

Curriculum Policy

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| Date Last Reviewed | October 2023 |
| Committee Responsible | QE (Quality of Education) |
| Designated Member of Staff | Vicki Price |
| Date of Next Review: | October 2024 |

STATEMENT OF INTENT

The Grey Court curriculum aims to be an inspirational and aspirational curriculum that meets the needs of a diverse range of learners. Our student profile is typically mixed, but with a higher prior attainment entry when compared to the national average. All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into consideration. Grey Court's curriculum policy is underpinned by its commitment to deliver all five outcomes of Every Child Matters:

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic well-being
- Make a positive contribution.

The school will always deliver its teaching on the basis of the worth of the individual within a culture that fosters respect for others and celebrates diversity. The school will always strive to offer students the opportunity to develop their talents to the maximum; to broaden and deepen their areas of interest; to furnish them with the skills to learn, not only whilst at the school, but throughout their lifetimes.

The school will ensure that every student has access to the National Curriculum along with as wide a range as possible of other experiences. We also believe that the curriculum itself should reflect the cultural diversity of our society as a whole, so that all students grow up with an awareness of the contribution made by other cultures to that society, even if they have not directly encountered them at school. Wherever possible we seek to create an "intellectual space" within our curriculum across all key stages to allow for discussion and debate around issues related to race, ethnicity, disability,

gender, sex, age, religion, sexual orientation and political affiliation. We are committed to taking steps to ensure the balanced presentation of opposing views on these issues when they are brought to the attention of students.

CURRICULUM POLICY

This Curriculum Policy is a statement of good practice that covers all aspects of the school's activities that contribute to the development of each student's learning, abilities, character, behaviour and social awareness. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

AIMS

- To provide an inspirational and aspirational curriculum that challenges and motivates each individual student
- To extend teaching delivery to cover as wide a range as possible of learning opportunities
- To monitor achievement constantly and to check assumptions through external validation
- To ensure a smooth transition for all students from Key Stage 2 to Key Stage 3 (KS2 and KS3)
- To provide a KS3 curriculum that builds on information and aspirations identified at KS2
- To provide a Key Stage 4 (KS4) – the central phase within the 11-19 curricular offer – that ensures continuity, progression and assessment
- To provide at KS4 a curriculum that offers a range of options suited to meet each individual student's needs
- To provide a personalised Key Stage 5 (KS5) curriculum that ensures there are clear progression routes to enable students to continue onto higher education or apprenticeships
- To prepare students for the challenges and opportunities of further education
- To prepare students for the challenges and opportunities of adult life.
- to develop a holistic curriculum that provides a framework whereby students can explore (in a non-partisan manner) issues related to race, ethnicity, disability, gender, sex, age, religion, sexual orientation and political affiliation.

IMPLEMENTATION

General Principles

The curriculum is used to promote the spiritual, moral, cultural, emotional, mental and physical development of all students. The objective is to increase students' knowledge, skills and understanding as they grow and develop and become more aware of the world around them. The curriculum is carefully planned and structured to ensure that learning is continuous, and that students make good progress in developing their learning.

In line with the National Curriculum, our curriculum engages the students' interest and encourages and motivates them to want to learn, debate and reason. It is exciting and offers students first hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding. Areas of teaching include:

- The aesthetic and creative

- Society and the environment
- Reading and oracy
- Mathematics and numeracy
- Physical and health education
- Science and technology
- Citizenship and personal and social education and financial awareness (known as Personal Development and Wellbeing – PDW at Grey Court)
- Wellbeing and mindfulness
- Moral reasoning and action
- Value and belief systems
- British values - especially shared principles that underpin our society: democratic rights, respect tolerance and acceptance.
- Preparation for work, leisure and lifestyle.

Learning Processes

Students will experience a wide range of learning processes within a variety of access routes that will enable them to understand the areas of knowledge and experience and to interrelate these. Examples of these processes include: the recording and clarifying of information, problem-solving, decision-making, project planning, ways of organising and systematising knowledge through themes, formulae and key concepts, and varied forms of expression such as oral performance, graphic communication and story-writing.

