

2017

Curriculum Policy



A Ogle
Alderman Peel High School,
Date: 30th January 2017

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1. Rationale

Aldermen Peel High School aims to:

- Put students at the centre of curriculum decisions, putting their needs above that of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students the next stage of their education and for a successful adult and working life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide vocational and academic courses which meet the needs of students.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.

2. Curriculum

A. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a broad and balanced 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.

Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- have and be able to use high quality functional skills, including key literacy, numeracy and computing skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

B. Curriculum outcomes

Alderman Peel High School's curriculum will:

- lead to qualifications that hold currency for employers and for entry to higher education.
- fulfil statutory requirements.
- enable students to fulfil their potential.
- meet the needs of young people of all abilities.
- 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 ks3, ks4 and beyond.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.

- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.
- ensure that the curriculum incorporates, and is improved and extended by, the school's specialist status
- develop a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- design a key stage 4 curriculum which meets the needs of students, parents and wider society.

C. Roles and responsibilities

The Associate 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 by the governors' annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- 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 Executive Headteacher and Governing Body will ensure that:

- it considers the advice of the Associate 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 Assistant Headteachers will ensure that:

- they have an oversight of curriculum structure and delivery within each link department
- detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with HoD/DoL on a regular basis and that actions are taken where necessary to improve these.

Heads of Department/Directors of Learning will ensure that:

- long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will 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 course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the Associate Headteacher informed of proposed changes to curriculum delivery.
- all relevant information/data is shared with the sims 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.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

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 amongst their colleagues in different schools and 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 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:

- 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 key stages 4 and 5.

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.
- be informed of any decisions to change the setting of their children.

D. Monitoring, evaluation and review

The governing body will receive an annual report from the Associate Headteacher on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

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

3. Curriculum Delivery

The school day is arranged into five 60 minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by Teaching Assistants and Higher-Level Teaching Assistants.

A. Teaching Groups, Class Sizes and Ability Grouping

Each year group at KS4 is split into 4 sets, labelled A, P, H and S and subjects are grouped for timetabling purposes.

Sets A, P, and H contain approximately 25-28 students, whereas Set S is smaller where possible, to consist of only 15-18 students. This is to allow for more personalised support for students from low prior attainment.

In order to allow students to make excellent progress, a variety of setting arrangements are arranged across subject areas. All setting arrangements are initially informed using transition information from Key Stage 2, however, teaching staff at APHS are to teach, assess and review setting arrangements throughout each students' time at the school.

B. Citizenship Education

Citizenship education is delivered via:

- 5 x collapsed curriculum days
- the RS/Philosophy & Ethics Scheme of Learning
- the vertical tutoring form time.
- C.O.R.E. Time

C. Sex and Relationship Education

Sex and Relationship Education at KS4 is delivered through the Religious Education course.

D. Computing

All students in KS3 receive ICT/Computer Science lessons and then progress to all students currently completing a GCSE in ICT or Computer Science. A minority of students complete the Level 1/Level 2 ICT Functional Skills course.

E. CORE Time

Students receive one hour per fortnight of CORE time which is designed to help promote Alderman Peel High School Core values, each of which falls under the headings: Commitment, Ownership, Responsibility and Excellence.

CORE time comprises assemblies (whole school and specific year group/students groups) and work in both tutor groups or year groups. CORE time seeks to support the citizenship education of students by addressing issues such as:

- Attendance
- Goal Setting and Motivation
- Careers Information and Guidance
- Health Well-being
- eSafety, Safeguarding and Child Protection
- British Values
- Social, Moral, Spiritual and Cultural Education
- PiXL Edge Resources - Leadership, Organisation, Resilience, Initiative and Confidence
- Interhouse competition

Appendix 1: KS3 Setting arrangements

Year 7 Setting

| Curriculum Grouping | EBACC English, French, Study Support (Becketts), Geography, History, RS, Art, Music, Drama | STEM Maths, Science, Computing, Technology, Food. | Physical Education |
|----------------------------|--|--|---------------------------|
| Set A | High prior attainment in English | High prior attainment in Maths and/or Science | Boys Set 1 |
| Set P | Middle prior attainment in English (two evenly balanced sets) | Middle prior attainment in Maths and/or Science (two evenly balanced sets) | Boys Set 2 |
| Set H | | | Girls Set 1 |
| Set S | Low prior attainment in English | Low prior attainment in Maths | Girls Set 2 |

Year 8 Setting

| Curriculum Grouping | EBACC English, French, Study Support (Becketts), Geography, History, RS, Art, Music, Drama | STEM Maths, Science, Computing, Technology, Food. | Physical Education |
|----------------------------|--|--|---------------------------|
| Set A | High prior attainment in English | High prior attainment in Maths and/or Science | Boys Set 1 |
| Set P | Middle prior attainment in English (two evenly balanced sets) | Middle prior attainment in Maths and/or Science (two evenly balanced sets) | Boys Set 2 |
| Set H | | | Girls Set 1 |
| Set S | Low prior attainment in English | Low prior attainment in Maths | Girls Set 2 |

Year 9 Setting

| Curriculum Grouping | English | Maths | Science | EBACC French, Spanish, Study Support (Becketts), History, Geography, RS | Open Art, Music, Drama, Technology, Food, Computing | Physical Education |
|----------------------------|---|----------------------------------|------------------------------------|---|---|---------------------------|
| Set A | High Prior attainment and High Attitude to Learning | High prior attainment in Maths | High prior attainment in Science | High prior attainment in Languages | Mixed ability setting throughout. | Boys Set 1 |
| Set P | High prior attainment in English | Middle prior attainment in Maths | Middle prior attainment in Science | Middle prior attainment in Languages | | Boys Set 2 |
| Set H | Middle prior attainment in English | | | | | Girls Set 1 |
| Set S | Low prior attainment in English | Low prior attainment in Maths | Low prior attainment in Science | Low prior attainment in Languages | | Girls Set 2 |

Appendix 2: Key stage 3 Curriculum Model

Currently KS3 students receive the following number of periods per subject per fortnight:

Year 7

| Set | CO RE | Eng lish | Mat hs | Int ervent ion | Sci enc e | MF L | Ge ogr aph y | His tor y | Co mp uti ng | Foo d Tec h | D& T | Mu sic | Art | Dra ma | PE | RS |
|-----|-------|----------|--------|----------------|-----------|------|--------------|-----------|--------------|-------------|------|--------|-----|--------|----|----|
| A | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| P | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| H | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| S | 1 | 8 | 8 | 4 | 7 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |

Year 8

| Set | CO RE | Eng lish | Mat hs | Int ervent ion | Sci enc e | MF L | Ge ogr aph y | His tor y | Co mp uti ng | Foo d Tec h | D& T | Mu sic | Art | Dra ma | PE | RS |
|-----|-------|----------|--------|----------------|-----------|------|--------------|-----------|--------------|-------------|------|--------|-----|--------|----|----|
| A | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| P | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| H | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| S | 1 | 8 | 8 | 4 | 7 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |

Year 9

| Set | CO RE | Eng lish | Mat hs | Int ervent ion | Sci enc e | MF L | Ge ogr aph y | His tor y | Co mp uti ng | Foo d Tec h | D& T | Mu sic | Art | Dra ma | PE | RS |
|-----|-------|----------|--------|----------------|-----------|------|--------------|-----------|--------------|-------------|------|--------|-----|--------|----|----|
| A | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| P | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| H | 1 | 8 | 8 | | 7 | 6 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |
| S | 1 | 8 | 8 | 4 | 7 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 2 |

Across Key Stage 3, students from low prior attainment, including all SEND students receive four fewer periods of MFL across the fortnight in order to allow for literacy and numeracy intervention to take place and close the gap related to age-related expectations.

Appendix 3: Key Stage 4 Curriculum Model

Year 10

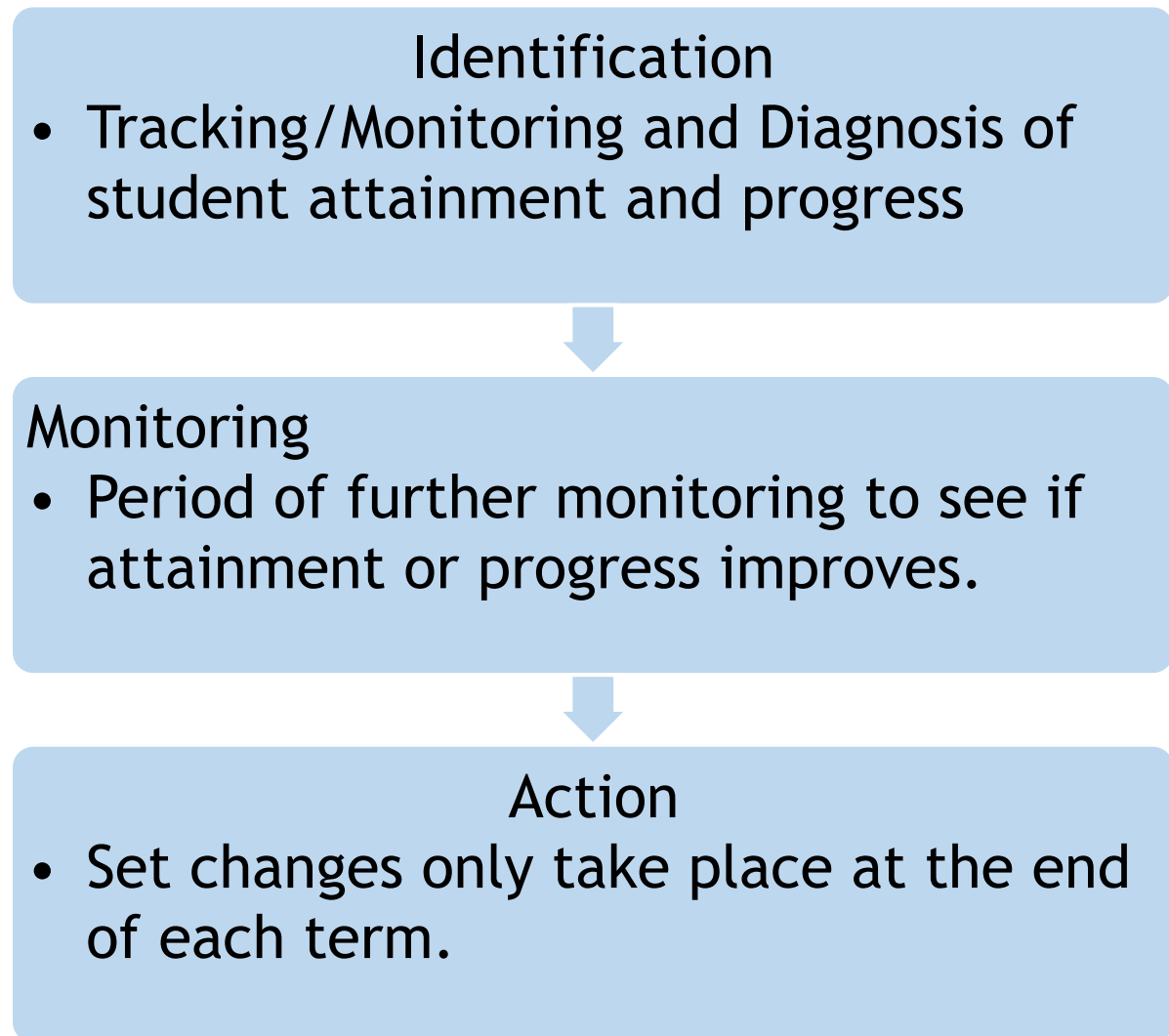
| Set | CO RE | Eng lish Lan g & Eng lish Lit | Mat hs | Sci enc e | Optio n A | Optio n B | Optio n C | Optio n D | PE | RS |
|------------|------------------|--|-------------------|--------------------------|----------------------|----------------------|----------------------|----------------------|-----------|-----------|
| A | 1 | 8 | 8 | 9 | 5 | 5 | 5 | 5 | 4 | 2 |
| P | 1 | 8 | 8 | 9 | 5 | 5 | 5 | 5 | 4 | 2 |
| H | 1 | 8 | 8 | 9 | 5 | 5 | 5 | 5 | 4 | 2 |
| S | 1 | 8 | 8 | 9 | 5 | 5 | 5 | 5 | 4 | 2 |

Year 11

| Set | CO RE | Eng lish Lan g & Eng lish Lit | Mat hs | Sci enc e | ICT Optio n | Optio n A | Optio n B | Optio n C | PE | RS |
|------------|------------------|--|-------------------|--------------------------|----------------------------|----------------------|----------------------|----------------------|-----------|-----------|
| A | 1 | 8 | 8 | 10 | 5 | 5 | 5 | 5 | 3 | 2 |
| P | 1 | 8 | 8 | 10 | 5 | 5 | 5 | 5 | 3 | 2 |
| H | 1 | 8 | 8 | 10 | 5 | 5 | 5 | 5 | 3 | 2 |
| S | 1 | 8 | 8 | 10 | 5 | 5 | 5 | 5 | 3 | 2 |

Appendix 4: Changes to Student Curriculum

In order to make any change to the curriculum of any student in any year group, teaching staff must follow the process below to ensure that all necessary communication has taken place:



| | |
|----------------------------------|----------------------|
| Author | Alastair Ogle |
| Ratification Date | |
| Review Date | |
| Signed Chair of Governors | |
| Date | |
