

		
Kingsmead Academy T/A Kingsmead School	POLICY TITLE:	Curriculum (including Governors' Curriculum Overview)
Committee/Person Responsible for Policy:		Deputy Headteacher – Provision + Progress
Date Approved by Governing Body:		July 2019
Date of Last Review:		Term 6 2018/19
Next Review Due:		Term 6 2020/21
Associated Policies:		Examinations Teaching & Learning PSHCE Relationships & Sex Education AEN Careers

Policy Purpose: To identify the principles of curriculum design and provide an overview of the curriculum offer to students. This policy should be read in conjunction with the associated policies detailed above.

Curriculum principles, intention, impact, implementation

Underpinning principles:

The principles of our curriculum design are rooted in our core values of care, aspiration, respect and determination.

- Care - every learner in our school community has the right to achieve their very best. All staff strive to teach the skills and knowledge students need to succeed in the future.
- Aspiration - Kingsmead is committed to raising students' aspirations so that every student can work towards achieving their highest possible grades within a broad, balanced and relevant curriculum. Success is celebrated at all levels within our school community.
- Respect - Kingsmead is a supportive environment where colleagues work together to share good practice. Individual need is planned for and effective provision provided to overcome barriers to learning. Variety of approach and content is valued, celebrated and shared.
- Determination - The whole school community is determined to support each other to achieve our best.

All staff believe in '**Achieving Through Caring**', a commitment to a curriculum experience that meets the need of each individual learner at Kingsmead School, and prepares them to fulfil their role in our society.

Intention:

July 2019 Curriculum Policy
Author: Deputy Headteacher – Provision and Progress

Kingsmead School provides a high quality of education for its learners through its curriculum offer.

- The curriculum is formed by a consensus of both the Kingsmead School Leadership Team and Heads of Department regarding the knowledge and skills our learners will need to take full advantage of the opportunities, responsibilities and experiences of adult life.
- The curriculum reflects the local context of our rural school and adapts to the specific needs of our learners.
- The curriculum retains both breadth and an academic core of subjects.
- The curriculum is purposeful, building towards a desired body of knowledge of skills.
- The curriculum is planned and sequenced so that knowledge and skills build upon what has been taught before.
- There is high ambition for all pupils, particularly disadvantaged pupils and including those with SEND.
- Rigour and quality are evident across the academic, vocational and experiential curriculum.

Implementation:

- Curriculum responsibility is shared. Learning teams have a central role in implementing the vision for the curriculum at Kingsmead School.
- Teachers have advanced knowledge of the subjects they teach.
- Teachers enable pupils to rapidly develop their understanding. This understanding is both checked in an effective manner to identify and correct any misunderstandings and reinforced to ensure embedding in the long-term memory of our learners.
- Teachers employ a variety of appropriate teaching and learning methods and strategies.
- Teachers use assessment both to check pupils understanding in order to inform teaching, and to help pupils embed knowledge in a logical interconnected manner.
- Teachers deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the statutory requirements.
- Where possible, teachers enrich the learning experience with external visits or the introduction of visitors to the Kingsmead classroom.
- Teachers have high expectations of all students. Strategies to engage target groups such as Higher Prior Attainers are evident both in classroom practise and in relevant additional learning opportunities.
- Teachers involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements.
- Teacher work in partnership with other staff, parents/carers and the wider community to achieve shared goals. Parents/carers are regularly and fully informed about the progress and achievements of their child.

Impact:

- The high quality of education at Kingsmead School is evident *both* in our results and in the confident, responsible learners who leave Kingsmead ready to make a positive contribution to our society.
- Pupil work from across the breadth of the Kingsmead curriculum is consistently of a high quality.
- The school has extensive provision for disadvantaged pupils and those with SEND, and ensures they leave with the knowledge and cultural capital necessary for independent successful lives.
- Students are well prepared for the next stage of their education, employment and training. This is evident in our destination data, indicating appropriate and high-quality Post-16 decision making.

An Outline of the Kingsmead Curriculum

All students receive a high-quality, broad and balanced education through a rigorous, relevant, inclusive and coherent curriculum with qualifications that meet government criteria and the type and range of courses appropriate to the individual student. Kingsmead students follow a 2-year Key Stage 3 (KS3) curriculum, followed by a 3-year broad and balanced Key Stage 4 (KS4) curriculum.

Decisions regarding the duration of KS3 have been made following consultation with staff, pupils, parents/carers and governors. We believe that the decision to deliver a 2 year KS3 has been made with the best interests of learners at heart, and the decision is reflected in the outcomes of our 2018 independent curriculum review.

