

PAULET HIGH SCHOOL & 6TH FORM COLLEGE

CURRICULUM



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6th FORM COLLEGE

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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 encouraging 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 stages 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 recognise 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.

THE SCHOOL DAY

Students are taught five sixty-minute lessons each day. Morning form time; lesson 1 and 2; mid-morning break; lesson 3 and 4; lunchtime; lesson 5. Our day starts with an 8:27 am movement bell and ends at 3:00 pm.

We currently run a 2-week timetable.

All students have a weekly 50-minute Personal Development lesson with their form tutor; this lesson rotates daily through our two-week timetable. This lesson, supplemented by weekly assemblies and daily form times, covers a range of topics in the curriculum including PSHE, careers and British values.

Assemblies take place every week on a 2-week rotation. Week one is Year group assemblies and Week 2 involves house assemblies. These focus on a breadth of content such as Paulet's 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 include foreign visits to France, the Bay of Naples, Madrid, Iceland, and a biannual ski trip (Italy is planned for 2024 and 2026). and biannual 6th form New York trip allow 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; several peripatetic tuition options are available. available including vocal tuition and students can also work towards graded music exams at Paulet. Students can also have singing lessons, join the choir, and take part in our annual Christmas Carol Concert and other musical extravaganzas.

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 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 (CAT D) and GL tests. in English, mathematics, 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 CURRICULUM

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 with 2 hours per fortnight taught in the library. Library lessons focus on reading. All students undergo firmly 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, students are grouped by ability after the first half term. Home learning is set through a platform called Sparx Maths.

Students are assigned a language in Year 7, either French or Spanish, which they will study 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

Subject	Hours per fortnight	Group organisation	Link to curriculum overview
Art	2	Mixed ability in tutor groups	
Computing	2	Mixed ability in tutor groups	
Design Technology	4 carousel rotation	Mixed ability in tutor groups	
Drama	1	Mixed ability in tutor groups	
English	6	Mixed ability in tutor groups	
French or Spanish	4	Mixed ability in tutor groups	
Geography	4	Mixed ability in tutor groups	
History	4	Mixed ability in tutor groups	
Library lesson	2	Mixed ability in tutor groups	
Maths	8	Ability grouping	
Music	1	Mixed ability in tutor groups	
PE	4	Mixed ability in tutor groups	
Philosophy and Ethics	2	Mixed ability in tutor groups	
Science	6	Mixed ability in tutor groups	

YEAR 8

Subject	Hours per fortnight	Group organisation
Art	2	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Computing	2	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Design Technology	4 carousel rotation	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Drama	1	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
English	6	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
French or Spanish	4	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Geography	4	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
History	4	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Library lesson	2	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Maths	7	Ability groups
Music	1	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
PE	4	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Philosophy and Ethics	2	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Science	7	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew

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.

Subject	Hours per fortnight	Group organisation
Art	3	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Computing	2	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Design Technology	3 carousel rotation	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Drama	3	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
English	8	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
French or Spanish	4	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Geography	3	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
History	3	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Maths	8	Ability groups
Music	3	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
PE	4	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Philosophy and Ethics	4	Mixed ability groups: Ash, Bay, Elm, Fir, Oak, and Yew
Science	8	Ability groups

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. Our student voice 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 two, 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, this is the same language that they have studied since year 7.

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

Our Key Stage 3 assessment framework is shared across the schools within the John Taylor Multi Academy Trust (JTMAT.)

At the start of Year 7, students will be given a minimum expectation for all their subjects. 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.

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.

Parents of year 8 and 9 students will access reports online through www.go4schools.com. Parents of students in Year 7 (2025 onwards) reports will be published in The My child at school app. All parents can view attendance, behaviour and homework for their child in the My child at school app. This is available on the Apple and Google play app store.

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.

Additionally, students make three 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 2024. These are under review for 2025.

CORE SUBJECTS

Subject	Hours per fortnight
English	10
Maths	8
P.E.	2
Ethics & Philosophy	2
Science	10

OPTION A

Subject	Hours per fortnight
BTEC Health and Social Care	6
BTEC Sport	6
Geography	6
OCR iMedia	6
Science (triple)	6
Spanish	6

OPTION B

Subject	Hours per fortnight
Art	6
Geography	6
History	6
Music	6
OCR iMedia	6
Spanish	6
Textiles	6

OPTION C

Subject	Hours per fortnight
BTEC Child development	6
Drama	6
Food and Nutrition	6
French	6
Geography	6
History	6
OCR Systems Engineering	6

ASSESSMENT AND REPORTING IN KEY STAGE 4

Students are regularly assessed in each subject they study, in accordance with the curriculum plan. Assessments range from classwork and homework tasks to formal tests conducted in the exam hall. Where appropriate, students' work is graded according to the specified grading scheme.

For GCSEs, grades are awarded on a scale of 1 to 9, with 9 being the highest. Vocational subjects are graded as Pass, Merit, Distinction, or Distinction* at Level 1 or 2. A Level 2 Distinction* is the highest grade. A Level 2 Pass is equivalent to a Grade 4, while a Level 2 Distinction corresponds to a Grade 7 at GCSE level.

The assessment data collected is used to evaluate each student's current performance and to forecast their likely achievements by the end of Year 11.

All students are assigned minimum expectation grades for their Key Stage 4 curriculum subjects. These grades are based on national benchmarks, known as FFT20 estimates, which are reviewed and adjusted by our subject leaders to ensure appropriate challenge for each student.

Parents receive data reports three times a year. These reports include each student's minimum expectation grades and their projected grades (the grades we expect them to achieve by the end of the qualification). The reports can be accessed via [Go4Schools.com](https://www.go4schools.com).

Additional information about your child, such as attendance, behaviour, and home learning, is available through the My Child At School app, which can be downloaded from the Apple and Google Play App Stores.

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 2024, students had opportunities to attend taster sessions in these subjects during the summer term.

OUR OFFER

A Level qualifications	Vocational Qualification	Level 2 Qualifications	Other qualifications and awards
<ul style="list-style-type: none">• English Literature• Maths• Physics• Chemistry• Biology• History• Geography• Music• Art• Sociology• Psychology• Product Design• Drama• Religious Studies	<ul style="list-style-type: none">• BTEC IT• BTEC Engineering• BTEC Sport• BTEC Health and social care• BTEC Business studies• WJEC Criminology	<ul style="list-style-type: none">• Resit GCSE English Language• Resit GCSE Maths	<ul style="list-style-type: none">• Extended project qualification (EPQ)• Duke of Edinburgh Silver Award

Students who don't achieve a grade 4 or equivalent in GCSE English or maths must continue to study them in the Sixth 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: Student leadership, the extended project qualification, volunteering, sports etc.

Students can go on alternating biannual residential visits skiing or to New York, exclusively for Sixth 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 Sixth Form. runs in the same way as described in Key Stage 4.

INTENT AND CURRICULUM OVERVIEWS

Click on the graphics below to view curriculum intents and overviews

