



Stockland Green School

Curriculum Rationale

2019 / 2020

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ATLP Curriculum Philosophy 2018-21

The ATLP curriculum aims to provide children with a broad and academic programme that closely follows the National Curriculum. Our provision is a coherent and carefully sequenced (knowledge engaged) curriculum based on the principles of cognitive science. There is a focus on the development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure a deep and enduring understanding in discrete subject areas.

The content and experiences within our curriculum are designed to accumulate and address the gaps in cultural capital of all our students in particularly the disadvantaged. Our extra-curricular offer supports our provision, with a focus within each subject thus helping to form stronger schemata for long term retention

ATLP Curriculum Development Quality Circle	ATLP Quality Circle – Teaching, Learning & Assessment	ATLP Challenge Partnership
<p>The curriculum development groups enact the common intent of the ATLP curriculum.</p> <p>The framework of cognitive education is constructed through three core principles:</p> <ol style="list-style-type: none"> 1. Teaching the ‘right’ subject knowledge 2. Development of schemata through retrieval and spaced practice 3. The application of knowledge <p>Data Driven Instruction [DDI] will enable curriculum teams to reflect regularly upon the curriculum - the content coverage and how best to teach and refine (re-teach) over the next few weeks.</p> <p>Mapping of experiences within the curriculum to accumulate and address gaps in cultural capital across subjects and the school.</p>	<p>The collaborative planning and delivery of professional development to assist teachers with the implementation of cognitive thinking techniques in the classroom.</p> <p>The ultimate goal is that every adult and child within the ATLP ‘family’ recognises the importance of mental organisation and literacy in learning .</p> <p>Regular Instruction coaching for all teachers will identify the necessary goals to more effectively deliver our curriculum in their classrooms.</p> <p>Annual Common assessments in key subjects across MAT schools will enable accurate and reliable data which will assist in the evaluation of the curriculum.</p>	<p>The purpose of the ATLP challenge partnership is to measure the impact of curriculum development and the framework of cognitive thinking techniques within ATLP schools. The process will allow for the identification and sharing of best practice and the development of leaders’ capacity.</p> <p>School leaders working collaboratively to determine emerging issues and training needs to be addressed, potentially linking with the work of the Teaching School.</p>

Stockland Green School Curriculum Intent

Stockland Green School Vision – Aspire Believe Achieve

1. Curriculum Intent

At Stockland Green School we are a school with the highest aspirations for our young people and wider community. We believe in opportunities and provision that will not only help students to achieve academically but will help them to develop into fine young adults that will make a positive contribution to the world around them.

We believe that our curriculum should provide a broad and balanced experience for all our students. It should develop young adults that demonstrate our PRIDE characteristics of Perseverance, Resilience, Integrity, Determination and Empathy, and allow for the development of our students into well rounded individuals.

The curriculum is everything that happens in our School, which helps students learn and develop knowledge, understanding, skills, values and attitudes. Learning takes place in the classroom, and also, for example, through assemblies, theatrical and musical productions, clubs, residential courses, educational visits, and community work.

Our curriculum aims to address the social disadvantage of cultural capital [the essential knowledge that students need to be educated citizens]. Central to our curriculum intent is to build a rich and diverse knowledge base for all students through providing a broad and balanced curriculum up until the end of Year 9 from September 2020 where students engage in the richness of their subjects and they will learn the very best knowledge that each subject has to offer.

As part of our drive for a knowledge rich curriculum, we focus on cognitive learning strategies; embedding strategies across the curriculum that support the learning process. Also through the careful and thoughtful sequencing of our subject content, we develop cross curricular links to ensure students make connections across the curriculum thus strengthening the learning process.

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

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 currently 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. 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.

3. 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.

4. Inclusion

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

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Enrichment and PRIDE

Enrichment is provided to Year 7-9 and encompasses all the topics required within statutory guidance for PSHE, Relationship and Sex Education and Careers Education. Students will cover the following:

- 1) How to learn, revise and use long term memory – Historical Epochs
- 2) Careers Education
- 3) Rights Respecting Schools Project

- 4) Healthy Relationships
- 5) Sex Education
- 6) Health and wellbeing

The Enrichment Curriculum will support students developing awareness of themselves, their beliefs and values as well as their aims and aspirations. Students will learn about the importance of communication skills, listening and oracy in these lessons as well as respect and tolerance for the views of others.

