

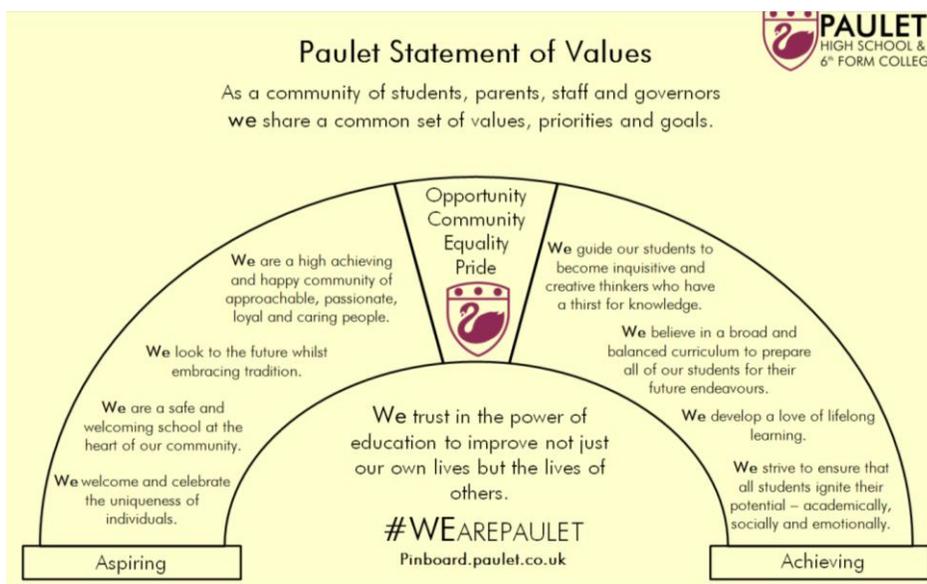
Paulet High School	School Policy Document		
Document Title	Curriculum Policy		
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Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

**Paulet High School**  
 Curriculum Policy  
 June2019

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## Mission Statement – curriculum intent

The curriculum intent at Paulet fits within our school statement of values.



Our curriculum aims to provide a broad and balanced education that challenges all students, promoting a positive attitude towards learning and encourage our students to be lifelong learners. We aim to enable students to develop knowledge, understanding and skills in the subjects studied. We passionately believe that all students can succeed in school with the correct guidance, academic and vocational opportunities; students can leave Paulet ready for further study and employment.

Learning at Paulet is about more than academic achievement. We recognise the need to develop character in our learners to enable them to succeed inside, and beyond, the classroom. Character is developed through our academic and pastoral curriculum, as well as the extra-curricular offer we provide. We aim for our learners to be positive, culturally aware citizens who can make positive contributions to our school and wider communities.

We recognised the need for our students to be physically and mentally well and our curriculum aims to educate students on how to lead healthy, active lives as well as providing support and guidance for students when they face challenges in their physical or mental health.

We call this The Paulet Way.

Mr I McArthur

Mr S Jackson

Headteacher

Chair of Governors

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## 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](#).

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### 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:

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.
- Ensure the planned curriculum delivers the chosen programmes of study and delivers the curriculum intent of their department.
- 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.

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**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)

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

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#### 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.

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## 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.

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.

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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 in September 2016. The philosophy behind our pathways are:

- All students have a huge amount of potential and we believe all students can fulfil their potential at Paulet.
- Students need different levels of academic challenge to meet their needs and aspirations.
- Students have different paces of learning and their curriculum should reflect this.
- Students require different levels of support to reach their potential.
- Success for one student might be failure for another.

To this effect our key stage 4 curriculum has 3 pathways. These pathways are called the Blue, Red and Yellow Pathways.

#### Blue Pathway:

This pathway allows students to take 8 GCSEs. Students in the blue pathway are encouraged to take the ebacc which is a suite of subjects made up of English, maths, science, a language (French or Spanish) and a humanity (geography or history.) These students are also able to take triple science as an option. Students in the top 2 sets for maths have the opportunity to sit statistics as a GCSE as part of their maths curriculum to provide the academic rigour and challenge they need. Students are advised to use 1 of their 3 options choices to study an art, technology or other subject of interest to them.

#### Red Pathway:

This pathway allows students to achieve 8 GCSEs. Students in the Red Pathway make 3 options choices. All students must study either history, geography, French or Spanish as one of their choices. The students then have 2 other options to use as they wish considering what they want to do after they leave Paulet High School in Year 11. For some students this may mean doing the ebacc but for others it will mean taking 2 subjects that fulfil their interests.

#### 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. They have 3 option choices and they do not need to study any subjects in the ebacc.

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The table below details the option choices for 2019

	Core subjects				Option A	Option B	Option C	
Subject	English	Maths	Science	P.E.	Philosophy and Ethics	Triple Science, History, Spanish, Creative media, Btec PE, Btec Health and Social Care, Ethics and Philosophy	History, Geography, Spanish, Art, Textiles, Engineering Design, Music	History, Geography, French, Drama, Systems Engineering, Drama, creative media, Child development
Hours per week	5	4	5	1	1	3	3	

## 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.

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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.

## 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.

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## 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)