



# CURRICULUM POLICY

September 2020

Signed:

A handwritten signature in dark ink, appearing to be 'H. Lewis', written in a cursive style.

Headteacher

<b>Date of Policy</b>	1 September 2020
<b>SLT Lead</b>	Deputy Headteacher, Data and Standards
<b>Date of next review</b>	July 2022

## **SCHOOL ETHOS AND VALUES**

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

## **COVID-19 RESPONSE**

During the period of time that schools are operating in a way that is different to pre-COVID-19 we will make certain adjustments to policies and procedures. Any adjustments will be made will have these key principles:-

- Reduce the risk posed to all members of the school community due to COVID-19.
- Focus on staff and students well-being.
- Maintain a strong focus on consistently high teaching and learning inside and outside the classroom.
- Students are not disadvantaged by experience, opportunity or resource.
- Commitment to embedding the 7 core values of the school.

This policy has been reviewed and aligned to the whole school response to COVID-19.

## **CURRICULUM STATEMENT**

Our community is based on the Christian values of tolerance, respect and kindness and these values are important to us. We place students at the heart of all that we do. Each student is unique and special and joins us with their own individual skills, qualities and aspirations that it is our privilege and responsibility to grow, develop and nurture.

We believe that a balanced education should encourage spiritual and moral as well as the academic, practical, aesthetic and physical development of children. We focus on the holistic development of the person and students are not dogmatised but encouraged to seek their own answers to questions concerning religion, life, self and their place within the bigger picture.

Sexey's School provides a broad and balanced curriculum that provides all young people with a diverse range of learning experiences that allows them to engage in

learning and achieve their full potential. The curriculum is built to ensure all students access a high quality learning experience that does not disadvantage them by opportunity or experience and allows them to achieve a strong set of GCSE qualifications that will prepare them for the next stage in their journey of lifelong learning.

Alongside the formal curriculum students experience a range of extracurricular and alternative learning experiences that will give them the skills, confidence and inspiration to pursue their hopes and dreams.

Sexey's School prides itself on the number of young people who gain excellent GCSE and A level qualifications and go onto university, in particular those that go on to the top universities in the country.

We acknowledge and understand that university is not for all students and we ensure there is a quality careers offer in place to help young people make informed choices about their career pathway.

The curriculum has been reviewed in the light of the new National Curriculum introduced in 2014, leading to the English Baccalaureate (EBacc). Although Sexey's is an academy, the outlines of the National Curriculum are followed across the school.

## **COVID 19 RESPONSE AND CURRICULUM ADJUSTMENTS**

### **Government Statements**

Below are extracts from the guidance issued to schools from the government which have informed our adjustments:-

“In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended”

“...Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.”

“The key principles that underpin our advice on curriculum planning are:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.”

“Teach an ambitious and broad curriculum in all subjects from the start of the autumn term...”

“Aim to return to the school’s normal curriculum in all subjects by summer term 2021...”

“Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment”

“Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.”

### **Sexey’s School Adjustments and Response**

In light of these statements we have implemented the following

- All students are being asked to bring in all equipment needed for a school day, which includes stationary, highlighters, calculators and mathematical equipment so no sharing is required.
- Strict guidelines will be in place for making sure resources are following guidance
- The Marking, Checking, Feedback and Assessment policies have been amended to take into account of the new guidance. Please refer to the individual policies for further information.
- We are teaching all year groups the full curriculum as planned and with all the options that students have selected at the start of the autumn term.
- The curriculum is broad and balanced and the topics covered can be seen on the schools website which are referenced to the schools ethos.
- If remote learning is required, all students will still receive full curriculum through online platforms e.g. Microsoft TEAMS.
- All subjects will be investigating the gaps in student’s knowledge with the learning that took place in the summer term and the use of formative and summative assessments will be used. This includes the Cognitive Ability Tests and New Group Reading Tests for new year 7 students.
- The RSHE is ready for first teaching in the autumn term of 2021 and the curriculum plans for this is on the school website under Curriculum maps, linked to the Sexey’s Seven core ethos.

## **BE EXCEPTIONAL IN ALL THAT WE DO - CURRICULUM**

**We aim to encourage;**

- Learners who enjoy being creative, dynamic, reflective and make good progress.
- Learners who show resilience and courage to be challenged and ready for their future.
- Learners who show kindness, respect and empathy to fellow citizens and make a positive contribution to society.

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our continued aims.

### **STRATEGIC INTENT**

To develop a curriculum which:

- Takes into account individual needs and styles.
- Creates an aspirational high achievement culture.
- Allows everyone to experience success.
- Raises standards of attainment.

### **CURRICULUM PRINCIPLES**

- Provide a broad and balanced education for all students to maximise learning time in all subjects by fostering a positive attitude towards learning
- Clear progress over 7 years allowing student's to progress and develop their studies.
- Targeted support and additional challenge to ensure students make at least national rates of progress.
- Additional time will be offered for sports, arts, catch-up and master classes through an extended schools programme.
- To devise and implement a curriculum to motivate, challenge and further raise attainment across the school for all students
- To develop a curriculum that engages and inspires students in KS3, KS4 and KS5 so that they have life skills to deal with life after school and the aspirations to aim high.
- To develop a curriculum and culture that helps engage all students with outside providers, support services, businesses and involves outside speakers and educational trips.
- To support KS5 students to apply for their appropriate next steps, which will include vocational courses, apprenticeships and high education to include Oxbridge applications.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

- Support and promote students’ spiritual, moral, social and cultural development, which could involve community projects.
- Support and promote students’ physical development and responsibility for their own health, and enable them to be active.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support to enable them to work towards achieving their goals.
- Develop pupils’ independent learning skills and resilience.
- To understand and develop the Sexey’s values based on the schools Christian ethos.
- To find ways of informing students about developments within their local and global society.
- We aim to provide specialist teaching in all subjects.

