

Leek High School



Curriculum Policy

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Introduction

Leek High School understands that implementing a broad and balanced curriculum is fundamental to providing students with the education they need to succeed in later life. At our school, we aim to inspire students through our curriculum, and encourage them to seek the paths they desire for their future careers.

This policy outlines our approach to the curriculum and provides clarity on:

- The responsibilities of key members of staff.
- The organisation, delivery and implementation of the curriculum for Key Stage 3 and Key Stage 4.
- The organisation, delivery and implementation of the curriculum for students post-16.
- The teaching, learning and planning arrangements for the curriculum.
- The assessment arrangements for students in all years.



1. School policies

1.1. This policy has been created in accordance with, and will be implemented alongside, the following school policies:

- Assessment Policy
- Homework Policy

2. Roles and responsibilities

2.1. The **Headteacher** is responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects that the school chooses to offer, are organised to reflect the aims and ethos of the school.
- Ensuring that all aspects of the curriculum include how it will be organised, delivered and assessed, and how individual needs of students will be met.
- Ensuring there is adequate time available for teaching the curriculum effectively.
- Where appropriate, ensuring the individual needs of students are met by disapplication of the curriculum, such as those with SEND.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and students are adequately informed of progress and attainment.
- Ensuring the Local Governing Body is fully informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- Ensuring all staff members, in particular Subject Leaders and Heads of Year, are aware of their responsibilities in relation to this policy.

2.2. The **Director of Curriculum and Standards** is responsible for:

- Working alongside the Headteacher, with senior leaders and middle leaders to design the curriculum, including how it will be organised, delivered and assessed, and how it will cater for students' individual needs.
- Leading curriculum development ensuring this meets the needs and aspirations of students, fulfils statutory guidelines and is in line with accountability measures.
- Supporting Subject Leaders with curriculum development planning.
- Holding Subject Leaders and Heads of Year to account for student progress and attainment.

2.3. **Subject Leaders** are responsible for:

- Reviewing how their subject area can support, enrich and extend the curriculum.
- Monitoring the ways in which developments within their subject area can be assessed and records maintained.



- Reviewing how their subject area can benefit the aims and objectives of the whole school.
 - Reviewing changes within their subject area and advising on their implementation in the curriculum.
 - Monitoring the teaching and learning of their subject area, providing support for staff where necessary.
 - Collating and analysing student assessment data and implementing interventions where necessary.
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- Ensuring the curriculum in their subject area is adequately planned and all teaching staff are aware of the syllabus.
 - Ensuring the continuity and progression from year group to year.
 - Encouraging staff to provide effective learning opportunities for students.
 - Helping to develop colleagues' expertise in their subject area.
 - Organising the deployment of resources and carrying out an annual audit of all subject-related resources.
 - Liaising with subject teachers across all year groups and phases.
 - Ensuring there is consistency in the delivery of their subject area.
 - Communicating developments in their subject area to all teaching staff.
 - Leading staff meetings and providing staff members with the appropriate training.
 - Organising, providing and monitoring CPD opportunities in their subject area.
 - Ensuring common standards are met for recording and assessing student performance.
 - Advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities.
 - Collating assessment data and setting new priorities for the development of their subject area in subsequent years.
 - Communicating assessment data to the Headteacher, Heads of Year and Local Governing Body, where required.

2.4. **Heads of Year** are responsible for:

- Working alongside the Director of Curriculum and standards to design the curriculum, including how it will be organised, delivered and assessed, and how it will cater for students' individual needs.
- Collating and analysing student assessment data and implementing interventions where necessary.
- Liaising with Subject Leaders and classroom teachers about key topics, resources and support for individual students.
- Reporting any concerns regarding the teaching of a subject to the Subject Leader

2.5. **Classroom teachers** are responsible for:



- Acting in accordance with, and promoting, this policy.
- Ensuring progression of students' skills, with due regard to the subject syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with Subject Leaders about key topics, resources and support for individual students.
- Monitoring the progress of students in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the Subject Leader.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Sharing best practice amongst colleagues.
- Working in partnership with other agencies to provide an appropriate range of curriculum opportunities.

2.6. The **SENCO** is responsible for:

- Liaising with Subject Leaders in order to implement and develop the curriculum throughout the school.
- Organising and providing training for staff regarding the curriculum for students with SEND.
- Advising staff how best to support students' needs.
- Advising staff on the inclusion of curriculum objectives in students' individual education plans.
- Advising staff on the use of teaching assistants in order to meet students' needs.

