

# CURRICULUM POLICY

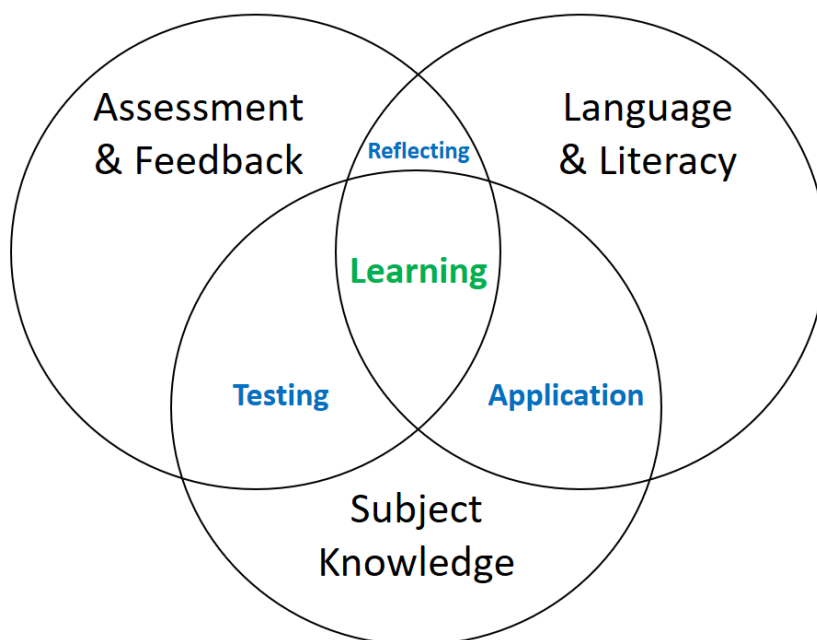
<b>Date of Policy</b>	September 2023
<b>Date of Next Review</b>	September 2025
<b>Staff Responsible</b>	Deputy Headteachers
<b>Reference</b>	Staff shared area/staff development/policies
<b>School/Governor Policy</b>	Governor

## RATIONALE & AIMS

At Severn Vale School our intention is to ensure that our students are not only prepared as thoroughly as possible for their GCSE examinations but can also tackle the challenges of life beyond school as well rounded, resilient and capable citizens. Therefore, our curriculum is designed to:

- Develop **knowledge** across a broad range of subjects to enable students to build their understanding both within subject areas and across them
- Ensure that students are inspired by the subjects they are taught and experience the joy that comes with learning new information, mastering new skills and seeing connections between **knowledge**
- Develop students' **knowledge** of the world in which we live, its history and our culture beyond that which is taught in timetabled lessons
- Develop a love of **language** in our students through developing their skills as readers, extrapolators, orators and academic writers
- Ensure that students know where they are experiencing success, where improvements can be made and how to make them through meaningful **feedback**
- Provide a wide range of curriculum opportunities outside of the taught curriculum including enrichment clubs, trips, visits and events in school

As such, our classroom practice gives primacy on three key elements for successful learning - language and literacy, assessment and feedback and the development of subject knowledge- as well as being structured in a way which is broad and balanced but also personalised and inclusive, to meet the needs of every individual wherever possible.



Through this approach, we acknowledge that learning is a complex process and that, to learn, students need to:

1. Know, understand and be able to readily recall a breadth and depth of knowledge in each subject area they study...

...so, teachers ensure that student's subject knowledge is deep and secure by frequently testing and revisiting key concepts and ideas to ensure that these are embedded in students' long-term memories

2. Clearly understand what they know and don't know / can and can't do in each subject area and what they need to do become better...

... so, teachers use a range of reflection and feedback strategies which focus on next steps in learning. Often, this takes the form of a lesson or part lesson dedicated to the analysis and improvement of a task.

3. Be given the linguistic tools to enable them to write academically and apply their knowledge as well as read and comprehend texts across a range of genres...

...so, teachers employ functional linguistics in their teaching to ensure that students can apply their subject knowledge and write academically in a way which is appropriate in each subject area as well as encouraging students to talk like subject specialists using the correct technical terms and vocabulary.

We also endeavour to inspire a love of reading for pleasure amongst our students as research shows that students who read regularly achieve more. As such, KS3 tutor groups are engaged in "guided reading" during four Prep sessions per week where they read a range of challenging texts. We also have a thriving range of book clubs and are also part of a variety of projects run by the Cheltenham Literature Festival.

The curriculum also consists of all activities within the school and so comprises more than the formal programme of lessons. It also includes extra-curricular activities and all those features which contribute to the ethos of Severn Vale School. As such it forms the basis for all school policies.

We recognise the success of our work in this area supports improvements in behaviour and attendance. If a student feels challenged, inspired and confident as a learner, school is a happy place to be.

To succeed in Year 11, students need to build these skills for learning from the first day of Year 7.

