

Curriculum Policy

Date last reviewed	28 th September 2019
Committee Responsible	TQA
Designated member of staff	VPR
Date of next review:	September 2020

STATEMENT OF INTENT

The Grey Court Curriculum aims to be an inspirational and aspirational curriculum that meets the needs of our 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 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 always 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 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.

Our aim is to ensure that all students achieve the highest standards. The school will monitor all achievement and progress in conjunction with the requirements of the law.

Student achievement will be monitored by formal and informal procedures. This will be analysed by gender, prior attainment, pupil premium, Additional Educational needs, ethnicity and background.

Our policy is underpinned by an appreciation of how race, class, gender, sexual orientation, appearance, religion, or the challenges of disability or disadvantage impact on learning and by a determination that none of these factors shall be a handicap to each child's individual development.

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 provide a Key Stage 3 curriculum that builds on information and aspirations identified at Key Stage 2 and that equips students for Key Stage 4
- To provide a Key Stage 4 – the central phase within the 11-19- curriculum offer that ensures continuity, progression and assessment
- To provide at Key Stage 4 a curriculum that offers a range of options suited to meet each individual student's needs, interests and aspirations
- To provide a personalised Key Stage 5 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

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. 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
- Communication, Language and Literacy
- 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
- 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 interrelate these. Examples of these processes include: the recording and clarification 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; and the wider environment of the local community and field studies locally and in other parts of the world.

KS3 Curriculum

Our focus across the KS3 curriculum is to provide 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 key stage 4.

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 Key Stage 3 curriculum include:

- The Yr 7 sports scholarship programme : Those talented in sport can apply on entry to year 7 for a place on the school sports scholarship programme. They have 3 additional periods of sport a week, one of which takes place before school once a week
- The sports mile: all students in Y7 and Y8 run a mile during tutor time once a week as part of the school's commitment to improve general wellbeing, including the health and fitness of its young people.
- Yr 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 how 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) 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 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.
- Yr 7 mathematics and English 'catch-up' groups : Year 7s who achieve less than 100 in Key Stage 2 SATs assessments, are taught in a smaller group with a specific curriculum designed to help them improve their numeracy and literacy skills whilst at the same time ensuring that they cover the core English and mathematics Year 7 curriculum.
- Yr 8 and 9 ME groups: Students in Year 8 and 9 who take one Modern Foreign Language, rather than 2, as part of their curriculum, receive literacy and numeracy support for 2 periods a week.
- Throughout Year 8, students participate in Gradu8, a programme of 8 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.
- Yr 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 needs, interests and aspirations of our students by surveying year 9 students in the first term and reviewing the offer once a year, based on outcomes and the published lists of accredited qualifications.

At KS4, in addition to the Core Subjects (English, Mathematics, Science, Physical Education and Religious Studies) we offer a wide range of options subjects, including a breadth in our modern foreign languages and vocational choices. This enables us to offer a personalised curriculum which meets the needs, aspirations and interests of our diverse learners.

Combined Science GCSE Content is taught from year 9 and throughout year 10. In Year 11, the separate science course is taught as part of the core curriculum to students in the 4 top sets, whilst students in the other sets continue with the combined science course.

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 key stage 4. Students in the two top set mathematics classes take the Further Mathematics qualification alongside the GCSE course. This course offers the opportunity for stretch and challenge that builds on the GCSE and prepares students for A-level mathematics.

In addition, students follow a Personal, Social, Health and Financial education and Citizenship (PDW- personal development and wellbeing) programme of study, which like Religious Studies, is delivered through dropdown and themed days, tutor time and assemblies.

For a full list of option subjects offered, see Appendix 2

KS5 Curriculum

At KS5, we offer a range of As, 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 study facilitating subjects, thereby enabling them to progress to Russell Group Universities. The EPQ is offered to those who wish to explore independently an area of interest and develop their research skills. This is a super- curricular offer opportunity which enhances Oxbridge and Russell Group University applications. In line with British university curricula we dedicate Wednesday afternoons to social, cultural and sporting enrichment. In addition, students follow a Personal, social, health and financial education and Citizenship programme of study.

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

Curriculum Model

For the curriculum overview see Appendix 1

Literacy Across the Curriculum (LAC)

Students will have numerous opportunities throughout the curriculum to enable them to become literate and to improve/strengthen/develop their literacy skills.

Every area of the curriculum is responsible for contributing to each student's developing literacy through a common approach and ethos.

The key skills of literacy, speaking - listening - reading - writing need to be practised across the curriculum in a systematic and unified way as outlined in the Grey Court Framework for Teaching and the Grey Court Write.

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 (CPSHE , Financial awareness and Citizenship) is delivered through a co-ordinated programme, which is taught mainly by tutors during tutor times, drop down periods, assemblies and themed days throughout the year. Outside speakers and workshop facilitators are brought into deliver sessions where relevant and appropriate.

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.

The online safety curriculum is guided by Teaching Online safety in Schools (DfE 2019) and Keeping Children Safe In Education 2019 (DfE). It is delivered as part of the computing curriculum, PDW programme and Year 7 wellbeing curriculum.

Cross-curricular Teaching

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

Sex and Relationships Education

Please see separate policy.