3. Curriculum rationale

3.1. At Leek High School we provide students with high quality educational experiences through a curriculum that is engaging, challenging and relevant for all. The curriculum is broad and balanced taking full account of the national curriculum programmes of study for Key Stage 3 and Key Stage 4.

3.2. The school has developed a curriculum that aims to:

- Inspire and motivate students.
- Encourage students to achieve to their full potential.
- Help students develop personal moral values, respect for religious values and an understanding of other races, beliefs and ways of life.
- Help students understand the world we live in.
- Help students develop self-esteem, self-worth and self-confidence.
- Meet the different needs of individual students, ensuring they have full access to the curriculum, or that alternative arrangements are in place wherever required.



- Incorporate effective and varying teaching methods to provide diversity in the delivery of the curriculum.
- Fulfil statutory assessment requirements and ensure students are adequately prepared for any assessment.
- Prepare students to make informed choices at the end of Key Stage 3, Key Stage 4 and KS5.

4. Key Stage 3 (Year 9) curriculum organisation

- 4.1. During Year 9, lessons are taught as five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.
- 4.2. The subjects that are taught during Year 9 are:
 - Art
 - Computing and IT
 - Design Technology
 - English
 - French
 - Geography
 - German
 - History
 - Mathematics
 - Performing Arts (Drama and Music)
 - Personal, Social, Health and Citizenship Education (PSHCE)
 - Physical Education
 - Religious Education
 - Science
- 4.3. In Year 9 the school uses five sets to appropriately allocate students within groups where they are amongst peers with similar progress and attainment.
- 4.4. In order to group students into sets, information is initially used from Key Stage 2 assessment information provided on transition; however, during the Year 8 transition days of the summer term CAT (Cognitive Ability Test) assessments are completed by Year 8 students to confirm Year 9 set membership.
- 4.5. Subject Leaders and Year Heads are responsible for reviewing student progress throughout the year and may move students into different sets as appropriate at any time.
- 4.6. Sets 1-2 contain 25 students on average. Sets 3, 4 and 5 are smaller in size typically consisting of between 15-20 students.

4.7. The organisation of sets within Year 9 for each subject are shown below:

	Art / Computing and IT Design Technology / French Geography /German /History Performing Arts / Physical Education Science	English / Maths / Science
Set 1	CAT standardised score very high to average	CAT standardised score very high to above average
Set 2		
Set 3	CAT standardised score average	
Set 4	CAT standardised score below average to very low	CAT standardised score below average to very low
Set 5		

5. Key Stage 3 (Year 9) curriculum delivery

5.1. In Year 9 students receive a set number of lessons per subject based on the fortnightly organisation of the curriculum.

5.2. The delivery of the Key Stage 3 curriculum across Year 9 is shown below:

Set	Art	Computing and IT	Design Technology	English	French	Geography	German	History	Maths	Performing Arts	Physical Education	Science	Library \ Careers
1	3	3	3	7	4	4	3	4	6	2	3	7	
2	3	3	3	7	4	4	3	4	6	2	3	7	
3	3	3	3	8	2	4	2	4	7	2	3	7	1
4	3	3	4	8	2	4	2	4	7	2	3	7	
5	3	3	4	8	2	4	2	4	7	2	3	7	

6. Key Stage 4 (Years 10 and 11) curriculum organisation

6.1. During Key Stage 4, lessons are taught as five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.

6.2. In Key Stage 4, students are taught four compulsory core subjects, and are able to choose a further three option subject choices.



- 6.3. The optional subjects outlined above are allocated to **three** blocks – students choose **one** subject from each block at the end of Year 9 to study throughout years 10 and 11.
- 6.4. Wherever possible, the school will try to allocate students their first choices for option subjects however, this cannot be guaranteed, and reserve choices may have to be allocated. The option subjects currently taught in Year 10 and 11 are:

Year 10	Year 11
Art	Art
Business Studies (BTEC)	Business Studies (BTEC)
Computer Science	Computer Science
History	Construction (BTEC)
Design Technology	History
Engineering	Design Technology
German	Engineering
Geography	French
Health and Social Care (BTEC)	German
Hospitality and Catering (BTEC)	Geography
IT (Creative iMedia)	Health and Social Care (BTEC)
Music	Hospitality and Catering (BTEC)
Sport and Fitness (BTEC)	IT (Creative iMedia)
Textiles	Music
	Sport and Fitness (BTEC)
	Textiles

- 6.5. In Key Stage 4, the school uses **five** sets to appropriately allocate students within groups where they are amongst peers with similar progress and attainment – these are only applied in English, maths and science. The same sets are also used in Physical Education for grouping purposes only.
- 6.6. In order to group students into Key Stage 4 sets, information is used from Year 9 assessments. Subject Leaders and Year Heads are responsible for reviewing student progress throughout the year and may move students into different sets as appropriate at any time.
- 6.7. The organisation of sets within the core subjects for Years 10 and 11 is the same as that used in Key Stage 3.
- 6.8. Sets 1-2 contain 25 students on average. Sets 3, 4 and 5 are smaller in size typically consisting of between 15-20 students.

