CHOSEN HILL SCHOOL

CURRICULUM POLICY
September 2020

Last Reviewed	June 2020
Date of next review	June 2021

Contents

Chosen Hill School Curriculum Policy

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Our aim is to meet the needs of our young people in school preparing them for adult and working life in the 21st Century.

Curriculum

1. Curriculum aims

   The curriculum should inspire and challenge all learners and prepare them for the future. The schools' aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.
   The curriculum model and delivery will follow the key aspects of intent (what the curriculum aims to deliver), implementation (how the curriculum will be delivered to ensure is achieves its aims) and the impact of the curriculum (the outcomes for the students)
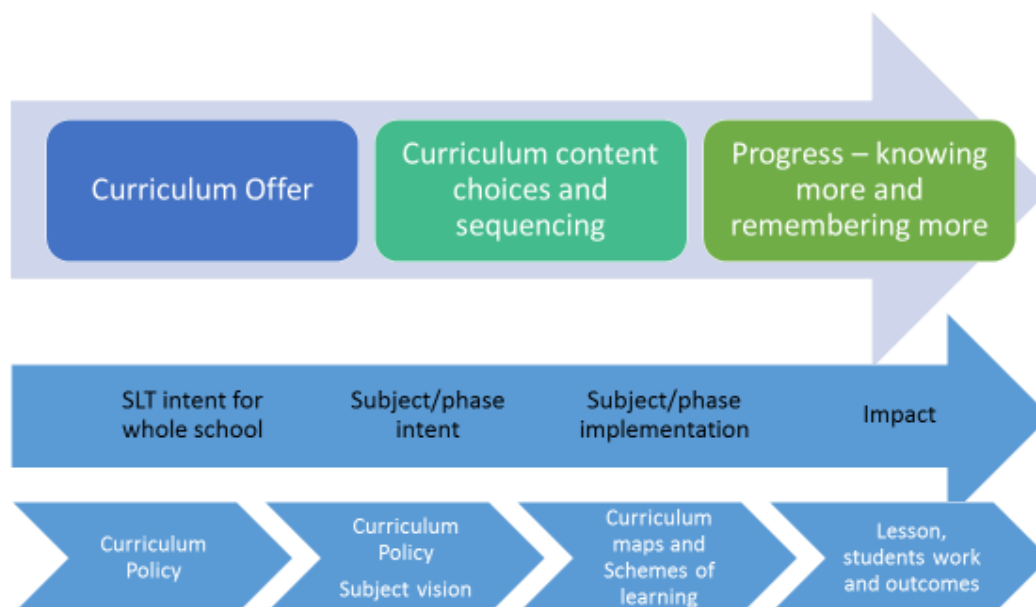
Specifically, the curriculum should help young people to:

- Develop a growth mindset encouraging students to embrace tough challenges, develop intrinsic motivation as well as the skills of collaboration

- Learn in a culture of growth mindset that promotes steady progress and high levels of scholastic achievement and most importantly underpins high levels of achievement beyond a student's school years into work and higher education

- Enjoy and be committed to learning

- Achieve high standards and make excellent progress in qualifications that are recognised and valued by employers

- Enable those not achieving age-related expectations to rapidly close the gap and catch up with their peers

- Have and be able to use high quality personal, learning and thinking skills and become independent learners

- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills

- Be challenged and stretched to achieve their potential

- Value their learning outside of the curriculum and relate it to the taught curriculum

- Foster strong relationships with local workplaces

- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines

- Prepare students to make informed and appropriate choices at the end of the Foundation phase, Pathways phase, Key Stage 5 and beyond

- Help students develop personal moral values

- Promote the fundamental British values of democracy, the Rule of Law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Curriculum provision will provide opportunities for students to develop deep understanding and application of knowledge, recognising that:

- Teaching needs to build upon pupils' storage of knowledge in long-term memory because progress is knowing more and remembering more of the curriculum.
- Careful curriculum thinking ensures that the right components are embedded in long-term memory to enable pupils to perform more complex tasks
- Lesson activities should focus pupils' thinking on the learning goals and avoid overloading their working memory
- Fluency or automaticity requires 'overlearning' through repeated recall – taking pupils well beyond the point of accuracy
- Fluency describes the degree of proficiency in grasping content. It is not a definable activity type.
- Expertise (the capacity for skilful cognitive performance) depends on rich and detailed structures of relevant knowledge stored in the long-term memory.
- Expert outcomes do not tend to resemble the means of their nurture.
- Challenges should be judged in terms of curricular goals rather than the general categories of activity used in the lesson.
- The appropriateness of lesson activity depends on how it contributes towards achieving curriculum goals.