The Enrichment Curriculum works in tandem with the whole school PRIDE character values programme. Throughout the lessons students will consider what makes them proud of themselves, how to be responsible for themselves and others, what it means to have integrity and how to demonstrate this, how to show determination and resilience in the face of challenges and how to be empathetic for others.

As a Rights Respecting School, students will also have the opportunity to show their global citizenship and awareness of their own rights and the rights of others by working towards a project in support of Red Nose Day, Water Aid and Amnesty International.

6. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives

7. The Timetable

The school operates a two week timetable. Each week comprises of a 25 period week. There are five periods per day, each of which lasts for 1 hour. This allows time for developed and rigorous learning.

Each morning begins with a 5 minute registration and equipment / uniform. Each afternoon there is either a 25 minute citizenship period.

Key stage 3 (until July 2020)

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 – X Band

Subject	Periods
English Language and an accelerated reader lesson	4
English Literature	4
Maths	8
Science	9
PE	4
Technology (Art, Art Textiles, Hospitality & Catering, Design Technology)	4
Computing	2
Enrichment	2
Drama	2
Music	2
Geography	2
History	2
French	3
R.E	2

Key stage Three: Year 7 – Y Band (Y1, Y2, Y3)

Subject	Periods
English Language and an accelerated reader lesson	4
English Literature	4
Additional English	1
Maths	8
Science	9
PE	4
Technology (Art, Art Textiles, Hospitality & Catering, Design Technology)	4
Computing	2
Enrichment	2
Drama	2
Music	2
Geography	2
History	2
Spanish	2
R.E	2

Key stage Three: Year 7 – Y Band (Y4)

Subject	Periods
Additional English	2
Maths	8
Additional Maths	2
Science	9
PE	4
Technology (Art, Art Textiles, Hospitality & Catering, Design Technology)	4
Computing	2
Music	2
Creative Curriculum	17



Key stage Three: Year 8 (X Band)

Subject	Periods
English Language	4
English Literature	4
Maths	8
Science	8
PE	4
Technology (Art, Art Textiles, Hospitality & Catering, Design Technology)	4
Computing	2
Drama	1
Music	1
Geography	3
History	3
French	5
R.E	1
Enrichment	2



Key stage Three: Year 8 (Y Band)

Subject	Periods
English Language	4
English Literature	4
Additional English	1
Maths	8
Additional Maths	1
Science	8
PE	4
Technology (Art, Art Textiles, Hospitality & Catering, Design Technology)	4
Computing	2
Drama	1
Music	1
Geography	3
History	3
French	3
R.E	1
Enrichment	2

Key stage 4 (until July 2020)

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.

Year 9

Subject	Periods
English Language and English Literature	9
Maths	9
Science (Triple and Double award)	9
Core PE	4
R.E Core	1
Enrichment	2
EBACC 1 (History, Geography 1, Geography 2, French 1, French 2, RE)	4
EBACC 2 (Geography, History 1, History 2, French, Additional English, Additional Maths)	4
Option C (Art, Art Textiles, Health and Social Care, Computer Science, Hospitality and Catering, PE)	4
Option D (Art Textiles, Drama, Music, Hospitality and Catering, Design Technology, RE, I Media)	4

Year 10

Subject	Periods
English Language and English Literature	9
Maths	9
Science (Triple and Double award)	9
Core PE	3
Option A (History 1, Computer Science, PE, Art, Music, History 2)	5
Option B (French, Art Textiles, Design Technology 1, Drama, Hospitality and Catering, Design Technology 2, Additional English, Additional Maths)	5
Option C (Additional Maths, RE, French, Art, Geography 1, Geography 2, PE)	5
Option D (Hospitality and Catering 1, Geography, History, French, Computing, Hospitality and Catering 2)	5



Year 11

Subject	Periods
English Language and English Literature	9
Maths	9
Science (Triple and Double award)	9
Core PE	3
Option A (Additional English, History 1, Computer Science, PE, Music, Geography, History 2, Independent Study)	5
Option B (French, Art Textiles, Design Technology 1, Drama, Hospitality and Catering, Art, Design Technology 2, Independent Study)	5
Option C (History 1, RE, French, Design Technology, History 2, Additional Maths, Independent Study)	5
Option D (Drama, Geography, Hospitality and Catering 1, Design Technology, Hospitality and Catering 2, French, Art, Independent Study)	5

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