



Cleeve
Park
School

Curriculum Policy

December 2019

The Vision and Intent:

At Cleeve Park School the Curriculum is everything that a student learns and experiences in school. The curriculum is broad and rich embracing skills, knowledge creativity and resilience; all of which will prepare them for their next steps. The core curriculum is the range of academic and vocational subjects offered at all key stages. The wider curriculum encompasses PSHE, Careers, Economic and Cultural learning. The extra curricular activities support learning.

We believe that our curriculum should inspire our students to be aspirational in their attitude to learning so they can be successful both inside and outside the classroom. It reflects our ethos of strong mutual respect and tolerance for others that is underpinned by a deep seated belief in educating the whole student.

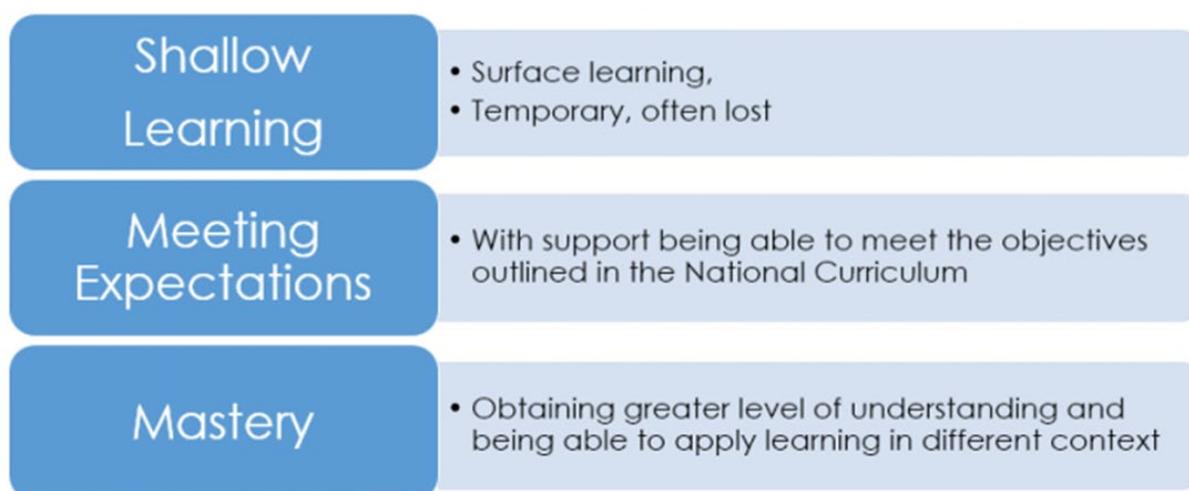
We have a curriculum that encourages students to be highly motivated thus engendering a sense of pride in all they achieve. It aims to enable students to become masters of learning and close any culture capital deficit they may face.

To do this, our Curriculum is based on 4 Pillars:

- 1. A cumulative, knowledge-rich curriculum that develops students contextual understanding of the world**
- 2. Explicit and systematic instruction of Tier 2 and 3 vocabularies that closes the word and attainment gap**
- 3. Grammar and Literacy teaching that improves precision and accuracy in writing**
- 4. Robust and regular feed-back and feed-forward**

Aims:

Through our curriculum and our 4 principles, our students should develop and acquire 'Mastery Learning'- a deep learning of key ideas/constructs.



It is necessary to have deep learning in order to meet the key objectives. In essence, in order to meet the objectives securely children need to have mastered them.

For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further and gain the resilience needed to recover quickly from setbacks and be able to adapt enthusiastically to change.

Our curriculum intends for our students:

1. To be inquisitive, creative, innovative, to see mistakes as an opportunity for learning allowing them to develop an entrepreneurial attitude
2. To be prepared with the wider skills needed for employment in the 21st Century:
 - To have the ability to problem solve
 - To effectively communicate orally
 - To have levels of literacy and numeracy
 - To have high technical literacy
 - To be able to work and collaborate with others
3. To understand and respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
4. To experience spiritual, moral, social and cultural development
5. To have a sense of emotional and physical well being
6. To have a sense of economic wellbeing
7. To ensure students have the confidence to participate in a broad range of experiences so they grow and flourish, becoming rounded adults

The School will provide a curriculum that:

1. Will ensure our collaboration with a range of stakeholders including primary schools, other secondary schools, Further and Higher education establishments and employers; so that we can offer a modern 21st century education that maximises our student's opportunities
2. Is broad and balanced, differentiated and inclusive so that all students regardless of ability, SEN, disability can achieve their potential
3. Is able to respond to governmental reforms
4. That keeps up to date with developments in subjects and the whole school curriculum and that any developments are incorporated into our planning
5. That we regularly monitor and evaluate the curriculum offer so that our students are offered the full requirements across all key stages.
6. That we look at the most effective way of deploying resources so we can meet the demands of a forward thinking curriculum.