2. Roles and responsibilities

The Headteacher will ensure that:

- All statutory 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. This will include how the subject will be taught and assessed.

- The amount of time provided for teaching the curriculum is adequate and is reviewed annually

- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve

- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum

- The governing body is advised on statutory targets in order to make informed decisions

The Governing Body will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets

- Progress towards annual statutory targets is monitored

- It contributes to decision making about the curriculum

The Senior Leader (i/c curriculum) will ensure that:

- There is an oversight of curriculum structure and delivery within each Pathway

- Detailed and up-to-date curriculum pathways, curriculum rationales and Schemes of Learning are in place for the delivery of courses within their Pathway

- Schemes of Learning are monitored and reviewed on a regular basis

- Levels of attainment and rates of progression are discussed with Heads of Faculty on a regular basis and that actions are taken where necessary to improve these

- Programmes of Study and assessments/plans exist and are appropriate – enabling robust data collection throughout the year

- Students are entered for the correct exams

- Long term planning is in place for all courses. Such Schemes of Learning will be designed to contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources

- Schemes of Learning encourage progression at least in line with national standards

- There is consistency in terms of curriculum delivery. Schemes of Learning should be in place and be used by all staff delivering a particular course

- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students

- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners

- Assessment is appropriate to the combination of qualifications or alternative qualifications can be offered which best suit the needs of learners

- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment

- They keep the senior leader i/c Curriculum informed of proposed changes to curriculum delivery

- All relevant information/data is shared with the Examinations team. This includes meeting deadlines related to exam entries, etc.

- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion

- They share best practice with other colleagues in terms of curriculum design and delivery

- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

- High quality summative assessments are in place at each year end.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy

- Keep up to date with developments in their subjects

- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students

- Share and exchange information about best practice through external networks, resulting in a dynamic and relevant curriculum

- Participate in high quality professional development, working with other teachers to develop their skills in in understanding the learning needs of their students and how best to address those needs and engage them

- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge

- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly

- Receive co-ordinated support to enable them to make the appropriate curriculum choices at the Pathways phase and Key Stages 5

- Have a voice in curriculum matters through the school's Student Council structure

Parents and carers will:

- Be consulted about their children's learning and in planning their future education

- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives

- Be informed about the curriculum on offer and understand the rationale behind it

3. Monitoring, evaluation and review

Monitoring processes will focus on the key aspects of:

Content selection:
- 'Significant' knowledge is delivered – knowledge that enables subsequent learning.
- Knowledge that enables a desired complex (skill) performance.

And sequencing:
- The subject content is sequenced so pupils can build useful and increasingly complex schemata

In addition:
- The governing body will receive an annual report from the senior leader i/c of progress and data on:

   o The standards reached in each subject compared with national and local benchmarks

   o The standards achieved at the end of each phase take into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks

   o The number of students for whom the curriculum was disapplied and the arrangement which were made

   o The numbers opting for subjects at the Pathways phase and post-16

   o The governing body will review this policy at least one a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Teaching groups, class sizes and grouping by ability

In Year 7 students are placed in Learning Mentor groups of approximately 30. In English, Mathematics and MFL students are set by ability. In Technology students are taught in small mixed ability groups. All remaining subjects, including Science are taught in mixed ability groups.

The school day starts at 8:25 am and ends at 3:05 pm and consists of five 60 minute lessons split by two breaks one at 10:55 am (20 minutes) and one at 1:15 pm (50 minutes).

Foundation Phase

Years 7 and 8

Currently, the number of periods per subject per fortnight is shown in the following tables:

	7	8
English	6	6
Mathematics	6	6
Science	5	5

History	3	3
Geography	3	3
ICT	3	3
Music	2	2
Drama	2	2
DT	4	4
MFL/LIT	5	5
PE	4	4
Art	3	3
EPS (RE & CPSHE)	4	4

Pathways Phase

Students will follow a set of core courses all leading to a potential qualification. This core will be supported by a range of optional courses. Within the combination of subjects available students will have the chance to study for the EBACC qualification if desired.