Learning Environments

Students will experience a wide range of learning environments to include: the classroom, workshop, sports field and gym, computer suite, laboratory, library, cyberspace and the wider environment of the local community and field studies locally and in other parts of the world. We value hybridity and wherever possible promote collaborative interactions and learning models which expand students' horizons and perceptions of the world around them.

KS3 Curriculum

Our focus across the KS3 curriculum is to provide all students with the opportunity to develop the skills and acquire the knowledge needed across a range of subjects so that they are best equipped for KS4.

Our curriculum for KS3 runs over 3 years and encompasses the following subjects:

- Art and Design
- Computing
- Design and technology
- Drama
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages (Mandarin, French, German and Spanish)
- Music
- Physical Education
- Science
- Personal Development and Wellbeing (PDW)

- Religious Education (with reference to SACRE as appropriate).

Distinctive elements of our KS3 curriculum include:

- The Year 7 Scholarship programmes : Grey Court runs two scholarship programmes in year 7; one in sport and one in visual and performing arts. Those talented in sport or visual and performing arts can apply, on entry to Year 7, for a place on the school scholarship programme. Additional curriculum time is allocated to students on these programmes.
- The sports mile : all students in Year 7 run a mile during tutor time once a week as part of the school's commitment to improve the health and fitness of its young people.
- Year 7 wellbeing course : At Grey Court we endeavour to provide Year 7 students with the best possible start to their educational career by helping them to learn the best ways to look after their wellbeing. To facilitate this we deliver wellbeing lessons one period per week, which also complements our PDW (Personal Development and Wellbeing, including RSHE) curriculum. The wellbeing lessons are taught in modules which include: settling into secondary school, healthy relationships, online safety, the keys to happiness, mindfulness, and building resilience.
- The Year 7 "Black British history" course whereby students are made aware of the contribution of Black Britons to our history and culture.
- The accelerated reader programme: The school recognises that reading is an important element of the curriculum and that vocabulary acquisition and comprehension play a significant part in improving academic success and life chances. Students in year 7 and 8 have a period of reading once a week. As part of this programme, reading levels are assessed and progress monitored throughout the year through quizzes taken after having read a recommended book.
- Year 8 and 9 Maths and English groups: Students in Year 8 and 9 who take one modern foreign language , rather than two, as part of their curriculum, receive literacy and numeracy support for two periods a week.
- Throughout Year 8, students participate in Gradu8 - a programme of eight challenges they are expected to complete in the course of the year. Gradu8 aims to continue the momentum and focus of Year 7, as well as raise achievement and engagement through a series of challenges built around academic progress and the Grey Court ethos.
- Year 9 mindfulness : Mindfulness and yoga have been introduced into the Year 9 curriculum as a way of improving the health and wellbeing of our students. Mindfulness teaches students how to focus their attention and be more aware of what is happening to them and around them. It teaches them to cope in stressful situations. Yoga complements mindfulness as it requires focused attention, correct breathing techniques and helps to improve fitness.

KS4 Curriculum

We ensure that our curriculum offer meets the interest, aspirations and needs of our students by surveying Year 9 students in the first term.

At KS4, in addition to the Core Subjects (English, Mathematics, Science and Physical Education) we offer a wide range of options, including a breadth in our modern foreign languages and vocational choices. This enables us to offer a personalised curriculum to suit our diverse range of learners. More able students are expected to choose a humanities and a modern foreign language for GCSE, and the most able are offered the opportunity to study AS politics in KS4. In addition, students follow a personal development and wellbeing, citizenship, careers and financial education (PDW - personal development and wellbeing, including SRHE) programme of study, which like Religious Studies and Computing, is delivered through a weekly rolling timetable and a Year 10 themed day in the Summer term. For a full list of option subjects offered, see Appendix 2.