The **benefits of a 3 Year KS4** are as follows:

- A significant majority of Kingsmead staff, pupils, parents/carers and governors believe a 3-year KS4 is the most appropriate curriculum structure to support learning and progress.
- New qualifications are offered at KS4 which introduce breadth to the curriculum, such as Engineering and Agriculture.
- A 3-year KS4 permits additional time to explore new subjects more fully and to a greater depth.
- Available time for extra-curricular opportunities related to GCSE courses such as fieldwork or foreign language speaking practice is introduced, which therefore has less impact on other subjects.
- Transfer between teaching groups is easier within the first year of a 3-Year KS4, meaning less pressured choices.
- Additional time is made available in a 3-Year KS4 to explore higher level content.
- A 3-year KS4 removes some of the pressure – students feel better prepared and ‘calmer’ for exams.
- A 3-year KS4 gives flexibility within the curriculum for experiential learning activities - such as visiting speakers, workshops, master-classes etc, with less impact on other subjects.
- A 3-year KS4 gives purpose and focus to Years 8 (choosing options) and 9 (starting qualifications).
- Vocational courses in KS4 can build in more practical learning alongside the mandatory academic content.
- A 3-Year KS4 permits greater personalisation due to smaller teaching groups in Year 9, and allows students to make choices about their education rather than continuing along a more directed pathway.

Curriculum delivery is through a two-week timetable designed to meet the diverse needs of learners. In line with the National Curriculum, we have numbered our Years 7 – 11. KS3 being Years 7 and 8 and KS4 Years 9, 10 and 11. In **Year 7** the following subjects are studied:

- English
- Mathematics
- Science
- French, German & Spanish
- Geography
- History
- Religious Education
- Physical Education
- Information Communication Technology / Computer Science
- Art
- Catering
- Computer Science
- Drama
- Music

- Resistant Materials
- Textiles

All subjects are taught in mixed ability groups with the exception of Mathematics.

In **Year 8** the same subjects are taught as in Year 7. In Year 8 students study one language from the three studied in Year 7 and can opt for a second language in Year 9. Maths is taught in sets. From Year 8 Science is taught in Modules, covering Physics, Chemistry, and Biology.

During the Spring Term Year 8 consultations take place between parents, students and staff about Key Stage 4 option choices to arrive at a curriculum for the final three years. This takes into account careers interests and the need to follow a broad and balanced range of courses.

The courses studied by all students in **Years 9, 10 and 11** are English, Mathematics, Science (Combined, Trilogy and Entry Level), Religious Education (Years 9 and 10 only) and the majority study one Foreign Language. Physical Education and Games are also compulsory at Key Stage 4 but are not examined. Within the options structure students elect to study either History or Geography to complete their core curriculum.

In addition, students may choose from the following **option subjects**:

Art (GCSE)	Agriculture (BTEC)
Construction (Award)	Computer Science (GCSE)
Catering (WJEC)	Creative iMedia (Cambridge)
Child Development (Tech Award)	Motor Vehicle (ABC)
Drama (GCSE)	Music (GCSE)
Engineering (Tech Award)	Physical Education (GCSE & BTEC)
Geography (GCSE)	Religious Studies (GCSE)
History (GCSE)	2 nd Language (GCSE)
Triple Science (additional time – GCSE)	

PSHCE (Personal Relationships, Social Pressures, Healthy Choices, Citizenship, Education for Economic Wellbeing) takes place on a rolling programme of five one-hour lessons each term for each year group. See the PSHCE policy for more details.

- Personal Relationships will cover topics including puberty, sexual relationships, contraception, parenting and bringing up children, bereavement and loss.
- Social Pressures will cover topics including peer pressure, drugs, alcohol and tobacco use and misuse and lifestyle choices.
- Healthy Choices will cover topics including healthy body image, emotional and mental health issues, emergency first aid, minimising risk to health (including road safety) and personal identity.
- Citizenship considers how an individual fits into society on a local, national and international level. Topics covered include Democracy and Justice, Rights and Responsibilities (especially of children) and also British Values.
- Education for Economic Wellbeing helps students to manage their future finances and careers effectively. Students are supported in making effective transitions to college and positive career choices. They are encouraged to be enterprising, to gain an understanding of the commercial environment and its contribution to national prosperity.

All students follow a comprehensive and sequential **Careers Programme**, fully supported by local colleges, businesses and employers. Also included are collapsed timetable days for careers education in Years 9 to 11. See the Careers Policy for more detail.

Religious Education (Beliefs, Philosophy and Ethics) is compulsory for all students in Years 9 and 10. A Short Course GCSE in Religious Education is offered. This course aims to:-

- **develop** students' knowledge and understanding of religions, comparing Christianity and Islam. We will also study secular and non-religious ideas.
- **facilitate** students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- **provide** opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their impact on human life.
- **challenge** students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society with British values and the wider global community.

