



Curriculum Policy

Date agreed by Governors: Jan 2019

Date of Review: Jan 2020

Member of Staff Responsible for the Policy: KLF

Dissemination of the Policy: All staff and Governors

Purpose and aim of the policy and procedures

As a true comprehensive, we recognise and celebrate the fact that our students arrive at Pittville School with a wide range of skills, talents, abilities and interests. There is a strong emphasis on developing students' skills to enable them to become better learners.

The curriculum is designed at both KS3 and KS4 to give pupils a broad, well-rounded experience that will prepare them for whichever pathway they choose to follow at post-16. It aims to stretch the most able, whilst also providing for those who need support during their time at school. To this end we include an appropriate mix of academic, vocational and practical subjects throughout years 7-11.

There is a particular focus on developing functional skills in literacy and numeracy. This includes the teaching of spelling and vocabulary across the school, as well as reading and speaking skills. A whole-school numeracy strategy alongside the introduction of Maths Mastery supports numeracy skills across the curriculum.

The curriculum will:

- meet statutory requirements
- equip students with the basic skills needed to access further learning experiences at school and beyond provide the foundations for lifelong learning
- provide continuity and progression, building on achievement in the primary phase
- be inclusive, allowing learners of all abilities to succeed
- encourage students to enjoy and achieve, make a positive contribution, stay safe, maintain healthy lifestyles and achieve economic well-being
- be personalised where appropriate to provide appropriate degrees of individualised learning for each student
- extend each student's understanding of the world we live in and the skills needed to cope with it
- be sufficiently challenging and varied to engage and enthuse students, raise aspirations, build on success and recognise that achievement motivates
- provide an appreciation of the spiritual, moral, cultural and socially diverse world in which we live
- make innovative links with local partners and the wider community to promote a sense of community cohesion
- reflect new developments in education
- equip students to demonstrate their achievements through externally assessed national qualifications

This will ensure that students become:

- independent learners who understand their own learning styles and the curriculum/career pathways they can follow
- problem solvers, able to analyse or synthesise
- confident communicators who work well in teams or as articulate individuals
- successful decision makers who make informed choices

- financially confident and capable
- creative and enterprising, able to take risks
- informed citizens who actively participate in the school and wider community
- adaptable, flexible learners
- appreciative of human achievement and aspirations
- resilient learners who strive for a growth mindset

As a small school, we are able to tailor our curriculum provision and our student support to each cohort as they progress through the school. Knowing our students will enable us to personalise their provision and ensure they have an engaging and relevant curriculum.

The Keystage 3 Curriculum in Practice

The keystage 3 curriculum is designed to allow students to gain a wide range of experiences. The core subjects of English, maths and science are supported by history, geography, RE, French and Spanish, ensuring all students have access to the full range of EBACC subjects.

All students have 2 hours of PE a week and all students in Years 7 and 8 study music, art, drama, textiles, design technology and food and nutrition. We believe that providing a wide range of subjects right from the start of Year 7 is essential if students are to have the opportunity to develop new skills, find new interests and possibly find inspiration for a future career.

The Keystage 4 Curriculum in Practice

Students at Pittville School take their options at the end of Year 8. A longer keystage 4 allows more time to teach the new GCSE courses. This ensures teachers have time to cover the curriculum and still provide opportunities for extra-curricular development. In addition, it provides more time to develop key skills and stretch the most able to achieve the top grades in their subjects and prepare for post-16 education.

All students take core courses of English, English literature, maths, combined science, RE and have two hours of PE a week. We make a virtue of being required to teach RE to all students and enter all students for RE GCSE. This ensures a breadth of curriculum as all students will continue to have a minimum of 3 hours of humanities teaching a fortnight all the way through to Year 11. It also provides access for our able students to subjects such as philosophy and ethics at post-16. The RE curriculum also supports our teaching of PSHE, British Values and areas identified as important under the Prevent Strategy.

All students choose 4 options subjects. We encourage students to aim high academically, but also encourage them to look at a wide range of subjects and to continue to follow their interests. Each student is supported individually to make the right choices for them, and to ensure they maintain a broad programme of study.

Student Development

Throughout Years 7 to 11 all students take part in the Personal, Social and Health Education (PSHE) and Information, Advance and Guidance (IAG) programmes. This is largely taught through one lesson of 50 minutes once a fortnight, and then supplemented through drop-down sessions and work in tutor time. These programmes are designed to support students in their personal development, help them with their study and career choices, teach them study and exam preparation skills and support them with post-16 applications. This includes running a work experience programme in Year 10.

Extra-Curricular Provision

The school provides a wide range of extra-curricular activities to support the taught curriculum. This includes clubs during lunchtime and after school, such as sports clubs, music and drama, astronomy, chess, science, Japanese and Mandarin clubs. The music department arranges musical instrument lessons with external teachers. Students can become MPs and join the School Parliament.

Events are held throughout the year to offer wider experiences such as Poetry Slam, Play in a Day, Artist in Residence, Spelling Bees, School Musical, STEM days, visiting chefs, PT sessions with the marines and many more. Inter-house competitions are held in each curriculum area and students from other countries are welcomed to ensure our students share cultural experiences.

School trips are well-supported whether to directly support the curriculum, such as geography field trips and taking part in Cheltenham Festival events, or widening student experiences on the ski trip, Barcelona or Paris. We also hold an Activities Week at the end of the summer term to ensure that every student has had the opportunity to try something different during the school year.

Curriculum Model

The curriculum is provided through a two weekly timetable of 50 lessons, each of 1 hour duration. The curriculum model for each year is available on request.

Parents will be provided with the following information each year:

- A copy of their child's timetable and homework timetable,
- Access to homework information via Showmyhomework,
- Reports on their child's progress as well as access to subject staff on Parents Evenings,
- Year 8 Parents will receive an Options booklet detailing the curriculum choices for their child at KS4.

The school also offers information evenings to parents at key points in their child's education so parents can find out more about what their children will be doing in school and have an opportunity to talk to school staff.

Monitoring and Evaluation

The school's quality assurance systems for teaching and learning will monitor the delivery of the curriculum. The expectation is that high quality teaching will be supported by:

- well-planned, carefully structured lessons which build in progression
- diverse, interactive teaching methodologies which challenge and engage
- regular use of assessment for learning
- setting appropriately high challenge targets for students to achieve
- embedding whole school practices to reinforce literacy and numeracy.

Details of how the senior leadership monitor the quality of provision are found in the Monitoring, Evaluation and Review policy.

Responsibilities

The Headteacher will be responsible to the Governing Body for ensuring that the school provides a curriculum which meets statutory requirements.

The Deputy Headteacher in charge of Curriculum will advise the Headteacher and Governing Body of changes to requirements and consult with Heads of Faculty about new and proposed courses, prior to annual timetabling.

The SLT will monitor and evaluate the curriculum of all departments.

The SENDCo will advise on how to make the curriculum accessible for all.

Subject leaders will be responsible for ensuring that programmes of study for their subjects meet statutory requirements; that suitable schemes of learning are prepared to support the teaching of these programmes and that assessment and tracking arrangements are in place to inform the progress of individual students.

Individual subject teachers will be responsible for ensuring that programmes of study are taught and assessed using a range of strategies which suit the needs of all students.

This policy will be reviewed to ensure compliance by the Headteacher or nominated representative.

Linked Policies:

- SEND
- Drugs Education
- PSCH
- Sex Education
- Grouping
- Teaching and Learning