KS5 Curriculum

At KS5, we offer a range of A-levels and vocational subjects, according to the needs of our students. Students choose 3 or 4 subjects in Year 12. Timetables include dedicated supervised study periods to promote independent learning. Where appropriate, students are encouraged to develop and practise the higher level thinking skills and critical reasoning, debate, evaluation, creativity and academic writing that will facilitate progress to elite universities and competitive higher education courses and programmes on a national and international scale. In line with the British University Curriculum we dedicate Wednesday afternoons to social, cultural and sporting enrichment. In addition, students follow a personal development and wellbeing, citizenship, careers and financial education (PDW - personal development and wellbeing, including SRHE and computing skills) programme of study which is delivered through a rolling timetable one period a week. We actively promote speakers and debates from a wide range of charities, institutions and organisations in order to promote the fundamental values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs - we aim to provide students with the intellectual tools to challenge indoctrination by presenting viewpoints in a balanced and reasonable manner.

For a full list of option subjects offered, see Appendix 3.

Curriculum Model

For the curriculum overview see Appendix 1.

Reading and Oracy Across the Curriculum

The school's developing reading strategy aims to promote a culture of both academic reading and reading for pleasure, as well as a focus on development of oracy skills.

Students will have numerous opportunities throughout the curriculum to enable them to develop their reading and oracy skills through a common approach and ethos. There is a focus on sharing reading as a social experience through reading conversations and reading aloud. This is complemented with subject-related reading ideas generated through the 'faculty focus months' in the library.

There is an annual oracy day during which all lessons are designed to involve students in activities that specifically focus on developing communication skills and confidence.

On induction day, the new Year 7s are given a book to read as part of the Big Read project. The book is chosen by current year 7s. Lessons at the start of year 7 across all subject areas are based on cross

curricular themes in the Big Read book for that year. Students in Year 7 and Year 8 enjoy weekly reading lessons and are encouraged to read for pleasure through our accelerated reader programme.

Dedicated tutor time in KS3 and KS4 is allocated to developing shared reading experiences. In key stage 5 there is an active reading programme to develop further wider reading and notetaking skills to enhance A level performance and prepare students for the expectations of University research.

Mathematics Across the Curriculum (MAC)

All staff, through their curriculum areas, have a key role in supporting and promoting mathematics across the curriculum. Where appropriate, common approaches for reinforcing the use of number skills will be adopted.

Personal Development and Wellbeing (PDW)

Personal Development and Wellbeing (including RSHE, Financial awareness, Careers and Citizenship) is delivered through a co-ordinated programme, which is taught mainly by tutors once a week on a rolling timetable. Outside speakers and workshop facilitators are brought in to deliver sessions where relevant and appropriate. Across each key stage we aim to present a range of viewpoints in an impartial manner and an appropriate context.

Progression in learning is ensured through the development and expansion of topics at regular intervals throughout the Key Stages. At each Key Stage, students are offered experiences which allow them to develop understanding and skills concerned with individual, group and community health workers.

Cross-Curricular Teaching

Cross-curricular links are made between subjects where appropriate and an extensive range of high quality resources and legitimate views are used to underpin the curriculum.

Sex, Relationships and Health Education

Please see the separate policy.

Enrichment Opportunities

All students are provided with enrichment opportunities both within the planned curriculum, including activity days, and through current affairs, extra events and experiences.

- visitors, including artists, craftspeople, actors, musicians
- the use of the school grounds, the locality and the wider environment
- educational visits eg museums, galleries, theatre
- subject specific/themed days eg Humanities week, European day of Languages, Oracy Day
- Safer-Internet Day, National poetry Day, and World Pi Day

- activity and enrichment days
- multi-cultural evening
- theatrical productions
- school bands, orchestras and music festivals.
- careers event
- residential trips

Many of these activities embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Clubs and extracurricular activities

A wide range of activities, which complement our curriculum, is offered. Teaching staff and external providers participate in the provision of extra-curricular activities throughout the year.

Many of these activities embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Examinations and Assessments

See separate Assessment, Reporting and Recording Policy.

Formal assessments of learning are conducted according to our Assessment, Reporting and Recording Policy, which include end of year examinations for all year groups.

Annually, parents receive a progress check, full written report, examination report and end of year grades report.

Homework tasks completed by students are monitored and evaluated and students are advised of next steps to improve their understanding and attainment.

Parents are invited to attend two parent consultation meetings; the first with their child's form tutor in the autumn term and the second with subjects teachers in the spring or summer term.

