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| Paulet High School | School Policy Document                    |  |   |  |
| Document Title     | Curriculum Policy                         |  |   |  |
| Document Status    | Approved                                  | Approved Date                                | September 2017                                |  |
| Document Owner     | AHT - Curriculum                          | Review                                       | Annually                                      |  |
| Audience:          | Staff <input checked="" type="checkbox"/> | Students <input checked="" type="checkbox"/> | Governors <input checked="" type="checkbox"/> | Parents <input checked="" type="checkbox"/>  |

## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all students
- Promote a positive attitude towards learning
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Educate and encourage children to lead Healthy active lifestyles
- Support students well-being and mental health
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support through our options pathways.
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals. This includes academic and vocational routes for students.
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment.
- Provide opportunities to learn and develop outside the classroom.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

## 3. Roles and responsibilities


### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher 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 students to cover the National Curriculum and other statutory requirements
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Senior Leaders

The headteacher (with the support of a senior leader responsible for curriculum) is responsible for ensuring that this policy is adhered to, and that:

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- 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 students 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
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- 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 in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

### 3.3 Other staff

**Subject leaders** are responsible for the curriculum areas they assume responsibility for. These responsibilities include:

- Ensuring curriculum planning is appropriate in content and challenge to enable students to make at least good progress.
- Assessment, including diagnostic feedback as per the school policy.
- Monitoring and evaluating their curriculum meets the needs of the students and school to reach their goals.
- Ensuring their teams receive appropriate CPPD to ensure they are kept informed about curriculum change and development in the subject specifications they teach.
- Use data to analyse performance and make changes to curriculum based on the analysis.

**Classroom teachers** are responsible for:

- Contributing to the subject curriculum planning in each department as delegated by the subject leader.
- Planning and delivering, interesting and challenging lessons to enable their students to make sufficient progress and engage in their learning.
- Have a deep understanding of the specifications they teach.
- Ensuring their subject knowledge keeps pace with curriculum change by attending appropriate CPPD and sharing this with colleagues within their department.
- Use the departmental diagnostic feedback policy in their assessments.
- Set appropriate assessments to establish students' current working at levels and forecast likely student outcomes by the end of each key stage.


**Form tutors** are responsible for:

- Deliver aspects of the PSHE curriculum through the extended form period.

**The lead teacher for PSHE** is responsible for:

- Ensuring the schools programme for PSHEE covers the national curriculum.
- Ensuring that students' sex education is appropriate and meets the schools policy as well as the national curriculum at each stage.

**The Head of Global Human Studies Faculty** is responsible for the oversight and delivery of the locally agreed syllabus for Re (known as Ethics and Philosophy at Paulet High School)

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The Assistant Headteacher (Developing People) is responsible for the oversight and delivery of CEAIG.

#### 4. Organisation and planning

##### The school day

Students are taught in five, sixty minute lessons during the day with break and lunch following periods 2 and 4 respectively. All students have a 15 minute registration session with their form tutor and form group. Each form group is made up of students in the same year group. 1 day a week registration is extended by fifteen minutes. During the extended form time students' learning is focused on aspects of the PSHEE (Personal, Social, Health and Economic Education) curriculum. The day of the week which extended form time takes place changes each half term.

##### Extra-curricular learning

At Paulet we believe that learning inside the classroom is only part of a child's education. We provide a vast range of activities, experiences and opportunities for our children to grow and develop.

Trips including foreign visits to France, Bay of Naples, Madrid, Iceland, Biannual ski trip (Austria in 2019) and biannual 6<sup>th</sup> form New York trip allow children and students the chance to explore the world, to meet new cultures and make some memories which will last a lifetime.

Students can learn to play an instrument; there are several peripatetic tuitions available including vocal tuition and students can also work towards graded music exams at Paulet.

Students can take part in a school production, grow vegetables, look after our chickens, be in the technology club, play for a sports team, attend the homework club, read in the library and much more at lunch times and after school. The best place to see these events is on our Pinboard which can be accessed from our main webpage.

Students in year 9 and 12 this year can also work towards the Duke of Edinburgh Bronze and Silver Awards.


##### Transition to Key Stage 3

It is essential that students continue to make good progress from their finishing point at the end of junior school. At Paulet we work with our partner schools to ensure we have a clear picture of what students can and can't do in the core subjects. Our lead teachers in the core subjects have met with their counterparts at our partner junior schools to ensure we have a full understanding of the curriculum students have studied up until year 6 and have planned learning for our students which allows them to meet continued progress.

##### Year 7 and 8

Students in year 7 and 8 experience a broad range of subjects which are detailed in the table below. Most subjects are taught in form groups. Students have 3 hours per week in English and a one hour literacy hour which is taught in the library. Part of the literacy hour is focused on reading and we run a program called Accelerated Reader which sets all students appropriate reading for them to make at least good progress.