7. Key Stage 4 curriculum delivery

- 7.1. Throughout Key Stage 4, students receive a set number of lessons per subject based on the fortnightly organisation of the curriculum.
- 7.2. The delivery of the Key Stage 4 curriculum is shown below across Years 10 and 11:

Set	English	Maths	Physical Education	Science	Option A	Option B	Option C
1	7	7	4	11			
2	7	7	4	11			
3	8	7	4	11			
4	8	7	4	10			
5	8	7	4	10			

8. Further curriculum information

- 8.1. RISE (Reading, Intervention, Support and Enrichment). To support every student to make the best possible progress thirty minutes are set aside every day for RISE (Reading, Intervention, Support and Enrichment) activities. During this time our students have individual or small group catch-up/booster sessions, time for silent reading, peer support/mentoring, year group/house assemblies, PSHCE sessions, or curriculum enrichment activities.
- 8.2. PSHCE (Personal Social Health and Citizenship Education). The PSHCE curriculum challenges students to become creative, successful and happy individuals. We aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. PSHCE is delivered primarily through input from specialist external providers supplemented through discrete delivery across the academic curriculum and during tutorial RISE sessions.
- 8.3. Sex and Relationships Education (SRE). The overall aim of sex and relationships education (SRE) at Leek High School is to support the personal and social development of every student, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. All students have the right to experience a programme of sex education and personal development at a level that is appropriate to their age and physical development that prepares them for adult life. Our SRE programme is wide ranging and inclusive and delivered through a range of activities throughout the year, many of which are delivered by specialist outside agencies.
- 8.4. Religious studies education is provided for all students as required by law. The programme is wide ranging and inclusive and delivered by external



organisations, through activities in tutor groups during RISE, in year group assemblies and during collapsed curriculum days. Parents have the legal right to withdraw their child from these sessions and alternative provision will be provided. Parents are welcome to discuss any issues with the school

- 8.5. Career Information Advice and Guidance (CAIG). Students are offered at least one interview with a specialist careers adviser in the last year of their compulsory education. A number of events, integrated into the school Business, Careers and Enterprise Programme offer providers an opportunity to come into school to speak to students information about all of the post-16 options available to them, including further education, apprenticeships and other work-based learning.

9. Post-16 curriculum

- 9.1. Leek High School offers post-16 education for students. Students choose three subjects at for Year 12 (A Level and/or BTEC) and carry on studying these in Year 13.
- 9.2. Students must have achieved GCSE grade 5+ for a chosen, or a similarly related, subject, to be eligible for studying at sixth-form, and must have a minimum of five GCSEs, which includes maths and English at grade 4+.
- 9.3. The subjects are currently taught in years 12 and 13 are:

Art – Fine Art	History
Art – Photography	Information Technology (Cambridge Technical)
Art – Textiles	Law
Biology	Mathematics
Business Studies (BTEC)	Mathematics – Core
Chemistry	Mathematics – Further
Design and Technology – Product	Media Studies
Design	Music
Drama and Theatre	Physical Education
English Language	Physics
English Literature	Psychology
French	Sociology
Geography	Spanish
German	Sport (BTEC)
Health and Social Care (BTEC)	

- 9.4. During sixth-form, lessons are taught as 60-minute lessons per day – students may have between 3-5 lessons a day designated as study periods for independent personal work. The timetable is organised fortnightly.

9.5. The delivery of the sixth-form curriculum is shown in the table below:

	Year 12	Year 13
	Lessons taught	
Block A	8	8
Block B	8	8
Block C	8	8
Block D	8	8
Block E	8	8

10. Teaching and learning

- 10.1. The teaching of the curriculum will ensure that students of all abilities are able to engage with the curriculum as effectively as possible, enhancing their knowledge and skills.
- 10.2. Students will be taught to describe key characteristics and associated processes in common language throughout curriculum subjects, as well as understand technical terminology and specialist vocabulary.
- 10.3. Students will undertake independent work and have the opportunity to work in groups and discuss with their peers.
- 10.4. Teachers use a variety of teaching methods to provide variation and enhance students' understanding.
- 10.5. Teachers ensure students apply their knowledge and understanding when developing, presenting and reflecting on ideas.
- 10.6. The school does not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

11. Planning

- 11.1. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 11.2. Teachers will use the learning content identified in the subject's syllabus as a source for their planning material.
- 11.3. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all students engage with their learning.
- 11.4. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.