The Governing Body receives regular reports on student attainment compared to the national picture, similar schools and student prior attainment.

All students are set aspirational targets, based on KS2 levels. The Headteacher sets school targets in close consultation with the teaching staff – using the evidence from ongoing standards analysis – and submits his decisions to the Teaching Quality of Education Committee of the Governing Body for critical appraisal.

The Headteacher takes overall responsibility for the curriculum. The Associate Headteacher (i/c Curriculum), in conjunction with the Associate Headteacher (i/c teaching and learning) monitors the curriculum to ensure that it is implemented consistently and effectively in line with agreed policies.

Opinions relating to the curriculum are sought from parents through the annual stakeholder consultation process, from students through a Year 9 post 16 survey, class and school councils, and from staff and governors at their regular meetings.

Additional Educational Needs (AEN)

Teachers plan to meet the needs of AEN pupils by ensuring learning is focused on individual pupils' needs and abilities. Student IEPs (individual education plans) advise teachers on classroom strategies to support students known to the SEN department. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

(See separate Inclusion Policy)

ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher is responsible for implementing this policy. He is responsible for regularly reviewing curriculum policy and its implementation within the school and for ensuring that practice follows the principles of the policy. He is responsible with the governors for ensuring that this policy is reviewed on an annual basis.

Associate Headteacher (Curriculum)

The Associate Headteacher (Curriculum) is responsible to the Headteacher for ensuring that the requirements of the National Curriculum are met and that the schedule of teaching is managed so that each student has full access to his/her agreed teaching programme.

Faculty Heads

Faculty Heads are responsible to the Headteacher for ensuring that specific subjects are taught in accordance with this policy and with the National Curriculum.

The Governors

The Governing Body appoints a Quality of Education (QE) Committee to monitor the design and application of the school curriculum in accordance with the requirements of the law. The TQA Committee acts as a "critical friend", monitoring the Headteacher's management of the curriculum and offering comment and advice as necessary. The Governing Body will ensure that this policy is reviewed annually.

The Students

All students are expected to:

- attend school
- be punctual
- work hard
- complete assignments
- arrive on time for lessons with the correct equipment including the planner
- look after equipment and property in the classroom
- listen when others are speaking without interrupting

- act sensibly
- treat everyone and everything with respect.

MONITORING AND REVIEWING

The Headteacher and the Governing Body will review this policy on an annual basis.

OTHER POLICIES AND DOCUMENTS

This policy should be read in conjunction with:

- Accessibility Plan
- Assessment, Reporting and Recording Policy
- Attendance Targets
- Careers Policy
- Curriculum Booklets
- Home & School in Partnership
- Homework Policy
- Inclusion Policy
- Keeping Children Safe in Education
- Personal Development and Wellbeing Statement
- Prospectus
- Reading Strategy
- Remote Learning Policy
- Sex, Relationships and Health Education Policy
- Teaching and Learning Framework

APPENDIX 1

CURRICULUM OVERVIEW 2023- 2024

Our school day consists of 6 x 50 minute lessons.

Each day begins with a 15 minute tutor period during which the register is taken and tutors deliver a structured tutor period. This includes signing planners, reading the weekly e-bulletin, and a weekly news quiz. The day ends with a 15 minute tutor period. There is an assembly for each year group once a week.

Personal Development and Wellbeing (PDW) is delivered by tutors (and visitors where relevant) on a rolling timetable of one period per week.

In KS4, Religious Studies and Computing are delivered through the weekly PDW rolling timetable and a year 10 themed day in the Summer Term

Students participate in national focus days, such as European day of Languages, Black History Month and Multicultural Week, World- Mental Health Say, Anti-bullying Week, Oracy day, Poetry Day, Pi Day, Science week and Safer Internet Day, Pride week through themed lessons within the normal timetable.

In Year 7, 30 talented sports students are selected to take part in the Sports scholarship programme and 30 students are selected for the Visual and Performing Arts Scholarship. These students have additional Physical Education or Visual and Performing Arts lessons in their timetable.

In Year 8, students take on the gradu8 challenges throughout the year.