Enrichment Opportunities

All students are provided with enrichment opportunities both within the planned curriculum 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 e.g. museums, galleries, theatre
- subject specific/themed days e.g. Humanities week, European Day of Languages, No Pens Day
- Safer-Internet day, National Poetry Day, and mathematics days
- Activity and Enrichment days
- Multi-Cultural evening
- theatrical productions

- school bands, orchestras and music festivals
- sports trips e.g ski trip, netball tour etc

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.

Key Stage 4 and Key Stage 5 students are invited to participate in the Duke of Edinburgh Award.

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 includes an end of year examination for all year groups.

Annually, parents receive 2 progress checks, and an examination report which includes end of year grades

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 Key Stage 2 scores. The Headteacher sets school targets in close consultation with the teaching staff – using the evidence from ongoing standards analysis.

The Headteacher takes overall responsibility for the curriculum. The Associate Headteacher (i/c Curriculum), in conjunction with the Assistant Headteacher (i/c student progress) 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 the 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 students' 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)

Impact of the Grey Court Curriculum

- Outcomes at all key Stages place the school amongst the top non-selective schools nationally.
- 94% of parents say that the school helps their child to develop skills in communication, reading, writing and mathematics.
- 98.5% of Year 11 students are in sustained education, employment or education (the national average is 94%) and 95.5 % are in full time education compared with the Richmond figure of 94.4%
- 94% of students go onto University and of those, 40% obtained places at Russell Group Universities

ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher is responsible for implementing this policy. He/she is responsible for regularly reviewing curriculum policy and its implementation within the school and to ensure regularly that practice follows the principles of the policy. He/she 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 Teaching Quality & Achievement (TQA) 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

This policy should be read in conjunction with:

- Accessibility Plan
- Attendance Targets
- Assessment, Reporting and Recording Policy
- Home Learning Policy
- Complaints Procedure
- Freedom of Information Publication Scheme
- Home & School in Partnership
- Personal Development and Wellbeing Statement
- Prospectus
- Sex Education policy
- Inclusion Policy

APPENDIX 1

CURRICULUM OVERVIEW 2019 - 2020

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, a weekly quiz, a PDW (personal development and well-being) session. There is an assembly for each year group once a week. All Year 7 and Year 8 students run a mile once a week in tutor time.

There are 5 Personal Development and Well-Being (PDW) focus mornings throughout the year. Year 7 students have one period a week of wellbeing and in year 9, as part of the DT rotation, students have a unit of mindfulness and wellbeing which includes a period of yoga a week.

In Key Stage 4, Religious Studies is delivered through drop down sessions, assemblies, tutor time and the PDW programme.

Students participate in national focus days, such as European Day of Languages, Black History month and Multicultural week, anti-bullying week, no pens day, World Book Day, Pi Day, safer internet day through themed lessons within the normal timetable.

In Year 7, 30 talented sports students are selected to take part in the Sports scholarship programme. These students have an additional 3 periods of Physical Education a week, one of which takes place before the start of the school day.

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

Activity Days (October, March and 4 days in July) enable further learning outside the classroom curriculum enrichment opportunities.

Our Key Stage 4 options offer is innovative and varied and meets the needs of all our diverse range of learners. We offer a selection of both GCSE and equivalence courses. 85% of our Key Stage 4 students are required to choose at least one modern foreign languages (out of a choice between French, German, Spanish and Chinese Mandarin) and at least one Humanities subject (ie History and or geography).

In Key stage 5, 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
French or Mandarin	2
Design & Technology	2
Geography	2
History	2
Religious Studies	1
Art	1
Music	1
Drama	1
Wellbeing	1
Accelerated Reader	1
TOTAL	30

Year 9

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

Year 8

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

Years 10/11

Subject	Periods per week
English	5
Maths	5
Science	6
PE	2
Option Choice A	3
Option Choice B	3
Option Choice C	3
Option Choice D	3
TOTAL	30

APPENDIX 2

Key Stage 4 Options Offer

Year 10 2019-2020

GCSE Qualifications

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

Level 2 GCSE Equivalence Subjects

Creative Media
Health and Social Care
Health and Fitness
Graphic Design
Music Technology

AS

Politics

Year 11 2019-2020

GCSE Qualifications

Art
Computer Science
Design and Technology
Drama
Food and Nutrition
French
Geography
German
History
Mandarin Chinese
Music
Physical Education
Religious Studies
Spanish
Statistics

Level 2 GCSE Equivalence Subjects

Enterprise
Health and Social Care
Health and Fitness
Music Technology

AS

Politics

APPENDIX 3

Key Stage 5 Offer

Year 12 2019-2020

A-level and As Courses

Art
Biology
Chemistry
Computing
Drama
Economics
English Literature
French
Further Mathematics
Geography
Politics
History
Mathematical Studies
Mathematics
Philosophy
Photography
Physics
Psychology
Sociology
Spanish

Level 3 National Extended Certificate

Applied Science
Creative Digital Media Production
Enterprise and Entrepreneurship
Health and Social Care
Information Technology
Music Technology Digital Media Production
Sport

Year 13 2019-2020

A-level and As Courses

Art
Biology
Chemistry
Computing
Drama
Economics
English Literature
Extended Project Qualification
French
Further Mathematics
Geography
Politics
History
Mandarin Chinese
Mathematics
Philosophy
Photography
Physics
Psychology
Sociology
Spanish

Level 3 National Extended Certificate

Applied Science
Creative Digital Media Production
Enterprise and Entrepreneurship
Health and Social Care
Information Technology
Music Technology Digital Media Production
Sport