In maths and science students are grouped by ability after the first half term. In performing arts, design technology and P.E. students rotate around different specialisms. In design and technology students will experience around 9 weeks each of textiles, food technology, resistant materials and electronics, in performing arts students do a term each in music, drama and dance and in PE students are able to experience different sports across the year.

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| Year 7 and 8   | Mixed ability taught in tutor groups |         |                    |           |         |     |          |                       | Ability sets |       | Carousels       |                   |      |
|----------------|--------------------------------------|---------|--------------------|-----------|---------|-----|----------|-----------------------|--------------|-------|-----------------|-------------------|------|
| Subject        | Art                                  | English | French and Spanish | Geography | History | ICT | Literacy | Philosophy and Ethics | Science      | Maths | Performing arts | Design technology | P.E. |
| Hours per week | 1                                    | 3       | 2                  | 2         | 2       | 1   | 1        | 1                     | 3            | 4     | 1               | 2                 | 2    |

## Year 9

In year 9 students are independently set in English, maths and science. This enables teachers to start the key stage 4 curriculum in year 9 and best prepare students for the rigours of the new GCSE qualifications. At Paulet English, maths and science are independently set, this enables students who might be stronger in one or more of these core subjects to be appropriately set and their work to be appropriately challenging.

| Year 9         | Ability Sets |         | Grouped in mixed ability classes (with 1 top set) |                       |           |         |     | Options (Students pick 2 from 4) |       |       |    | Language Option   |    |
|----------------|--------------|---------|---|-----------------------|-----------|---------|-----|----------------------------------|-------|-------|----|-------------------|----|
| Subject        | Maths        | Science | English   | Philosophy and Ethics | Geography | History | ICT | Art                              | Drama | Music | DT | French or Spanish | PE |
| Hours per week | 4            | 3       | 4   | 1                     | 2         | 2       | 1   | 2                                | 2     | 2     | 2  | 2                 | 2  |

Students continue to have a broad curriculum in year 9 which prepares them for the wide range of choices when they take their GCSE options. These other subjects are taught in mixed ability groups as this is how they are grouped in KS4.

Students in year 9 make some choices about their curriculum; this is to help them narrow their curriculum before making some final choices in Year 9 for their GCSE options.

Students make a choice between French and Spanish. This enables students to specialise in the language of their choice before making their GCSE options later in year 9. Many students will choose a language as a GCSE option; a few students will continue to study both languages if they are considering becoming a linguist.


Students also choose between 2 of music, drama, art and design technology. Student voice conducted in 2016 told us that students in year 8 would like to have the chance to specialise more in their creative curriculum in preparation for their GCSEs. As the maximum number of creative choices students can make in their options is 2, the 2 from 4 curriculum model has been developed and is popular with students and teachers.

In year 9, students receive end of KS4 attainment targets. Reporting home to parents is reflected in this by teachers who start to forecast end of KS4 levels in year 9.

## Key stage 4 'Pathways to Success'

At Paulet we have developed a bespoke curriculum for our students in years 10 and 11. We call our curriculum model 'Pathways to Success.' The pathways were first introduced for the new Year 10 cohort in September 2016. The philosophy behind our pathways is:

- All students have a huge amount of potential and we believe all students can fulfil their potential at Paulet.
- Students have different paces of learning and their curriculum should reflect this.
- Students require different levels of support to reach their potential.

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- Success for one student might be failure for another.

To this effect our key stage 4 curriculum has 2 pathways. These pathways are called the Blue, Red and Yellow Pathways.

**Blue Pathway:** This pathway allows students to take 9 GCSEs. Students on the blue pathway have demonstrated in key stage 3 that they make very good progress with very little extra support and are able to manage a wide variety of subjects. Students are strongly encouraged to take a language and humanity subject (Geography and History.) These students make 4 option choices in year 9. They also take triple science and computer science to provide further challenge in their curriculum.

**Red Pathway:** This pathway allows students to achieve 8 GCSEs. Students in the Red Pathway make 3 GCSE choices rather than 4. They have extra time in their GCSE choices to consolidate their learning in reduced class sizes. They also have a mentoring hour which is used as a therapy hour in the core subjects as required as well as a chance to reflect upon their progress and manage their workload in other subjects. Students also receive pastoral support in the mentoring hour as needed. Students have to choose between a language or History or Geography as one of their options. They are encouraged to do a broad range of subjects to give them breadth in their curriculum.


**Yellow pathway:** A few students each year are given a free choice of subjects. These students are encouraged to do fewer academic GCSEs and choose vocational and creative choices which they feel will be more pertinent to their post 16 aspirations. All students study our core curriculum of GCSE Maths, English (literature and language) and double science. Religious Education is delivered one hour per week following the locally agreed syllabus. This is not examined.

