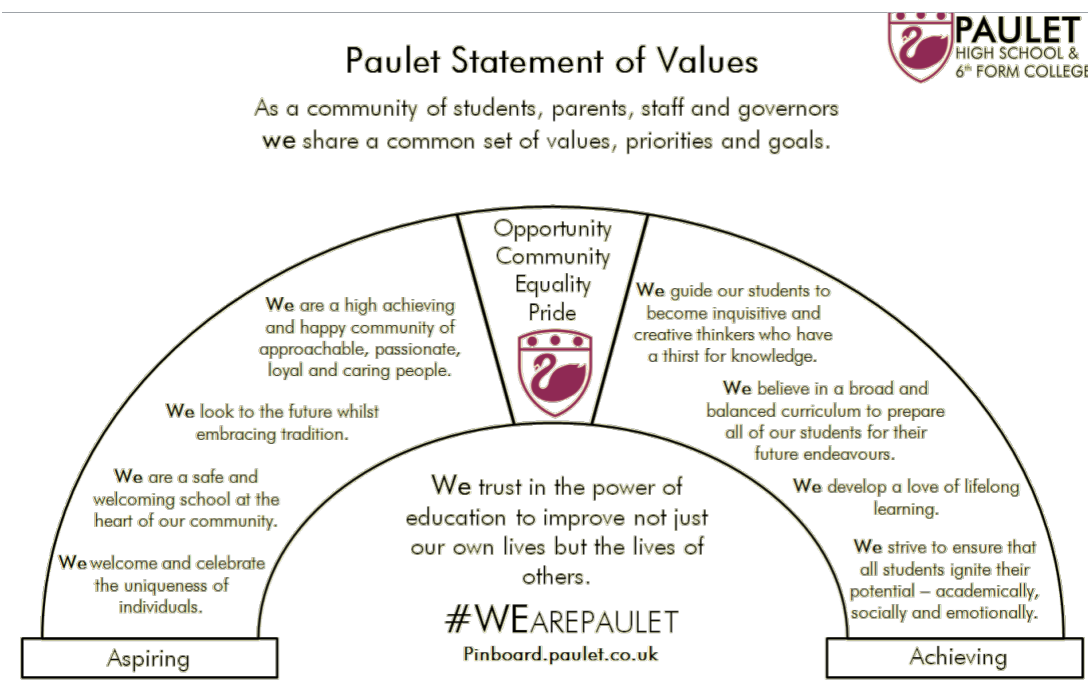


The whole school curriculum intent

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, vocational, and extra-curricular opportunities; students can leave Paulet ready for the next stage of their lives.

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.

The school day

Students are taught in 5 sixty-minute lessons during the day. Periods 1 and 2 and periods 3 and 4 are taught as double lessons. The double lessons have a 15-minute breaktime. These are staggered at different times of the double lesson for different year groups. This enables students to have increased space in social areas and quicker access to our canteen services.

We currently run a 2-week timetable.

All students have a 30-minute character development session with their form tutor and form group each day. This covers a range of topics in the curriculum including PSHE, careers and British values. Similarly, to breaktimes, lunch time is split to enable students a better lunch time experience.

8.30 – 10:40	Period 1 and 2
10.40 – 12.50	Period 3 and 4
12.50 – 13.20	Years 7 and 9 Lunch / Years 8, 10 and 11 Character Development
13.20 – 13.50	Years 8 and 10 and 11 Lunch / Years 7 and 9 Character Development
13.50 – 14.50	Period 5

Assemblies take place every week on a 2-week rotation. Week one is Year group assemblies and week 2 is house assemblies. These focus on a breadth of content such as Paulet Character, British Values, PSHE (Personal Social Health Economic education) and other topical issues that arise in the world around us.

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 6th form New York trip allow children and students the chance to explore the world, experience 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 also have singing lessons or join the choir and take part in our annual Christmas Carol Concert.

Students can take part in a school production, look after our chickens, be in the technology club, play for a sports team, go to homework club, read in the library, play chess, attend gaming or coding club and much, much, more. The best place to see these events is on our Pinboard which can be accessed from our webpage.

Students in year 10/11 and 12/13 this year can also work towards the Duke of Edinburgh Bronze and Silver Awards. We currently have over 100 students to start the program this year. Students can access financial support for this program if they receive free school meals.

Transition to Key Stage 3

Our pastoral teams meet with our partner schools to help understand the needs of our students as they start their life at Paulet. We run a summer school for our Year 6 entrants in the summer term. This enables students to join us in Year 6, already having some familiarity with key members of staff, with the school building, the style of lessons etc. This enables our Year 7 students to start life at Paulet with confidence.