“Teachers’ subject knowledge is detailed and extensive. Most teachers are specialists in the subjects they are teaching. This enables them to provide careful explanations of concepts and identify pupils’ misconceptions.”  
Ofsted March 2019

## **CURRICULUM STRUCTURE**

### **Key stage 3**

In Key Stage 3 all students study English, Mathematics, Science, History, Geography, Religion Studies, Art, Drama, Food Technology, French, Computing, Music, Photography, Physical Education and Product Design.

In Mathematics, Science and French students are placed into ability groupings during the second half term in Year 7, which continue through Years 7 and 8. For other subjects such as English, the Arts and Humanities, classes are mixed. Our belief is that all students can make excellent progress regardless of their prior attainment or any additional learning needs. We carefully monitor the composition of our teaching groups and adjust when appropriate.

### **Year 7, 8 and 9: 50 hours per fortnight**

<b>Core Subjects</b>	
<b>English</b>	7 hours per fortnight
<b>Mathematics</b>	7 hours per fortnight
<b>Science</b>	7 hours per fortnight
<b>Global Learning Faculty: Government and Politics*</b>	
Geography	3 hours per fortnight

History	3 hours per fortnight
French	4 hours per fortnight
Computer Science	2 hours per fortnight
<b>Character, Beliefs and Values Faculty</b>	
Religious Studies	2 hours per fortnight
PSHE and RSHE	1 hours per fortnight
<b>Creativity Faculty</b>	
Physical Education	4 hours per fortnight
Drama	2 hours per fortnight
Music	2 hours per fortnight
Art	2 hours per fortnight
Photography	4 hours per fortnight
Design Technology	These subjects will rotate through the year so all students will study all three.
Food	

## Key Stage 4

As students move into Key Stage 4 they are given the opportunity to opt to follow certain subjects while all following a core curriculum. Students follow a range of subjects that will lead to the EBacc.

Students all study English Language, English Literature, Mathematics, Science (at least two GCSEs), French, Physical Education, Personal Social and Health Education (PSHE) and Relationships, Sex and Health Education (RSHE). Students must choose from Geography or History and can then select additional subjects from three options which can include Triple Science, History, Geography, Religious Studies, Art, Drama, Food Technology, Computing, Music, Physical Education and Product Design.

## GCSE Options Structure

The option blocks are designed to allow choice and flexibility and we work hard to make the options adaptable, if possible, depending on the popularity of subject.

Some students will be recommended for a programme of Core Support in Year 10 and 11 to support their learning in English and Mathematics. These students will not subsequently take the French GCSE course (please note that this is not a choice for the students, it is determined through discussion between the SENDCo and the Head of French).

The following table shows the subjects that all students will study

<b>Core Subjects</b>	
<b>English</b>	7 hours per fortnight
<b>Mathematics</b>	8 hours per fortnight
<b>Science</b>	9 hours per fortnight
<b>Global Learning Faculty: Government and Politics*</b>	
French	5 hours per fortnight
<b>Character, Beliefs and Values Faculty</b>	
Religious Studies	2 hours per fortnight
PSHE and RSHE	1 hours per fortnight
<b>Creativity Faculty</b>	
Physical Education	3 hours per fortnight

## Key Stage 5

Sexey's Sixth Form offers post-16 provision for students progressing from Sexey's own Year 11, those choosing to join us from local 11-16 providers and those who wish to board from further afield.

Sexey's offers a mainly academic curriculum with A level subjects including Biology, Chemistry, Physics, Psychology, Mathematics, Further Maths, English Literature, Media, French, History, Government and Politics, Sociology, Business, Geography, Art, Photography, Religious Studies and a BTEC diploma in Sport and Exercise Science.

Students entering Year 12 in 2021 opt to choose three subjects from an option block with five columns. For 2021 we have been able to introduce Further Mathematics.

Option block choices will alter year on year to support student option choices



In year 13 most students progress with three courses at A Level and many students also complete the Extended Project Qualification (EPQ). However, in some cases the programme of study may be personalised to meet the specific needs of the student.

### **ENRICHMENT, SUPPORT AND INTERVENTION**

A range of intervention strategies are deployed in the school which include supporting students with additional needs, to those who are deemed gifted and talented. Additional support is provided across subject areas with particular emphasis on English, Mathematics and Emotional and Social Support. Students with extra educational need

If, at any stage, pupils are identified as having an extra educational need, we endeavour to provide it. This applies as much to extending the Gifted and Talented as to providing necessary support for those with specific learning difficulties. More details can be read here.

A policy for those with additional educational needs is available. As part of the School's Teaching & Learning Policy teachers are encouraged to use a wide range of teaching strategies to suit the learning styles of individual students.

### **QUALITY ASSURANCE**

The school will be able to evaluate the effectiveness of the Policy by:

- Regularly reviewing the Curriculum - including consulting all stakeholders on proposed changes for the following academic year.
- Ongoing discussions at Line Management Meetings with Curriculum Leaders.
- Through Lesson Observations and the School Self Evaluation departmental review processes.
- Examination Analysis of attainment and progress at KS4 and KS5.
- Assessment of Learning at KS3
- External scrutiny through Deep Dives
- Faculty Reviews
- Student voice
- Curriculum reviews

## **POICY REVIEW AND AMENDMENTS**

This policy will be reviewed annually.

Amendment	Detail	Date	Made by
a	Covid 19 statements and action points	13 <sup>th</sup> July 2020	RD
b	Amended – deletion of option blocks and routes	March 2021	RD
c	Review of policy. Update of option blocks for year 12 for 2021	August 2021	RD
d			
e			