Collective Worship is a theme of whole school and year group assemblies. During regular whole school assemblies we attempt to give a broad definition of the meaning of "religious worship" and seek to make a number of these Assemblies "mainly of a Christian nature" as required by the 1988 Act. All parents have the right to withdraw their child from Acts of Worship in accordance with the regulation of the 1988 Education Act. Parents wishing to do so should contact the Headteacher.

Additional Education Needs guidelines and provision are outlined in the Kingsmead AEN Policy.

Kingsmead School has the autonomy to choose an appropriate **extended and enriched school curriculum** for our learners. An alternative and experiential school curriculum may be offered to promote inclusion, engagement, independence and esteem building. This offer includes the following:

- Forest School
- Outdoor Education
- Swimming
- Gymnasium and Motor Skills
- Horse riding
- Cookery
- SASP disability sports programme
- Bespoke Work Experience

At Kingsmead School we believe that **Higher Prior Attainers** (HPA), those with high abilities and notable talents, must be recognised and supported. We aim to achieve a whole school ethos where achieving at a high level is an expectation, by implementing effective identification and monitoring of the High Prior Attaining students on the basis of their academic abilities and potential, and then supporting them in making progress appropriate to or above their high ability.

HPA students are provided with opportunities to shine and develop a passion for learning in all learning teams. Such learners may receive appropriate classroom support, including higher level questioning, additional activities or an alternative approach. It is a hope that HPA students will actively engage in such opportunities and take responsibility for extending their learning.

Such students have opportunity to engage in a **HPA specific project** which focuses on developing the necessary skills and aspirations to secure high attainment and swift progress. The aim of the programme is for students to work independently to challenge themselves. The programme is comprised of a number of challenges which aim to stretch, challenge, engage and motivate our students in a wide range of skills and subjects. There is no limit to the number of challenges a student can undertake.

It is expected that all students who embark on a course leading to a public **examination** are entered for that examination. Should they fail to fulfil the examination board's requirements in relation to

coursework/controlled assessment, attendance or other criteria, SLT may agree to withdrawal from the examination. For other examination guidance teachers refer to the Examinations Policy.

Students are **set by ability** in KS3 Maths, whilst all other KS3 classes are taught in mixed ability groups. In KS4, there is ability setting in Mathematics & Science, whilst all other subjects are in mixed ability groups or dependent on choices made by students within the options structure. The school aims to have teaching groups of 30 students or less with practical subjects limited where possible to 24 students or less.

Visits and trips to a wide range of countries, educational establishments, businesses and other places of educational interest are supported and promoted across all curriculum areas within budgetary and time limits. Those trips typically occurring across an academic year include:

- Teambuilding exercises i.e. at Hestercombe House
- German/French Study Visit/Exchange
- A musical/theatre production
- A Science activity day i.e. Skirting Science
- A trip to Hinkley Point or to promote STEM careers
- A Geographical trip i.e. Horner Water/Bristol Docks

Each department is required to have **schemes of work** related, where appropriate, to the national curriculum and or examination board requirements. Schemes of work set out how the content of the course is structured and teaching is organised, so that student's skills, knowledge and understanding are developed progressively. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment.

The school promotes a lively, purposeful and structured **learning environment** ensuring high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to provide displays in their areas and contribute to displays in public areas of the school.

An effective **work-related programme of learning** lies at the centre of the necessary experience for all students. This is outlined in the Kingsmead Career Policy.

Curriculum Review at Kingsmead School

All departments are constantly reviewing curriculum content and delivery at both key stages. Students, staff, governors and parents all contribute to the process of change, whilst regular external curriculum reviews are scheduled, the most regular of which took place in the 2018-19 academic year.

The **Senior Leadership Team** meets regularly to consider matters relating to the curriculum and assessment, including:

- Planning
- Monitoring and reviewing
- Responding to school and external developments
- Sharing experience and practice

Review is led by the Deputy Head with responsibility for the curriculum. The **Governors Achievement, Teaching and Learning committee** meet half-termly. Its terms of reference in respect of the curriculum are to:

- Ensure statutory requirements are met

- Monitor and review the progress of school priorities in the SEF by receiving reports from curriculum areas as and when appropriate
- Receive and respond to suggested policy changes regarding the curriculum
- Receive reports from the Senior Leadership Team

The committee reports to and makes recommendations to the full governing body.

The 1988 Education Reform Act requires the governing body to have in place procedures for the consideration of **curriculum related complaints**, encompassing failure of the school to meet its statutory obligations in relation to the curriculum and various other matters. Full details of the curriculum complaints procedure are obtainable from the school office.