articulate, well qualified and responsible young adults. We want our pupils ready to make a highly positive contribution to their community and wider society.

Intent

We will provide an outstanding education to all our pupils through a curriculum which promotes high aspiration; enables academic success and excellence; and supports personal growth, preparing and equipping pupils for success in all aspects of their adult life.

Academic excellence is pursued through a stretching and challenging curriculum for all. However, in order for pupils to thrive and enjoy the challenge, personal growth assumes equal importance and therefore Personal, Health and Citizenship Education, strong pastoral support and the pursuit of wider interests are central to the curriculum in encouraging the growth of our global citizens of the future.

Our curriculum is designed to enable pupils to acquire and retain the **core** knowledge and skills they require in each subject discipline, in order to be successful in education and to transfer these knowledge and skills to later life and further learning. It is equally important that, through great teaching, the core knowledge is understood, developed, extended upon, contextualized and applied. This provides a richness of curriculum that engages pupils, consolidates

learning, provides a scaffold for future advanced learning and encourages transferable skills.

Implementation

The overall curriculum offer and individual subject specialist curriculum provision, broken down into key stages, is outlined as a 5 year provision map.

All our pupils are entitled to and experience a broad and challenging curriculum offer in Key Stage 3 that meets National Curriculum requirements. In the first two years an emphasis is placed on the acquisition of knowledge and skills that provides a broad and balanced foundation for the future. In Year 9 pupils begin to make choices along a guided pathway to allow them to experience new opportunities and transition in preparation for KS4, whilst allowing them to maintain the breadth of subject knowledge through bespoke and focused expressive arts and humanities projects. In addition to this there is an extended PSHE offer and all pupils engage in a certified financial capability course.

GCSE courses begin in full at KS4 in Year 10, these two years eventually lead to a minimum of 8 qualifications at GCSE or equivalent. Our academic curriculum recognises and acknowledges that pupils have different learning styles, individual talents, interests, abilities and career aspirations, therefore we cater for this through the creative and technical courses and a small number of vocational courses available at KS4.

In order to be successful in any given subject we believe that pupils have to acquire and retain identified core knowledge and skills, taught at different appropriate stages in the curriculum, which provide the platform for future learning, i.e. the acquisition and application of extended/advanced knowledge and skills.

Therefore, a mastery approach is taken to core knowledge and skills within each subject, with retention, recall and application vital to the lifelong consolidation of the core curriculum elements.

In order for all pupils to be able to access the, reading, writing and numeracy skills are critical, therefore early catch up is essential. We work closely with our primary schools to ease transition and identify pupils prior to or early in Year 7 who will need early intervention and catch-up. Additional literacy and numeracy support is provided where required, to enable a secure grasp of the core skills and access to the full curriculum offer.

Subjects work together, wherever possible, to identify knowledge, concepts, themes and skill based links between subject disciplines. Joint planning and sequencing of teaching can help pupils to make connections that will support and boost learning, helping them to understand the world around them and their place in it.

At Reddish Vale High School we believe that education is so much more than the acquisition of academic knowledge and skills that enables pupils to achieve and excel. Personal Growth is equally important and therefore the PSHE, creative, careers led and enrichment elements of the curriculum are of vital importance.

PSHE, including Sex and Relationship Education and Careers education are taught both explicitly and within each subject area, where the opportunity allows. PSHE is of vital importance and given a key place within our curriculum. Specialist trained staff deliver our PSHE curriculum with additional curriculum time allocated in both Year 9 &10, key years for the personal development of our pupils.

Art, Music, Dance and Drama are not only academic subjects in their own right, but also regarded as vital in developing pupils creative talents, abilities, building confidence, a sense of self, and therefore supporting overall academic achievement.

To extend the breadth of curriculum opportunities on offer, and ensure that our pupils within our context are equipped with additional life skills and knowledge they need to support success in their future lives, we have introduced additional elements to the curriculum. We deliver an accredited financial education course as a discrete subject in Year 9 &10, and we deliver an expressive arts and a humanities project in Year 9. The Year 9 projects celebrate the arts, diversity, demography and achievements of our local community, both present and historical, to help the pupils gain an understanding and appreciation of our wider community and its great history.

Careers education is woven throughout the whole curriculum. Opportunities for meaningful careers experiences occur across both key stages and across subject areas. Pupils are supported to make informed and appropriate choices at the end of each Key Stage. In addition, Year 10 pupils are given dedicated careers education within lessons to prepare them for their transition to the next phase of their education, training or employment.

The curriculum is viewed as everything our pupils experience in every aspect of school life. This includes form tutor time; the wider enrichment and extra curricular offer including Sports, Art, Music, Drama, Science and ICT clubs etc; and visits off-site including residential visits. We are proud of the whole host of opportunities offered by staff and the high levels of participation by pupils.

Impact

Formative assessment is embedded into lesson time to support pupils by checking that prior learning has been consolidated and embedded, before moving on to new learning. Teachers will use many forms of assessment including the frequent use of questioning. This informs planning, the timing and sequencing of new learning.

Success in individual subjects is closely linked to pupils' retention and understanding of subject specific language and terminology, and therefore teachers will provide regular challenges that check knowledge is committed to long term memory.