Year 9

Subject	Periods
English	8
Mathematics	6
Science	10
Physical Education	3
Ethical & Personal Studies (RE & CPSHE)	3
Four option columns: *Art & Design* *Business Studies* *BTEC Business Studies* *BTEC First Award in ICT* *Computing Science* *BTEC Performing Arts (Drama)* *Drama* *Food Technology* *Geography* *Health & Social Care* *History* *Modern Foreign Languages* *BTEC Music* *Physical Education* *Product Design: 3D* *Product Design: Textiles* *Philosophy, Religion & Ethics*	5 lessons in each column

There are alternative Pathway options which provide opportunities for students to develop study/work skills as well as social skills. These options are available through our Inclusion department and include such options as Work Skills and Futures.

Ethical and Personal Studies encompasses all elements of the statutory CPSHE, RE, Relationship and Sex Education as well British Values, Finance and Citizenship. Timetabled curriculum lessons are supplemented by a programme of Drop Down days for immersion learning in key topics.

Year 10 and 11

Subject	Periods
English	8
Mathematics	8
Science	10
Physical Education	3
Ethical and Personal Studies (RE& CPSHE)	1
Four option columns: *Art & Design* *Art & Design: Graphics* *Business & Communication Systems* *Business Studies* *BTEC Business Studies* *BTEC First Award in ICT* *Computing Science* *BTEC Performing Arts (Drama)* *Drama* *Food Technology* *Geography* *Health & Social Care* *History* *Modern Foreign Languages* *Music* *Physical Education* *Product Design: 3D* *Product Design: Textiles* *Philosophy, Religion & Ethics*	5 lessons in each column

There are alternative Pathway options which provide opportunities for students to develop study/work skills as well as social skills. These options are available through our Inclusion department and include such options as Work Skills and Futures.

Ethical and Personal Studies encompasses all elements of the statutory CPSHE, RE, Relationship and Sex Education as well British Values, Finance and Citizenship. Timetabled curriculum lessons are supplemented by a programme of Drop Down days for immersion learning in key topics.

The Sixth Form

Years 12 and 13:

The school offers a post-16 provision providing a range of academic and vocational qualifications. Every effort will be made to offer subjects in which students demonstrate particular interest as well as those that are enhanced by our specialist facilities.

All students are expected to enrol on a full time study programme which reflects their aspiration and offers opportunities for successful accreditation and future progression into Higher Education, Employment, Apprenticeship or Training. A wide range of Level 3 courses are available, predominantly as two year A Level courses with a small number of L3 BTECs.

In addition, students have the opportunity to study one of: Duke of Edinburgh Silver or Gold award or Trinity Arts Gold award over 18 months with accreditation, or The Extended Project Qualification over 12 months with accreditation.

Our policy in the transition to linear A Levels since 2016 Entry is that students will select 3 or (exceptionally) 4 full A Levels and may, with substantive reason, if the subject supports it, take an AS examination after one year. If they continue this course in Year 13, they may be responsible for a re-sit equivalent in order to sit the appropriate units of the A Level.

Students not having achieved a minimum of a grade 4 in English or Maths GCSE are required to re-sit this examination as part of their programme of study. We would strongly advise students who achieved a Grade 4 to re-sit to achieve a grade 5.

Curriculum areas generally have 8 taught lessons per fortnight of study in the Sixth Form and students also have timetabled and supervised directed and supported study.

Students in Year 12, in addition, have timetabled Core Skills curriculum time developing their academic rigour in skills supporting all curriculum areas including critical thinking, note taking, presentation and research as well as broadening their horizons beyond their curriculum subjects in areas such as RE and ethics, emotional health, Arts, culture or politics. CPSHE is timetabled for one hour per fortnight, covering a range of employability and life skills including preparation for progression post-18; this runs throughout Year 12 and Year 13. Active enrichment, involving physical participation in sport or fitness or coaching as well as individualised peer and class support within and beyond Sixth Form are also timetabled in Year 12.

Appendices:

Appendix 1 – Covid 19 Recovery Curriculum

Arrangements for school opening in September 2020 are pending government guidance linked to the Covid 19 pandemic.

The school is remaining flexible and responsive to the impacts on curriculum delivery for all year groups during the period of school closure, partial school closure and any continued disruption to delivery in September resulting from social distancing requirements.