We also undertake assessments with our new year 7 students. We conduct cognitive ability tests called CAT D tests and GL tests in English, maths and science as well as reading tests. This helps us to fully understand the ability profile of our students on entry and to track their progress in Years 7,8 and 9 before students commence Key Stage 4.

The Year 7 and 8 curriculums

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 6 hours per fortnight in English and 2 hours per fortnight taught in the library. Library lessons are focused on reading and we utilise a program called Accelerated Reader which sets all students appropriate reading. All students have termly reading age tests so that we can ensure students are making good progress and plan interventions where students need some further support. Students use [Bedrock](#) learning every week for their home learning tasks.

In maths and science students are grouped by ability after the first half term.

Students are assigned a language in Year 7 (either French or Spanish) and they will study this language until the end of year 9. Many students will continue to study this language at GCSE level. This is mandatory for some students who are selected to complete the English Baccalaureate (Ebacc.)

In performing arts, design technology and P.E. students rotate around different specialisms. In design and technology students will experience around 12 weeks each of textiles, food technology, resistant materials and electronics, in performing arts students do half a year in music and half a year in drama and in PE students are able to experience different sports across the year.

Year 7	Mixed ability taught in tutor groups								Ability sets		Carousels		
Subject	Art	English	French Or Spanish	Geography	History	ICT	Library lesson	Philosophy and Ethics	Science	Maths	Performing arts	Design technology	P.E.
Hours per fortnight	2	6	4	4	4	2	2	2	6	8	2	4	4

Year 8	Mixed ability taught in tutor groups								Ability sets		Carousels		
Subject	Art	English	French Or Spanish	Geography	History	ICT	Library lesson	Philosophy and Ethics	Science	Maths	Performing arts	Design technology	P.E.
Hours per fortnight	2	6	4	4	4	2	2	2	7	7	2	4	4

Year 9 curriculum

In year 9 students are independently set in maths and science. This enables teachers to best prepare students for the rigours of the new GCSE qualifications they will sit in Year 10 and 11 and set appropriately challenging work.

Tear 9	Ability Sets		Grouped in mixed ability classes					Choices (Students pick 2 from 4)				Language Choice	
Subject	Maths	Science	English	Philosophy and Ethics	Geography	History	ICT	Art/Art with Textiles	Drama	Music	DT	French or Spanish	PE
Hours per fortnight	8	8	8	4	3	3	2	3	3	3	3	4	4

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 to focus on subjects which they are more likely to choose as an option for their GCSEs.

Students choose two creative subjects from 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 GCSE options is 2, the 2 from 4 curriculum model has been developed and is popular with students and teachers. Students can change these subject choices at Christmas, if they choose to, before they take their options in the spring term.

Students continue to study either French or Spanish in preparation for their GCSEs.

Students have a greater amount of curriculum time in ethics and philosophy in Year 9. This enables students to start GCSE religious studies which all of our learners take in Year 11.

Students make their GCSE and vocational option choices in the Spring term of Year 9.

Students at Paulet receive comprehensive guidance when making their guided option choices. This includes an options guidance on our website and Key stage 4 curriculum webpages, assemblies given by subject teachers, careers guidance in form time and a parents information evening which includes talks on the options process as well as parents evening.

Assessment and reporting in Key Stage 3.

New Year 7 (2022-23)

We have worked with our partner MAT schools to refine and improve our Key Stage 3 assessment framework. By aligning with other schools across the MAT, we can have an increased confidence that attainment judgements about our students are fair and accurate.

At the start of Year 7 students will be given a minimum expectation for all their subject. This minimum expectation is set based on the assessment data we have for students upon entry. This data includes KS2 SATs scores in maths and English, CATD test scores (cognitive ability tests) and any subject specific base line tests departments choose to carry out.

The minimum expectations are as follows:

Minimum expectation
Initial
Beginning
Approaching
Secure
Exceeding
Outstanding
Mastered

Students will have assessments throughout the school year and teachers will make an overall judgement of the student's curriculum knowledge and understanding based on the collected assessment data. Where a teacher's judgement matches their minimum expectation, they will be judged to be making expected progress. If a student's assessments are below the minimum expectation, they will be judged to be making less than expected progress. Finally, where the assessments are above the minimum expectation, students will be judged to be making better than the expected progress.

The minimum expectations will be reviewed at the end of the academic year for each student who has consistently made better than expected progress. This ensures that students are continually challenged to improve as they progress through KS3 and no child has a glass ceiling on their attainment and progress.

Current Year 8 and 9 (2022-23)

At Paulet, we monitor the progress of every child in Key stage 3 at regular assessment points. These assessment points follow the curriculum plans in each subject area. The completed assessments (test scores or pieces of work) are compared to benchmark test scores or benchmark pieces of work. We then use progress indicators to summarise a child's progress in a termly data report. These progress indicators are detailed below.