At KS3 summative assessments are used each term to check learning has been embedded and we use this information, alongside continuous assessment, to report to parents/carers whether pupils are making the good progress expected of them. At KS4 summative assessments are supported by mock examinations to check pupils are on target to meet challenging expectations at GCSE, therefore progress is reported as a predicted grade, alongside an Attitude to Learning commentary.

Organisation and planning

The school day is composed of five 60 minute lessons timetabled over two weeks. Subject specialists are deployed in all areas and pupils are supported by Learning and Behaviour Mentors where needed.

In all years classes are split into two equal bands. Within these bands subject leaders have the flexibility to set in core subjects or teach in mixed ability groups. Pupils are taught in mixed ability groups for most option subjects.

The curriculum model in Appendix 1 shows details of the number of teaching periods assigned to each subject area in each year group across a five year plan.

Core class sizes range from 16 – 30. The smaller groups for some pupils allow for more personalised support for pupils with low prior attainment or additional needs.

Monitoring, evaluation and review

The **Governing Body** will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation and compliance in providing and teaching a “broad and balanced curriculum” through:

- Head Teacher Reports / subject reviews conducted by the Trust and / or outside agencies.
- Linked visits to departments within school.
- Presentations/Meetings with the Senior Leadership Team
- Comparison with the standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each year or key stage, taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks.

The **Leadership Team** will monitor the curriculum through:

- Checking all statutory 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 the intent, implementation and impact of the curriculum. This will include how the subject will be taught and assessed.

- Individual needs of pupils will be met. They have an oversight of curriculum structure and delivery within each link department
- Detailed and up-to-date schemes of learning are in place monitored and reviewed for the delivery of courses within each key stage.
- Levels of attainment and rates of progression are discussed with HoD on a regular basis and that actions and interventions are in place to improve these.

Curriculum Leaders monitor the way their subject is taught through:

- Reviewing long term planning and schemes of work
- Setting a clear rationale regarding Intent, Implementation and Impact of curriculum
- Learning walks
- Scrutiny of pupil work
- Appropriate selection of awarding bodies and courses so that they best meet the learning needs of our pupils.
- Consistency of approach towards, appropriateness, rigour and standardisation of assessment.
- Regular review of pupil performance data to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Sharing best practice with other colleagues in terms of curriculum design and delivery.
- Identifying and overseeing CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

Teaching staff and learning support staff

- Ensure that the school curriculum is implemented in accordance with this policy.
- Deliver a curriculum that is fit for purpose, equipping pupils with the skills and knowledge they need for a successful future and for working life in modern society
- Put pupils at the centre of curriculum decisions, putting their needs first.
- Help pupils understand the world in which they live, embedding in pupils key Fundamental British Values and a Social, Moral, Spiritual and Cultural purpose.
- Provide educational experiences and qualifications to meet the needs of our pupils and our local area
- Support personal growth to equip pupils for all aspects of their adult life.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Be committed to promoting local safeguarding concerns and issues.

- provide equal opportunities for all pupils regardless of gender, aptitude or cultural, ethnic or religious background or sexual orientation, ensuring equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support and meeting the needs of young people of all abilities.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- PSHE Policy
- Sex and Relationships Policy
- Equality information and objectives

Legislation and guidance

This policy reflects the requirements of:

National Curriculum programmes of study,

Special Educational Needs and Disability Code of Practice 2014

Equality Act 2010

Governance Handbook

Academies Act 2010

Appendix 1: Key Stage 3 curriculum models (2020-21)

Year 7 and 8 Curriculum Overview

The following subjects are taught across Year 7 and Year 8:

English	Maths	Science	MFL	Geography	History	Computing	Technology	Ethics & Morality; Citizenship; PSHE	Art	Drama	PE & Dance	Music
7	7	6	4	4	4	2	2	4	2	2	4	2

In Year 7 pupils are currently taught in their form group for all lessons.

In Year 8 pupils are taught in two classes – class 1 is the same grouping for English, history, geography, MFL, drama, music, art, ethics & morality, citizenship, PE and technology; class 2 is the same for maths, science and computing.

Year 9 Curriculum Overview – our transition year

English	Maths	Science	Geography &/ or History	Financial Education	PSHE; Ethics and morality	Expressive arts and humanities: drama, music, art, history, geography	Option 1	Option 2	Option 3	PE
8	8	9	4	1	2	2	4	4	4	4

Year 10 Curriculum Overview

CORE	English Lang & English Lit	Maths	Science	Option A	Option B	Option C	Option D	Personal development	PE
FORM	9	9	9	5	5	5	5	1	2

(CORE: during morning tutor sessions pupils will continue to follow their personal development curriculum with their tutors)

Year 11 Curriculum Overview

CORE	English Lang & English Lit	Maths	Science	Option A	Option B	Option C	Option D	PE
FORM	10	9	9	5	5	5	5	2

(CORE: during morning tutor sessions pupils will continue to follow their personal development curriculum with their tutors)

At Key Stage 4 pupils are guided to follow one of 3 curriculum pathways, enabling students of all abilities, aptitudes and interests to achieve and be highly successful.

For each pathway, pupils will follow both a core compulsory curriculum, as well as selecting 4 options from a wide range of subjects (*depending on their chosen pathway*).

All pathways are designed to enable pupils to achieve 9 or more A* - C (9-4 under the new grading system) GCSE passes or equivalent.

Pupils have the opportunity to select courses directly suited to their interests and aspirations which, in turn, promotes high standards of achievement.