There has been undertaking planning for four possible models of curriculum delivery across the school from September as summarised in the table below:

Scenario:	Curriculum Content:	Pedagogical approach:	Assessment Approach:
1. **No Covid 19** No social distancing Full school return in September	Most of Y10 and Year 12 specifications can be covered with focus on recap, consolidation and rapid delivery. After school and catch up provisions likely to be required. Will need rapid assessment of where students are – identification of gaps.	Normal timetable allows 100% face to face teaching. Direct instruction	Early full mock series in case pandemic returns Plan for further mock series in Term 3. Assessment adjusted to ensure robustness of evidence if have a return to centre-assessed grades.
2. **Covid 19 – Risk level lower than now but not eliminated.** A form of social distancing required – 1 metre? Other preventative measures Half the school in at any time.	In school teaching to focus on key concepts, skills and content and setting up of remote working for the time out of school.	Teaching in two week cycles – one half of students taught in lessons whilst the other half learn at home. No online teaching as full teaching staff will be teaching all week, every week.	In-class formative assessment frequently and regularly. Major assessments undertaken at home – need to use face to face time for teaching. One full mock series early in term in case pandemic returns.
3. **Covid 19 – Risk level is something like now (June).**	Pressured face to face teaching focusing on key material – unpicking what students have learned and preparing them	School organised in quarters – with each quarter attending one week in four. Smaller class sizes would be	In-class formative assessment frequently and regularly. Major assessments undertaken at home –

| Focus likely to be Y11 & Y13 more than other year groups, whose main provision will be remote learning.

Current social distancing measures remain in place | for the next period of remote learning. | compensation for the significant remote supervision of students' learning on line – may need extra staff support for online provision | need to use face to face time for teaching.

One full mock series early in term in case pandemic returns. |
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| 4. **Covid 19 – Risk of severe second spike**.

School closed to all students. | All content delivered on line – all the limitations of remote teaching and learning | We will have enhanced our digital practice and be delivering remote teaching and learning in more interactive ways within a revised teaching and learning policy. | All assessment will be online.

Exams online. |

Curriculum leaders are working with their teams across Term 6 to review their Schemes of Learning in each year group to anticipate curriculum delivery approaches for each of the potential models.

Curriculum 'Catch-up' and learning 'gaps':

The language of 'gap' and 'catch-up' tends by nature to be the language of deficit and may be interpreted differently by educational professionals, parents and students. The school needs to be clear in its planning and provision about the purpose and desired impact of any curriculum recovery provision and the language it uses to describe it.

Across the curriculum subjects, 'gaps' will manifest more problematically in some subjects than others. Any planning for recovery needs to be precise in understanding what students do and don't know and can and can't do.

Low-stakes Assessment

An important focus will be activities to identify what students do and don't know. This does not necessarily mean upon returning to school that students will need to sit a lot of formal 'tests' across a wide range of subjects, but in key year groups there will need to be a range of forms of assessment. This will be planned around the approach that best suits the age of the students and the nature of the subject, while being mindful of the individual and cumulative picture for students.

The use of low-stakes quizzes, small group conversations and focused question and answers will be key formative strategies in establishing what students know about topics delivered remotely.

Question and Answer

Q&A is a powerful and immediate strategy for assessing students' learning. The effective use of high order questioning techniques can provide a low-stress but high yield index to student learning. Questioning techniques might include:

- Hinge-point questions
- Diagnostic questions
- Use of class voting tools
- ABCD Cards
- Entrance tickets
- Exit Cards
- Traffic Light cards
- Mini-white boards
- Post-it notes
- KWL
- Concept maps
- Spot the mistake
- Use of Microsoft class note books and Forms

Establishing Patterns

It is likely that there will be common areas of the curriculum that students have understood well, or poorly. Work to address these patterns can be done at whole class level rather than individually.

Identifying which 'gaps' matter the most

Teachers will be encouraged to prioritise the things that matter the most in curricular terms. These might be threshold concepts or particular things students need to know or be able to do fluently. Teachers will identify the issues that are more short term and easier to address and the others that are more longer term and easier to address.

Response to Assessment Outcomes

Teachers knowing what students can and can't do is primarily to enable them to adjust their curriculum and most importantly, teaching, accordingly. Assessing for formative purposes will be central to developing an effective recovery programme.

As a school we will be wary of seeing gaps in terms of how they manifest themselves in summative records and data, as there is a danger of losing sight of what the 'gaps' are: specific components and composites from the curriculum.

The most important way the school can close the academic gaps left by Covid 19 and provide a period of recovery is to focus on day-in-day-out quality of teaching for all students.

Summer 2020 Recovery Programme

The school will seek to fully capitalise on the additional funding and resources being provided in line with any published guidance to allow for cross-summer catch up.

Roll out of any provision both in the summer and across the Autumn Term 2020 will be informed by the principles outlined above.

See also:

- Remote Teaching and Learning Policy