



<b>Title and Description</b>	<b>Curriculum Policy</b>
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<b>Date of last review</b>	DRAFT NEW POLICY
<b>Approved by</b>	To be approved by LGB
<b>To be reviewed by</b>	Achievement and Standards Sub committee
<b>Responsibility</b>	Head teacher
<b>Review period</b>	Annually
<b>Date of next review</b>	June 2019

# CURRICULUM POLICY

## 1. Introduction

It is our aim to develop confident and self-disciplined learners who follow a curriculum which embraces the shared values of the school encapsulated in our ethos and values statement below:

## 2. Aims of our curriculum

Our curriculum aims to:

- Ensure a broad and balanced education for all students
- Support our ethos and values, including fundamental British Values
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health and well-being
- Promote respect for other people irrespective of sex, race, religion, ability, disability, sexual orientation, socio-economic group, or age
- Promote a positive attitude towards learning with high expectations of all students and appropriate levels of challenge and support
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

### **Framwellgate School Durham: Ethos and Values Statement**

#### **Excellence, Compassion and Respect for All**

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

#### **British Values**

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## 3. Relevant policies and publications

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). It complies with our funding agreement and articles of association.

This policy should also be read in conjunction with the school's Sex and Relationships Education Policy, our Special Educational Needs & Disabilities and Inclusion Policy, our Equality, Diversity and Community Cohesion Policy, and the Curriculum and Careers sections of our website which list the curriculum content for each subject and our careers education provision.

## 4. Organisation, planning and rationale for the curriculum

### Key Stages 3 and 4

Our curriculum is designed to reflect the prior learning of our students at each stage of their education, and offer progression to sixth form study, further or higher education, and work. It is not defined by artificial divisions between key stages but is coherent and relevant to the needs of our students.

Throughout a student's time in school, the curriculum will broaden or narrow at different stages. We recognise that in Year 6, the balance of the curriculum will have been focussed more on maths and English and less on foundation subjects. In Years 7 and 8 the curriculum widens to provide students with a broad range of academic knowledge. A degree of personalisation then allows students to choose from a wide range of academic and vocational subjects, with some GCSE content being introduced during Year 9 (this varies between subjects; see below) and assessment methods/grading being introduced towards the end of the year.

### Key features of our curriculum

The context of our school and students, and our ethos and values, have shaped our curriculum as follows:

- A focus on happiness, well-being and healthy lifestyles through the provision of 4 hours of Core PE each fortnight, throughout years 7 and 8, and 3 hours throughout Years 9-11
- High expectations of all students and a commitment to academic excellence means that all students study English Literature and the majority study a Modern Language & Humanity
- All subjects offered for examination at the end of Key Stage 4 are full GCSEs (or equivalent), taught for a minimum of 2 years, and with the time allocation necessary to provide depth to the learning
- A recognition that the core subjects (maths; English; science) provide the best progression routes to 6th form study and work is reflected in the time allocated to them
- A recognition that academic excellence & high-quality outcomes require a degree of choice and specialisation so that that students can focus on the subjects they enjoy, are good at, and offer the progression routes they need
- A focus on the arts and creativity allows students to develop confidence and build relationships
- PSHE and STEP (Study; Tutoring; Extended Learning; Preparation) lessons are integral to developing students who are not only "ambitious, kind, resilient and hardworking", but who understand the world around them (through democracy & citizenship, and philosophy & ethics), are ready to learn (through planning and study skills), and who are prepared for the wider world (through careers and Sex & Relationships Education)

### Prior learning

Our focus on academic excellence requires that students have the depth of knowledge and the skills necessary to begin each academic year. This means:

- Understanding the prior learning that has taken place at primary school
- Establishing a baseline for each student in each key subject area in Year 7 (and not simply through using the standardised SATs score from Y6)
- Designing a curriculum for Key Stage 3 to contain the body of knowledge and skills the students will need to start GCSE study in Key Stage 4

## The curriculum by year group\*

<b>Subject</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	<b>Y12</b>	<b>Y13</b>
Maths	6	6	7	7	7		
English	8	8	9	9	9		
Biology	2	2	4	4	4		
Chemistry	2	2	4	4	4		
Physics	2	2	4	4	4		
PE	4	4	3	3	3		
Geography	4	4					
History	4	4					
Geography or History			4	4	6		
PSHE	1	1	1	1	1		
RE	2	2					
Modern Language	4	4	4	4	6		
Design Technology	2	2					
Cooking and Nutrition	2	2					
Music	2	2					
Art	2	2					
Drama	2	2					
Digital Literacy	1	1					
Option 1 (Early Entry)			6	6		10	10
Option 2			4	4	6	10	10
Option 3						10	10
EPQ or Enhancements						4-10	4-10
<b>Approx hrs per fortnight</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>34-40</b>	<b>34-40</b>

\*1: The allocations above are correct for students starting Years 7, 8, 12 and 13 in September 2018. Students in Years 9, 10 and 11 will complete their pre-planned curriculum on their original time allocations (6 hours per option subject; 2 hours for PE and no dedicated PSHE lesson for students in Years 10 and 11. 3 options at 5 hours for students in Y9). The time allocations in the table above will feed through in subsequent years.

\*2: It is envisaged that the majority of students will take a modern language; the remaining students will choose an alternative fourth option subject

Ofqual recommend that the Guided Learning (taught) Hours at key stage 4 for each GCSE (or equivalent) roughly equate to 120-140 hours per qualification, although we aim to teach the content of each course over 155 hours. All qualifications are scheduled to be completed by Christmas of Year 11 to allow for appropriate revision time, except for one subject which students will take in Year 10. Given the time allocations above, and the recommended guided learning hours (and if assessment weeks/consolidation weeks aren't counted), Key Stage 4 teaching in each course will begin approximately as follows:

Option 1 (Early Entry):	Start of Year 9 (Completed by Easter of Y10) = Approximately 155 GLH
Option 2 + History or Geography + Modern Lang or other	November of Y9 (Completed by Xmas of Y11) = Approximately 155 GLH
Biology + Chemistry + Physics	Start of Year 9 (Completed by Xmas of Y11) = Approximately 155 GLH
English Language + English Literature	November of Y9 (Completed by Xmas of Y11) = Approximately 155 GLH
Maths	Start of Year 10 (Completed by Xmas of Y11) = Approximately 155 GLH

## Information, advice and guidance

Providing high quality information, advice and guidance is a prerequisite for allowing progression through the curriculum. In addition to the careers education and guidance provided at each key stage (see website for details), we produce high quality materials for students and parents, options evenings, and options interviews for each student/parent/carer at the key transition points.

## 5. Inclusion

Teachers set high expectations for all students. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our Special Educational Needs & Disabilities and Inclusion Policy, our Equality, Diversity and Community Cohesion Policies (available on our website).

## 6. Roles and Responsibilities

**The Local Governing Body** will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- All required 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the local governing body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The local governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The local governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN