

Stockland Green School Curriculum Policy

2017 - 2018

Contents

Stockland Green School Vision	3
Curriculum Policy	4
Annex 1	
Teaching groups, class sizes and grouping by ability	8
Key Stage 3	10
Key Stage 4	11
Annex 2	
Key Stage 4 Performance Measures	13

Stockland Green School Curriculum Policy

Stockland Green School Vision – Aspire Believe Achieve

Stockland Green’s School curriculum policy is based on the following wider school aims, to:

- maintain a community where all members of Stockland Green School feel valued, cared for and respect those around them
- ensure that students **aspire** to be the very best that they can be in all aspects of their life
- develop a love of learning and build resilience to enable students to overcome the many challenges they will face
- develop students that **believe** that anything is possible if they work hard enough
- enable all to **achieve** personal excellence in everything that they do
- support our students to make the most appropriate choices for life beyond school
- create a stimulating environment in which individuals achieve their highest possible attainable academic standard through independent learning.
- work with, and then build upon the achievement of our partner primary schools to ensure students have an effective and smooth transition from Key Stage 2 to 3.
- ensure students understand how to stay safe in and outside school
- develop a partnership of parents, staff, students, governors and outside agencies working for everyone’s benefit.

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

2. The curriculum outcomes

Essential skills for all students including literacy and numeracy

For a child to do well at school and beyond they must be able to read, write and add up properly. For those that are functionally literate and numerate, a mastery and fluency in these essential elements benefits high flying careers, further education and general happiness. We are committed to ensuring that students receive a high proportion of English and Maths lessons in their timetable, and that those below Key stage 2 threshold of 100 on entry receive additional support to improve their grades.

We will ensure we meet the needs of the national curriculum and provide for a broad and balanced curriculum at Key Stage 3. Developing the key skills, knowledge and understanding to provide the building blocks for the newly reformed GCSE qualifications and secure high levels of progress for students in the academic core subjects with a clear focus on embedding the key literacy and Mathematics skills needed in the world of work.

All students need a strong academic passport to enable them to have choice when they leave school

Every student should leave school having met their potential. The curriculum supports this by operating a two year key stage 3 and a three year key stage 4 programme of study. The rationale behind this is that once a student has opted for a subject in Year 9 they need the extra time afforded by the three year programme to embrace and enhance their understanding of the subject. This also allows the time to develop opportunities for a whole range of stimulating experiences inside and outside of the classroom. Furthermore students are able to develop skills and aptitude needed for KS4 study personalised to need.

We will ensure that each student will be able to achieve the best possible outcomes at KS4, outperforming students in similar schools, whilst ensuring school headline performance measures are in line with National Average. These headline measures include: Progress 8, Attainment 8, Basics and Ebacc (see Annex 2 for further explanation). We will provide a range of suitable qualifications at KS4 to ensure all students can succeed and reach their goals for the next stage of their education at KS5 or training.

We are committed to the growth of our students' social, moral, spiritual and cultural understanding

There is more to secondary school than academic success, although we highly value this. We want our students to be good citizens that care for one another. When faced with obstacles our students should be equipped to overcome them. They should develop creatively and express this through the creative and expressive arts. We value healthy competition and ensure all students participate in non-core physical education, to develop a healthy lifestyle and enjoy sport.

We provide extra-curricular opportunities for students to be part of school life and grow in these ways. The curriculum we provide has elements of personal, social and health awareness during Citizenship lessons for all students and during SPHERE lessons which occur once per week in years 7 and 8 and fortnightly in years 9, 10 and 11. During this time, the students will also consider what it means to be British, world religions and other cultures and learn to be a cohesive family.

3. Roles and responsibilities

The 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 Governing Body will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored through regular meetings and liaison with relevant stakeholders.
- it contributes to decision making about the curriculum.

The Leadership team including Deputy Headteachers and Assistant Headteachers will ensure that:

- they have an oversight of curriculum structure and delivery across the school
- detailed and up-to-date curriculum maps/schemes of work are in place for the delivery of courses in their subject area and Faculty line management structures
- schemes of work are continually developed to meet new specification requirements and reviewed on a regular basis; curriculum maps are published on the school website with clear assessment objectives.
- levels of attainment and rates of progression are discussed with the team on a regular basis and that actions are taken where necessary to improve these.

Heads of Faculty and House Leaders will ensure that:

- long term planning is in place for all courses in line with new specifications. This is an organic process, with curriculum maps outlining an overview in the interim. Such schemes of work will be designed to contain curriculum detail on: context, learning outcomes, learning activities, differentiation, linked AOs and independent learning
- schemes of work encourage progression to meet and where possible exceed national standards.
- there is consistency in terms of curriculum delivery. Although currently in development, curriculum maps, with up to date schemes of work should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected according to cohort abilities 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. Clear assessment objectives re mapped across curriculum maps and SOL when developed.
- they keep their Leadership Group links informed of proposed changes to curriculum delivery.
- all relevant information/data is shared via Go4Schools. 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 both in Stockland Green School and across different schools through the ATLP and across the Teaching School Alliance 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:

- be treated as partners in their learning, contributing to the design of the curriculum.
- 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 high quality information, advice and guidance to enable them to make the appropriate curriculum choices at key stages 4

Parents and carers will:

- be consulted about their children's learning and in planning their future education at key milestones e.g. Year 8 options choices.
- be confident that their child is receiving a good 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.

4. Monitoring, evaluation and review

The Governing Body will receive an annual report from the 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.

Teaching groups, class sizes and grouping by ability

The timetable

The school operates a two week timetable. Each week is comprised of a twenty five period week. There are five periods per day, each of which lasts for one hour. However period 1 is extended by 5 minutes, to allow for class teachers to register the students. Each day ends with a thirty minute Citizenship lesson during within which structured activities take place each day. Also during this Citizenship lesson each House will have a weekly activity for personal development and well-being. Year 11 students receive a bespoke programme during their Citizenship lessons (Monday-Thursday inclusive). They are delivered targeted intervention and/or independent study time by experienced staff to master key skills in readiness for their GCSE examinations. On Fridays the Year 11 are with their tutors benefitting from the Citizenship programme tailored by the House teams.

Setting

Ethos and Values

In Key Stage Four, we believe students learn best at Stockland Green School when they are in groups of similar potential and taught by a teacher well matched to the class. This allows students of each range of potential to be taught, supported and guided effectively to achieve their very best GCSE results. However in the foundation years at Key Stage Three, Year 7 students are taught in mixed ability classes in all subjects except Maths (students are in three bands- higher, middle and lower). In a classroom setting, a mixed ability approach allows for diagnostic teaching and promotes equality of opportunity with furthered outcomes for all levels. It is an ideal climate to develop a culture of mutual respect, support, understanding and tolerance between students. The challenge and pace of a lesson will be differentiated so that the work is engaging but appropriate for the differing levels. In year 8, the students are taught in mixed ability classes in English. In the remaining subjects, students are taught in sets and banded. The X band is higher and upper middle ability students whereas the Y band is middle and lower ability students.

Guiding Principles - Setting

Where setting is used as a strategy within a subject the following points must be considered:

1) Students are initially placed into groups on the basis of their potential

- This means using their KS2 SATs scores and basing groups on the order of these scores
- Where there are discrepancies assessment grades or other relevant data will be taken into consideration
- Where relevant data cannot distinguish students, staff should use their professional judgement with the Head of Faculty or relevant postholder being responsible for the final decision.

2) Groups should be formed so that, insofar as possible, students are of a similar potential.

- Where setting has been used a wide range of target grades in a group is inappropriate. Therefore students are generally set according to three ability bands: higher, middle and lower.

3) Mixed ability groups should include all three ability bands.

- Where mixed ability classes are used, the class teacher must ensure that differentiation is appropriately matched to the needs of the learners.

4) All groups are matched to the strengths of the teachers in the faculty.

- Heads of Faculty are to allocate staff appropriately using their professional judgement
- Staff should be matched to groups according to their strengths and expertise in all core subjects.
- The Head of Faculty and link Leadership staff member, exercise the right to change setting to ensure students' needs are met, in consultation with the parents and student.

5) Intervention should be put in place on the basis of the degree of student need and the source of funding for the intervention

- Members of staff funded by pupil premium should work mainly with disadvantaged students
- Members of staff funded through SEN should work with students with SEN
- "The degree of need" is determined using data. If a student is below their target then there is need, if they are far beneath their target then there is a larger degree of need.
- "The degree of need" could also be level of SEN need or another need as identified by the Head of Faculty.

Guiding Principles – Movement between groups

1) All students should be achieving or exceeding their potential

- A child should be achieving their target grade, if they are not then there must be a reason that has been shared with the student and HoF before any movement between sets.
- Behaviour and attitude to learning are not (except in extreme circumstances) reasons for a change in group, as this is not a reliable indicator of potential.
- A couple of poor test grades do not automatically mean that a student has a low potential, this could be down to a personal reason or a lack of intervention in class for example.

2) Underperforming students should be tracked, monitored and supported to improve their academic performance.

- Class teachers should be tracking their students through assessment data and Class Snapshots (intervention plans).
- Where students are underperforming the House Leaders should be consulted. Interventions should be put in place to ensure these students make better progress (seating plans, BfL, different resources, more questioning, group work, 7th teacher etc).
- A record of these actions should be kept.

3) High performing students should be stretched and challenged within their group

- If a student is doing very well they should be stretched and challenged with extra or different work.

- We should be very sure that a student is capable of the demands of a higher set before moving them. We would need to see data and evidence that they are completing this work to the right standard.