Exceeding – your child is making above expected progress in context to their starting point in KS3. This means they have made excellent progress and the assessments they have produced are consistently above the benchmarks set.

Expected – your child is making expected progress in context to their starting point in KS3. This means they have made good progress and the assessments they have produced are consistently in line with the benchmarks set.

Below – your child is making less than expected progress in context to their starting point in KS3. This means the assessments completed are on average below the benchmarks set. Your child needs to work hard in school and at home to improve their rate of progress.

Concern – your child is making significantly less than expected progress in context to their starting point in KS3. This means the assessments completed are on average significantly below the benchmark standard set. Your child is falling behind and action needs to be taken to address their progress. Please make contact with the subject teacher using the school email system.

Students of different starting points and abilities are set different benchmarks allowing all students to achieve any of the described progress indicators. The benchmarks a student is compared to depend on their attainment in the end of Key Stage 2 primary tests in English and maths and the testing we do on entry in Year 7.

Students also sit end of year examinations in English and maths. These tests are called GL assessments and are national tests sat by students in many schools. The results from these tests help us to understand students' progress compared to others nationally and help to validate our own internal assessment data. Students sit these tests at the end of Years 7, 8 and 9.

Parents access reports online through www.Go4schools.com. A help guide for logging into Go4schools as a student or parent can be found here.

The Key Stage 4 curriculum

At Paulet all students study the core curriculum of English, maths, science (double award), participation in PE lessons (non-qualification), ethics and philosophy (non-qualification.) PSHE (Personal Social Health Economic) education, citizenship and SRE (Sex and Relationships Education) are taught in registration periods as well as across the curriculum. Please see our [Character Education and Personal Development](#) section for further information.

As well as this, students make 3 option choices. Please see our [Year 9 options guidance](#) page for further information on the guidance they receive.

The table below details the option choices for 2021

	Core subjects					Option A	Option B	Option C
Subject	English	Maths	Science	P.E.	Philosophy and Ethics	Triple Science, Spanish Btec Creative media Btec PE	History Geography Spanish Art Textiles Music	History Geography French Drama OCR Systems Engineering Btec Child development

						Btec Health and Social Care Ethics and Philosophy Geography	Btec creative media	OCR Engineering Design Food and Nutrition
Hours per fortnight	10	8	10	2	2	6	6	6

Assessment and reporting in Key Stage 4

Students are regularly assessed in each subject they study following the curriculum plan in place. Assessments vary from in class work and homelearning tasks to formal tests sat in the exam hall. Student's work is graded where appropriate following the specifications grading scheme. For GCSEs this is grades 1 - 9 (9 being the highest grade) and for vocational subjects graded pass, merit, distinction, and distinction* at level 1 or 2. A distinction* at level 2 is the highest grade. A level 2 pass is the equivalent to a grade 4 and a level 2 distinction is equivalent to a grade 7 at GCSE level. The assessment data collected is used to identify where each student is currently and then we forecast what they will likely to achieve at the end of year 11.

All students are set target grades in their Key Stage 4 curriculum subjects. These are based on national benchmarks called FFT20 estimates that are moderated and adjusted by our subject leaders to set appropriately challenging targets for each student.

Data reports are provided for parents 3 times per year. The data report includes each students' target grades and their forecast grades (the grade we expect the student to achieve at the end of the qualification.) These reports are available to view for your child using [Go4schools.com](https://www.go4schools.com) as well as a range of other information such as homelearning set, behaviour and attendance data.

6th Form Curriculum

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

Students have a wide range of curriculum choices which are detailed below. All A level and vocational subjects have 10 hours' worth of lessons per fortnight. In 2021, students had the chance to attend taster sessions in these subjects in the summer term.

Our offer

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

Students who don't achieve a grade 4 or equivalent in GCSE English and maths must continue to study them in the 6th form. Students are supported to improve their grades with timetabled lessons and drop-down sessions.

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

Students receive careers education as well as guidance and support in applying to universities, apprenticeships, or the workplace.

Students are supported pastorally through regular meetings with a learning mentor. The mentor supports students to make the most of their allocated study periods, their attendance and offer wider pastoral support. The mentor will write a reference for the student should they wish to apply to universities in their final year or when students apply for employment opportunities.

Our 6th form centre offers a varied and valuable enrichment programme. All students are also timetabled for 1 hour per week Enrichment hour on a Wednesday afternoon to choose between a range of activities such as: The Duke of Edinburgh Award, the extended project qualification, volunteering, sports etc.

Students can go on alternating biannual residential visits skiing or to New York which is only open to 6th form students. Reward trips such as to Birmingham Christmas shopping also take place, and we can't forget the annual Year 13 leavers Prom!

Assessment in the 6th form runs in the same way as described in Key Stage 4.