- 11.5. Long-term planning will be used to outline the units to be taught within each year group.
- 11.6. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 11.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 11.8. Medium-term plans will be shared with Subject Leaders and Heads of Year to ensure there is progression between years.
- 11.9. Short-term planning will be used flexibly to reflect on the objectives of the lesson, the success criteria and the aims of the next lesson.
- 11.10. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account students' needs and identifying the method in which topics could be taught.
- 11.11. All lessons will have clear learning objectives, which are shared and reviewed with students.
- 11.12. Wherever possible, curriculum subjects will provide opportunities to establish links with other curriculum areas.

12. Assessment and reporting

- 12.1. Students will be assessed, and their progression recorded, in accordance with the school's assessment policy.
- 12.2. Students sit the following statutory assessments throughout their time at our school:
 - BTEC
 - Cambridge Nationals
 - Cambridge Technical
 - GCSE
 - AS-level and A-level
- 12.3. Annual assessments will be undertaken at the end of each year to judge students' attainment; in addition to this, formative and summative milestones are recorded electronically.
- 12.4. A written report for each student is sent to parents once per academic year. Reports outline students' progress in the subjects of the curriculum. Teachers make comments on the attainment of each student in terms of national age-related expectations.



- 12.5. Parents are invited to attend parents' evenings with their child's teachers during the Autumn and Spring terms. Parents are also welcome to discuss their child's progress with their teachers or the Headteacher at other times.
- 12.6. Teachers or the Headteacher may invite parents for a discussion based on their child's progress and/or results at any point during term times.
- 12.7. The Headteacher reports students' progress to governors on a termly basis, in the form of a Headteacher's report.
- 12.8. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the student's future teacher, in order to demonstrate where students are at a given point in time.
- 12.9. The progress of students with SEND will be monitored by the SENCO.

13. Homework

- 13.1. Homework is given to students and assessed in accordance with the school's Homework Policy.
- 13.2. The duration of homework tasks students are set will vary depending on the year group.
- 13.3. The difficulty of homework is set depending on each group's ability. Homework will challenge students; however, it will not be so difficult that students find it demoralising.
- 13.4. Homework will take a variety of formats, including written work, presentational exercises and project work.
- 13.5. Parents are encouraged to discuss any errors in their child's homework with their child. If they have any queries, they should make an appointment to see their child's teacher.
- 13.6. Feedback from parents about their child's homework is also welcomed by the school.
- 13.7. Teachers may decide to set extra homework if they feel it would be beneficial.
- 13.8. Students will be expected to undertake coursework as well as homework tasks.

14. Resources

- 14.1. Subject Leaders are responsible for the management and maintenance of resources, as well as for liaising with the finance office in order to purchase further resources.



- 14.2. Resources will be stored in each classroom, including workbooks, text books and any other materials, e.g. calculators.
- 14.3. Resources which are not required regularly, and those in relation to key whole-school topics, will be stored in department offices.
- 14.4. Display walls will be utilised and updated in accordance with a particular area of a subject being taught at a particular time.
- 14.5. Equipment and resources will be easily accessible to students during lessons.
- 14.6. Subject Leaders will undertake an audit of equipment and resources on an annual basis.

15. Equal opportunities

- 15.1. Leek High School ensures that all students, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances, will have equal access to the curriculum.
- 15.2. Where it is inappropriate for a student to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the student's needs and alternative arrangements involving extra support will be provided where necessary.
- 15.3. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.
- 15.4. The school aims to provide more academically-able students with the opportunity to extend their thinking through extension activities, e.g. problem solving, discussion exercises, investigative work and research.

16. Monitoring and review

- 16.1. This policy will be reviewed annually by the Headteacher in conjunction with the Director of Curriculum and Standards, Subject Leaders and Heads of Year.
- 16.2. Any changes made to this policy will be communicated to all members of staff.
- 16.3. Subject Leaders will monitor teaching and learning in the subject, ensuring that the content of the curriculum is covered across all phases of students' education.
- 16.4. All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.
- 16.5. The scheduled review date for the policy is **October 2020**.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____