## **ROLES AND RESPONSIBILITIES**

### **The SLT will**

- Promote an ethos of high expectations whereby **all students** feel they can achieve
- Promote an ethos whereby students' self-esteem is developed and valued
- Promote the school's core values of: courtesy, compassion, honesty, integrity and perseverance
- Organise the curriculum and deploy staff in such a way which maximises learning for all groups of students
- Continually monitor, review and develop the curriculum in light of local and national developments to ensure that opportunities for learning and achievement are maximised
- Use the school's QA systems to regularly review teaching and learning across the school in collaboration with subject leaders / teachers
- Ensure the curriculum in each subject area is comprehensive and is regularly discussed and reviewed by each department

- Ensure KS4 courses provide a broad and balanced offer to maximise life chances for every student
- Encourage Subject Leaders to develop cross-curricular opportunities to further improve the curriculum experience for students
- Encourage learners to develop and experience their understanding of the local, national and global community through the curriculum, extra-curricular opportunities and through their experiences of working with the local and wider community

#### **Subject Leaders will**

- Ensure their subject area has a comprehensive and inspiring curriculum
- Monitor and review their curriculum in light of local and national developments
- Emphasise the use of formative assessment by both staff and students
- Liaise with the Inclusion Coordinator / SENDCo to ensure the curriculum is accessible to all learners.
- Ensure that the curriculum provides sufficient challenge for all learners, including the most able students
- Promote teaching strategies within their subject area that allow students to be reflective in their own practice, promote cross-curricular learning and encourage high levels of attendance
- Seek to develop cross-curricular opportunities to further improve the Learning and Teaching opportunities for students
- Enhance curriculum provision through collaboration with a range of external partners
- Support the programme of Flexible Learning Days
- Use the school's QA systems to ensure that all subject teachers are supported in their curriculum delivery

#### **The Inclusion Coordinator / SENCo will**

- Work with SLT and individual Subject Leaders to ensure that the curriculum is accessible to all learners
- Provide a programme of support to ensure students have the skills necessary to access the curriculum
- Deploy Teaching Assistants to support Learning and Teaching across the curriculum
- Ensure Teaching Assistants have the necessary skills to enable them to support the Learning and Teaching of students
- Use the school's QA systems to regularly review provision for SEND students

#### **Classroom Teachers will**

- Ensure that all students build their knowledge in their subject area through careful implementation of the curriculum
- Ensure all students know what they can do and what they need to do better / next to continue to make progress in learning
- Encourage students to maximise their capability and increase responsibility for their own learning
- Develop student self-esteem and the belief in all students that they can achieve through the promotion of high expectations

- Help students develop a set of personal values based on the school's core values of courtesy, compassion, honesty, integrity and perseverance
- Enable students to acquire understanding, knowledge and skills relevant to adult life, citizenship, employment and the world around them
- Help students to develop spiritual, moral, social and cultural values based on respect for others, an appreciation of the diversity of cultures, religions and ways of life
- Liaise with Teaching Assistants to ensure that any support provided is suitably employed

#### **Tutors will**

- Support students during Prep to develop their skills in reading, their cultural capital and their independent study skills as part of the wider curriculum
- Help students to develop spiritual, moral, social and cultural values based on respect for others, an appreciation of the diversity of cultures, religions and ways of life

#### **Teaching Assistants will**

- Familiarise themselves with the curriculum in the subjects they support
- Liaise with teaching staff to ensure their suitable deployment in lessons and to ensure effective in-class support for students

#### **LINKS TO OTHER POLICIES**

The curriculum consists of all activities within the school and so comprises more than the formal programme of lessons. It also includes modes of learning, teaching styles, assessment, extra-curricular activities and all those features which contribute to the ethos of Severn Vale School. As such it forms the basis for all school policies. In particular, it has very clear links to the:

- SEND Policy

#### **MONITORING AND EVALUATING THE CURRICULUM POLICY**

Progress and implementation of the Curriculum Policy will be monitored by the Governors' Curriculum and Achievement Committee.

## **CURRICULUM STRUCTURE**

The curriculum is organised into a 2-week timetable. Students have 50 lessons per fortnight plus 30 minutes per day of Prep. The tables below show how these lessons are allocated between the different subjects and how each subject is taught, e.g. whether students are taught in their mixed ability Tutor Groups or whether they are in sets by ability. Personal, Health & Social Education (PSHE), Citizenship and Careers education are taught within Futures.

### **KS3**

In Years 7-9 students are taught in two parallel bands – X and Y and in 5 hierarchical groups within these bands. Decisions about group placement are based on KS2 data, CATs data, Reading data and baseline tests in Maths and English. Progress tests through the year determine set moves.