After appropriate support has been given to students, it could be considered that a student could move to a group that will best support their needs. Our students and parents will be informed about any setting decisions. However, decisions regarding change of staff, will not be shared with parents, as these decisions are based on professional judgement.

Key stage 3

Years 7 & 8

Our provision follows a two year programme at KS3 that delivers the National Curriculum across the subject areas identified in the table below:

Students follow a SPHERE programme for one period per week. This programme allows students to develop their learning and thinking skills, participate in Personal, Social and Health Education, and experience Citizenship lessons with an emphasis on British Values. This is also delivered through assemblies, PSHE days and careers events.

Currently years 7 and 8 students have the following number of periods per subject per fortnight:

Key stage Three: Year 7

Subject	Periods
English Language and an accelerated reader lesson	4
English Literature	4
Maths	8
Science	9
PE	4
Computing and Technology	4
Art	2
Drama	2
Music	2
Geography*	3
History*	3
French*	3
SPHERE(Social, Personal, Health Education and R.E)	2

*7y3 are the students below the KS2 threshold of 100. They are taught bespoke literacy skills through the 'How Language Works' principles to enable them to catch up with their peers.

Key stage Three: Year 8

Subject	Periods
English Language	4
English Literature	4
Maths	8
Science X band	6
Science Y band (embedded literacy and numeracy skills)	9
PE	4
Computing and Technology	4
Art	2
Drama	2
Music	2
Geography X band**	4
Geography Y band	3
History X band**	4
History Y band	3
French X band	4
French Y band (mastery of basic literacy skills)	3
SPHERE(Social, Personal, Health Education and R.E)	2

** The curriculum includes a wider reading scheme

Key stage 4

Our provision at KS4 follows a three year programme with students following a set of core courses all leading to a GCSE qualification. This core is supported by a range of optional courses. Within the combination of subjects available students will be expected to study subjects that qualify for the Ebacc where appropriate. SPHERE delivery continues at Key Stage 4 through Citizenship lessons and core P.E takes place for all students.

Green Pathway

Subject	Periods		
	Year 9	Year 10	Year 11
English Language and English Literature	9	8	9
Maths	8	9	8
Science (Triple and Double award)	9		
Core PE	3		
SPHERE	1		
Geography or History	5		
French	5		
Choose 1 or 2 options from : Art, Art Textiles, Computer Science, Drama, French, Geography, History, Music, Product Design, PE, Food Technology, Art Textiles, Triple Science (Year 10 and 11)	5		

Blue Pathway

Subject	Periods		
	Year 9	Year 10	Year 11
English Language and English Literature	9	8	9
Maths	8	9	8
Science (Triple and Double award)	9		
Core PE	3		
SPHERE	1		
Geography or History	5		
Choose 3 options from : Art, Art Textiles, Computer Science, Drama, French, Geography, History, Music, Product Design, PE, Food Technology, Art Textiles, Triple Science	5		

Lilac Pathway

Subject	Periods		
	Year 9	Year 10	Year 11
English Language and English Literature	9	8	9
Maths	8	9	8
Science (Triple and Double award)	9		
Core PE	3		
SPHERE	1		
Geography or History	5		
Additional English or Maths	5		
Choose 2 options from : Art, Art Textiles, Computer Science, Drama, French, Geography, History, Music, Product Design, PE, Food Technology, Art Textiles, Triple Science	5		

Key Stage 4 Performance Measures A summary of Attainment 8 and Progress 8

Progress 8 aims to capture the progress a student makes from the end of primary school to the end of secondary school. It is a value added measure, which means that students' results are compared to the actual achievements of other students with the same prior attainment nationally. The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at Key Stage 4, and reward schools for the teaching of all their students, measuring performance across 8 qualifications.

Progress 8 will be calculated for individual students solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their students.

Schools should continue to focus on which qualifications are most suitable for individual students, as the grades students achieve will help them reach their goals for the next stage of their education or training.

Attainment 8 will measure the achievement of a pupil across 8 qualifications including Mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

A Progress 8 score will be calculated for each student by comparing their achievement – their Attainment 8 score – with the average Attainment 8 score of all students nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the students compared to the average of pupils with similar prior attainment.

A school's Progress 8 score will be calculated as the average of all its students' Progress 8 scores. It will give an indication of whether, as a group, students in the school made above or below average progress compared to students with similar starting points nationally.

Attainment 8 and Progress 8 scores will be published in the 2016 performance tables.

(source :

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/555090/Progress_8_school_performance_measure.pdf - DoE)

English and Maths Threshold Measure

The English and Maths threshold measure will also be published in the performance tables which is the percentage of students achieving a grade 5, when first reported in performance tables in 2017.

Ebacc

The Ebacc performance measures are:

- Percentage of pupils entering the English Baccalaureate
- Percentage of pupils achieving the English Baccalaureate

This measure includes the three highest point scores from any of the EBacc qualifications in science subjects, computer science, history, geography, and languages.

Date: September 2017