In the spring term of Year 9, students will begin to receive information and guidance on which options to take at GCSE in key stage 4. Students are interviewed by senior teachers and option assemblies are given to the whole year group. There is also an options evening for students and parents to attend to receive further information about all subjects offered. Once students have made their initial choices, a final review takes place by the assistant head teacher responsible for curriculum before being finalised and timetabled for the following year.

The time allocations for pools A-D swap at the end of Year 10 to give an average of 2.5hrs per week per option.

| Blue           | Core subjects |       |         |      |                       | Option A   | Option B   | Option C   | Option D  |
|----------------|---------------|-------|---------|------|-----------------------|--|--|--|---|
| Subject        | English       | Maths | Science | P.E. | Philosophy and Ethics | History, Food Preparation and Nutrition, Music, Computer science, Creative media (V) | History, Geography, Spanish, PE, Systems engineering (V) | Geography, French, Drama, Statistics, Engineering, Design, Ethics and philosophy | Biology, Chemistry and Physics Spanish, History |
| Hours per week | 4             | 4     | 5       | 1    | 1                     | 3  | 3  | 2  | 2   |

| Red            | Core subjects |       |         |      |                       | Option A   | Option B  | Option C   |
|----------------|---------------|-------|---------|------|-----------------------|--|---|--|
| Subject        | English       | Maths | Science | P.E. | Philosophy and Ethics | History, Food Preparation and Nutrition, Music, Creative media (V) | History, Geography, Spanish, Art, PE (V), Systems engineering (V) | Geography, French, Drama, Engineering, Design (V), Ethics and philosophy |
| Hours per week | 4             | 4     | 5       | 1    | 1                     | 3  | 3   | 3  |

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## 6<sup>th</sup> Form

All students in year 11 have the opportunity to progress to our 6<sup>th</sup> form college as well as candidates from other centres. Students are interviewed by senior teachers, have assemblies and can attend a 6<sup>th</sup> form open evening to gather information about our 6<sup>th</sup> form curriculum choices. Students then have to apply to our 6<sup>th</sup> form and they are made a conditional offer. The conditional offer stipulates what grades students need to achieve to secure their place.

At the beginning of year 12 students who wish to take up their place need to attend the enrolment day. Final decisions of which courses students would like to study are made reflecting on current career aspirations and GCSE results. Students have a wide range of curriculum choices which are detailed below. All A level and vocational subjects have five 1 hour lessons per week.


| A Level qualifications | Vocational qualifications                                   | Level 2 qualifications |
|------------------------|---|------------------------|
| English Literature     | ICT (Btec current year 12 and OCR national current year 13) | Resit English GCSE     |
| Maths                  | Btec Engineering  | Resit Maths GCSE       |
| Physics                | Btec Sport  |                        |
| Chemistry              | Btec Health and social care                                 |                        |
| Biology                | Btec Business studies                                       |                        |
| History                |   |                        |
| Geography              |   |                        |
| French                 | Other qualifications and awards                             |                        |
| Music                  | Extended project qualification (EPQ)                        |                        |
| Art                    | Duke of Edinburgh Silver Award                              |                        |
| Sociology              |   |                        |
| Psychology             |   |                        |
| Product Design         |   |                        |
| Drama                  |   |                        |
| Photography            |   |                        |

Students who don't achieve a grade 4 or equivalent in GCSE English and maths have to continue to study them in the 6<sup>th</sup> form. This may compromise their option choices as resit English and maths are placed in one of the option pools.

Where sufficient interest in subjects is not established, courses may not run as they are not financially viable.

All of our 6<sup>th</sup> form curriculum courses are 2 years in duration. Therefore, students who register in our 6<sup>th</sup> form are committing to 2 further years of study.

Our 6<sup>th</sup> form centre offers a varied and valuable enrichment programme. All students are timetabled for 1 hour per week on a Wednesday afternoon to choose between a range of activities such as: The Duke of Edinburgh Award, the extended project qualification, an enterprise team, volunteering, sports and student leadership. Students also receive careers education as well as guidance and support in applying to universities. Visits to universities are arranged and students can go on alternating biannual residential visits skiing or to New York which is only open to 6<sup>th</sup> form students.

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## 5. Inclusion

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

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

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

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

Teachers also have a role to recognise needs and to bring these to the attention of the schools' SENCO to ensure student needs can be measured and met on a whole school basis.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Access to departmental reviews and exams analysis documentation.
- Governor focus days
- Access to line management meeting minutes.

Subject leaders monitor the way their subject is taught throughout the school by:

- Schemes of learning audits against their curriculum specifications
- Teaching and learning drop ins within their department
- Student voice
- Department meetings
- Work trawls
- Assessments performance analysis (such as eAQA)

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by Assistant Headteacher (Curriculum)