Activity Days (taking place in October, March and 4 days in July) enable further curriculum enrichment opportunities.

Our KS4 options offer is innovative and varied and meets the needs of all our learners.

In KS5, there are 6 x 50 minute lessons per course. Students have 4-6 periods of timetabled supervised study over the week.

Curriculum Organisation by Year Group

| Year 7 | |
|---------------------|------------------|
| Subject | Periods per week |
| English | 4 |
| Maths | 4 |
| Science | 4 |
| PE | 3 |
| Computing | 1 |
| Spanish or Mandarin | 2 |
| Design & Technology | 2 |
| Geography | 2 |
| History | 2 |
| Religious Studies | 1 |
| Art | 1 |
| Music | 1 |
| Drama | 1 |
| Performing Arts | 1 |
| Accelerated Reader | 1 |
| TOTAL | 30 |

| Year 8 | |
|---------------------|------------------|
| Subject | Periods per week |
| English | 4 |
| Maths | 4 |
| Science | 4 |
| PE | 2 |
| Accelerated Reader | 1 |
| Spanish or Mandarin | 2 |
| French or German | 3 |
| Design & Technology | 2 |
| Geography | 1 |
| History | 2 |
| Religious Studies | 1 |
| Art | 1 |
| Music | 1 |
| Drama | 1 |
| Computing | 1 |
| TOTAL | 30 |

| Year 9 | |
|---------------------|------------------|
| Subject | Periods per week |
| English | 4 |
| Maths | 4 |
| Science | 4 |
| PE | 2 |
| Computing | 1 |
| Spanish or Mandarin | 2 |
| French or German | 3 |
| Design & Technology | 2 |
| Geography | 2 |
| History | 2 |
| Religious Studies | 1 |
| Art | 1 |
| Music | 1 |
| Drama | 1 |
| TOTAL | 30 |

| Years 10/11 | |
|--------------------|------------------|
| Subject | Periods per week |
| English | 5 |
| Maths | 5 |
| Science | 6 |
| Option Choice A | 3 |
| Option Choice B | 3 |
| Option Choice C | 3 |
| Option Choice D | 3 |
| Physical Education | 2 |
| TOTAL | 30 |

APPENDIX 2

Key Stage 4 Options Offer

Year 10 2023-2024

GCSE Qualifications

Art
Computer Science
Drama
Food and Nutrition
French
Geography
History
Mandarin
Music
Physical Education
Religious Studies
Spanish
Statistics
Textiles

Level 2 GCSE Equivalence Subjects

Sport
Health and Social Care
Music Technology
Creative Media

AS

Politics

Year 11 2023-2024

GCSE Qualifications

Art
Computer Science
Drama
Food and Nutrition
French
Geography
History
Mandarin
Music
Physical Education
Religious Studies
Spanish
Statistics
Textiles

Level 2 GCSE Equivalence Subjects

Sport
Health and Social Care
Music Technology
Creative Media

AS

Politics

APPENDIX 3

Key Stage 5 Offer

Year 12 2023-2024

Year 13 2023- 2024

| As/A-level | As/A-level |
|--|--|
| | |
| Art | Art |
| Biology | Biology |
| Chemistry | Chemistry |
| Computing | Computing |
| Drama | Drama |
| Economics | Economics |
| English Literature | English Literature |
| Extended Project Qualification | Extended Project Qualification |
| French | French |
| Further Mathematics | Further Mathematics |
| Geography | Geography |
| Government and Politics | Government and Politics |
| History | History |
| Mathematics | Mathematics |
| Philosophy and Ethics | Philosophy and Ethics |
| Photography | Photography |
| Physics | Physics |
| Psychology | Psychology |
| Sociology | Sociology |
| Spanish | Spanish |
| | |
| | |
| | |
| Level 3 National Extended Certificate | Level 3 National Extended Certificate |
| | |
| Creative Digital Media Production | Applied Science |
| Criminology | Creative Digital Media Production |
| Enterprise and Entrepreneurship | Enterprise and Entrepreneurship |
| Health and Social Care | Health and Social Care |
| Sport | Music Technology Digital Media Production |
| | Sport |