Curriculum model:

The year groups are divided into 3 Key stages:

- Key stage 3 Years 7-9
- Key stage 4 years 10- 11
- Key stage 5 Years 12-13/4.

Our curriculum is delivered through a two-week timetable with each day divided into 5 periods of 60 minutes; an additional 20 minutes is included at the start of the day for tutor time learning.

In year 9 students are guided towards choices from a broad range of options that will meet their needs.

The focus remains on students achieving their potential in Mathematics, English and Science accompanied by a demanding and wide range of subjects for each student. The subjects taught are: English, Maths, Science, Geography, History, French, Religious Education, Technology, ICT, PE, Art, Drama, Music and PSHE which includes Citizenship and Work Related Learning.

Arrangements of groups

In KS3 students are placed in ability groups for English, Mathematics, Science. They are taught in broadly banded / mixed ability classes for other subjects.

In KS3, students follow the Mastery English and Mastery Mathematics programmes to ensure we are building their retention skills.

Students in Year 7 have a weekly lesson during which the Accelerated Reading programme is delivered.

At key stage 4, the curriculum is varied with a mixture of traditional, academic and applied subject choices that take into account the aspirations of the learner, their current level of attainment and their potential to make outstanding progress.

Our aim is to provide a platform from which a broad range of possible routes can be followed for every student. Although some of what is studied at Key Stage 4 is compulsory, our aim is to provide all students with a broad and balanced KS4 curriculum tailored to the individual's needs and with a range of possibilities and opportunities post-16. Support and advice will be given throughout years 10 and 11 to ensure that they can pursue their next stages.

Key stage 5

The post 16 curriculum is designed to ensure progression through each key stage that is challenging; the study programme will prepare them for the next stages whether that is university or the world of work.

There are a range of pathways that our students can follow; to assist them with their choices there is a co-ordinated programme of careers advice and guidance (see CEIAG policy).

Students' study programmes will be level 3 vocational or academic (A level or A level equivalent) or a combination of these which will be tailored to their ability, education and career aspirations. Students who are working towards a level 4 grade in English and/or Maths will have discreet lessons and additional support if required.

For more information please see our 6th form policy, curriculum information and prospectus all of which can be found on our website.

PSHE

Personal, social, health education (PSHE) promotes students' personal, social and emotional development, as well as their health and wellbeing. PSHE is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The PSHE programme makes a significant contribution to pupils' spiritual, moral, social and cultural development.

SRE (Sexual and relationship education)

SRE is part of a wider PSHE programme and is also part of the Religious Studies Curriculum thus giving it a cultural, religious and societal context. In PSHE tutors deliver this part of the programme supported by a range of outside professionals.

Citizenship

Citizenship is taught within a range of subjects; it develops student understanding of fundamental British values by learning about the history of the British democratic system, the nature of British Laws, the roles played by public institutions and volunteer groups. Through this and PSHE students learn about the importance of economic wellbeing; budgeting and managing risk.

Spiritual, moral, social and cultural development. (SMSC)

At Cleeve Park we recognise that the education of the whole child is fundamental to their current and future wellbeing. Our curriculum provides the opportunity to explore and develop their own values and beliefs whilst understanding cultural and religious diversity. SMSC is embedded in schemes of work, assemblies and the whole ethos of the school it fosters an enjoyment of learning, encouraging initiative, imagination and creativity.

Students receive advice and guidance throughout the year on how to keep themselves safe. This includes on-line safety. This is delivered in ICT lessons, tutor time and assemblies. It is delivered by teachers, theatre companies and external speakers.

British Values

Cleeve Park is committed to actively promoting British Values throughout the curriculum, both inside and outside of the classroom. We understand British values to mean democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our students are encouraged to:

- Understand how citizens can influence decision-making through the democratic process
- Understand that the freedom to hold other faiths and beliefs is protected in law
- Have an acceptance that people having different faiths or beliefs to oneself (or having none)
- Accept and tolerate others and should not be the cause of prejudicial or discriminatory behaviour.
- Understand the importance of identifying and combatting discrimination

Links with other policies:

1. Assessment
2. Homework
3. CEIAG (Careers, education, information, advice and guidance)

<p>Policy review date: December 2020 To be reviewed by: Assistant Head & Deputy Head</p>
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