<b>Y</b>	<b>X</b>
1	1
2	2
3	3
4	4
5	5

Lessons in Years 7-9 are structured as follows:

<b>Subject</b>	<b>Hours per fortnight</b>	<b>How taught?</b>
Art, Design & Technology (ADT)	5	Mixed ability
Computer Science	2	Streamed / set
English	8	Streamed / set
MFL	4	Streamed / set
Food	1	Mixed ability
Futures	2	Streamed / set
Geography	4	Streamed / set
History	3	Streamed / set
Maths	7	Streamed / set
Music	2	Streamed / set
PE	4	Streamed ability, single gender group
RE	2	Streamed / set
Science	6	Streamed / set
Total	50	

In term 3/4 of Year 9, students choose the option subjects they will take during Key Stage 4.

### **KS4**

Students all study English Language and Literature, Mathematics, Science (Combined – this can be turned into Triple Science by choosing from the options), Physical Education (Core) and Futures in Years 10 and 11 and choose four “option” subjects from the blocks below.

Teaching, support and careers staff work closely with students in Year 9 to ensure that the students are guided in making the right choices for them. Option subjects offered vary from year to year. The following subjects are usually offered (dependent on demand):

Optional Subjects. Pick one subject from each option block							
Block One (W)		Block Two (X)		Block Three (Y)		Block Four (Z)	
Art Fine		Art Fine		Food		Food	
French		Art Photo		French		French	
Geography		Textiles Design		Geography		Geography	
History		Citizenship		Health and Social Care		History	
Music (BTEC)		Computer Science		History		ICT – iMedia	
PE/Sport		French		Product Design		Media studies	
RS		Geography		RS		RS	
Sociology		History		Sociology		Sociology	
		RS				Triple Science	
		Sociology					

### Teaching Hours

The Key Stage 4 curriculum is also organised into a 2-week timetable with 50 lessons per fortnight. The tables below show how these lessons are allocated between the different subjects:

Subject	Teaching hours
English	8
Maths	8
Science	9
FAB	2
PE Core	3
Option W	5
Option X	5
Option Y	5
Option Z	5
Total	50

## DEPARTMENTAL CURRICULUM VISION STATEMENTS

<b><u>Maths</u></b> Developing confident, numerate, problem solvers who can see the purpose and value of Maths across subjects and everyday life	<b><u>English</u></b> To develop readers, writers and orators with a love of literature and a knowledge of the world who have the ability to form and express their viewpoints about that world through language	<b><u>Science</u></b> To encourage students to think like scientists, to question the world around them and to be interested in scientific discoveries and developments
<b><u>History</u></b> To enable students to understand the world in which they live, how we got here and the difference between fact and opinion	<b><u>Geography</u></b> To enable students to explore and understand their place in the world	<b><u>MFL</u></b> To broaden student understanding of the world by embracing different cultures and by developing strong, lifelong linguistic skills
<b><u>Computer Science</u></b> To develop digitally literate problem solvers who can confidently manipulate computer science in its widest sense to enhance their lives	<b><u>Futures</u></b> To create balanced, empathetic, self-aware people who are able to thrive in our world	<b><u>RS</u></b> To develop respectful, religiously literate people who have a better sense of themselves and their world view
<b><u>Business Studies</u></b> To build knowledge of business concepts, ideas and strategies through case studies and real life application	<b><u>Health &amp; Social Care</u></b> To create a foundation of knowledge and empathy to prepare students for life and careers in human services	<b><u>PE</u></b> To develop a love of physical activity and connections with healthy living
<b><u>Art</u></b> To provide possibilities & opportunities for learners to discover themselves, their creativity, values, culture & the production of art and design in context	<b><u>Sociology</u></b> To develop a foundation of knowledge about society, culture and people enabling students to interpret modern Britain from their own and other perspectives	<b><u>Music</u></b> To develop an understanding of music as a communicative and inclusive art form and enable students to have the knowledge to engage and articulate through sound as an expressive language



## Addendum

### **Withdrawal from Religion and Worldview Lessons**

Parents may withdraw their children from Religion and Worldviews (RW) lessons or any part of the RW curriculum and the school has a duty to supervise them, **though not to provide additional teaching or to incur extra cost.**

Where a student has been withdrawn, the law provides for alternative arrangements to be made for RW of the kind the parents want the student to receive. **These arrangements will be made by the parents; the school is not expected to make these arrangements.** This RW could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the student may receive external RW teaching as long as the withdrawal does not significantly impact on the child's attendance.

Religion and Worldviews is provided for all students, and is inclusive and broad minded. It is in no way 'Religious Instruction' but allows students to become aware of their own and other's views about the big questions in life. Ethical and Moral issues are also covered. Parents do have the right to withdraw students from RW. If you wish to do this, please make an appointment with the head teacher / RE subject leader.

The school does not support selective withdrawal from RW (in other words students can't opt out of certain topics or religions).

#### **Procedure for students who have been withdrawn by their parent**

Students who are withdrawn from RW will work in the Hub for that lesson, completing work set by their parents. This will not be work provided by the school, nor will work be assessed by teachers. It is the parent's responsibility to provide a suitable alternative that can be completed in the time allocated. There is no guarantee that access to IT will be given so please ensure the work is not reliant on this.