

# Curriculum policy

Stretford High School



STRETFORD HIGH SCHOOL

Approved by:	Governors T&L Committee	Date: March 2022
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## 1. Curriculum aims: CARE

# Intent

What are we trying to achieve through our curriculum: **CARE**

### **C – COMMUNITY**

We want our pupils to know the importance of values and respecting differences

Our students are friendly, happy, kind, caring, generous, gentle, engaging, positive, ambitious, adaptable, resilient and trusting. They have a strong sense of cultural identity and for many of them their faith plays an important role in their lives. Our school is incredibly diverse in terms of language and culture which means that we have an extremely rich environment in which to work and serve.

We want our pupils to know they are safe and cared for.

The beating heart of our thriving community, SHS has a strong sense of family & belonging which is at the core of the outstanding pastoral provision for every child in our care. We know that children feel safe at SHS and that they and their families value the education, support and guidance we offer. We benefit from and celebrate the diversity of our culturally rich community and the cultural capital on our doorstep, which is reflected in all that we do.

### **A – ASPIRE**

We want our pupils to know their possibilities are limitless and no matter where their starting point is, all of them can make exceptional progress.

The aim of Stretford High School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. Our school provides a wide range of opportunities, subjects and courses to help pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical, artistic learning and through our career curriculum. We ensure that children are well prepared for life in modern Britain.

### **R – RESILIENCE**

We want our pupils to be empowered to look after their own health and wellbeing.

In order that they are successful citizens, both from a personal and working point of view, staff at SHS believe that in the time students are with us we need to develop their love of learning, inquisitiveness, confidence, motivation, determination, resourcefulness and resilience – and not just within the walls of our classrooms and formal curriculum. SHS provides an extensive range of extracurricular activities in order to promote cultural diversity; emotional resilience; social confidence; spiritual well-being; personal development; creative flair; physical health and good mental health via a range of clubs.

### **E – EDUCATED**

We want our pupils to have the English and Maths skills and knowledge which are the gateways to all learning.

We aim to develop their skills in literacy and numeracy, clearly demonstrating how these skills are relevant to their lives at school, at work and in their relationships. Most importantly we believe that our students should leave us with the capacity for and a love of learning no matter what they are doing.

## **2. Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## **3. Roles and responsibilities**

### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board (see our Intent, Implementation & Impact overview)
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate

- The school's procedures for assessment meet all legal requirements (see assessment policy)
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- Metacognition: Assistant Headteacher overseeing the Metacognition programme, embedding Meta strategies through the curriculum
- Diversification of the curriculum: Assistant Headteacher and key staff overseeing a programme to diversify the school curriculum
- Heads of Department: Develop, refine and maintain their departments Medium Term Plans. These plans include knowledge & skills, assessment themes and points, home learning, deep dives, spiral curriculum, enrichment and career opportunities, extracurricular activities and links with primary curriculums where appropriate
- Extracurricular: Personnel in place overseeing extracurricular activities, ensuring we have a rich and broad range of opportunities for all learners
- Careers curriculum: Head of careers ensuring careers is embedded within the curriculum and all Gatsby Benchmarks are met. All pupils receive meaningful encounters from a broad range of professionals, they are supported with their college applications through visits, professional interviews and time in the curriculum. They all experience the world of work and make meaningful links to careers through their curriculum.

## **4. Organisation and planning**

- The school operates a 3-year Key Stage 3- and 2-Year Key Stage 4. This ensures that pupils have the opportunity to gain the knowledge and skills in a wide variety of subjects in Key Stage 3 which allows them to make informed and confident decisions about their Key Stage 4 Options and their ambitions for their future learning & careers.
- All departments are staffed by subject specialists who have a passion and love for their subjects – quality first teaching is promoted through an individualised and bespoke CPD package developed in house.
- Where possible, Core subjects are timetabled at the same time in Years 7 -11 to facilitate grouping and ensure that meaningful interventions are not blocked by timetable construction.
- Our curriculum offer in Key stage 3 ensures that children have a broad and balanced curriculum every week as every subject is delivered distinctly and is not carouselled. This ensures that skills and knowledge are built upon weekly and children are not left with a vacuum of experience in particular subjects.
- Coverage for humanities in Key Stage 3 has increased allocations to 6% for each of History, Geography and RE in order to fully prepare our pupils to pursue an EBACC pathway, should they wish to do so.
- Subject allocations for the Arts, Vocational, PSHE (EE), Computing and Physical Education are in line with or exceed the recommended time allocation per week.

## How our curriculum suits our local needs, including how we adapt the National Curriculum subjects required by our funding agreement, and other statutory requirements, to suit our local context

- We recognise the importance of a strong foundation in our core subjects of English, science and mathematics. Therefore, we dedicate 5 lessons per week (14%) of curriculum time to each of the core subjects in Key Stage 3 and 6 lessons per week (18 %) in Key Stage 4.
- We offer Spanish, French and Urdu in Key Stage 3 & 4 and pupils/parents can express a preference for a chosen language before they arrive in Year 7.
- In KS3 there is one reading lesson per week in KS3. Pupils have a half term library lesson and all pupils are encouraged to use the library which is open daily before, during and after school. There is also a dedicated form time reading activity twice a week.
- Increasing our pupils' vocabulary is vital – every subject has identified tier 2 vocabulary which is taught explicitly, as are command words. The word of the week is taught directly in form time and pupils rewarded for its use. When teacher's complete a deep mark, they use school literacy codes to give pupils guidance and support on their written accuracy.
- Maths is delivering the Realistic Maths Education (RME) and the Singapore method; mastering skills help pupils to learn knowledge and skills. RME is developed through contexts which are used not only to illustrate the applicability and relevance of mathematics in real world situations, but develops the love of learning mathematics itself.

## How our subjects are designed, delivered and sequenced

- We operate a one-week timetable with 34 45 minute sessions per week. The timetable is built to accommodate double lessons (1 hr 30 mins) for subjects which benefit from longer lessons to deepen knowledge and skills and the 45 minutes lessons accommodate subjects which benefit from shorter but more regular input.
- Subject time allocation over Key Stage 3 & 4

45 minute lessons on a one week cycle

7	M	M	M	M	M	E	E	E	E	E	S	S	S	S	S	P	P	E	M	M	M	A	A	M	D	C	D	D	H	H	G	G	R	R
	a	a	a	a	a	n	n	n	n	n	c	c	c	c	c	e	e	E	F	F	F	t	t	u	r	o	t	t	i	i	e	e	e	e

8	M	M	M	M	M	E	E	E	E	E	S	S	S	S	S	P	P	E	M	M	M	A	M	D	D	C	D	D	H	H	G	G	R	R
	a	a	a	a	a	n	n	n	n	n	c	c	c	c	c	e	e	E	F	F	F	t	u	r	r	o	t	t	i	i	e	e	e	e

9	M	M	M	M	M	E	E	E	E	E	S	S	S	S	S	P	P	E	M	M	M	A	A	M	D	C	D	D	H	H	G	G	R	R
	a	a	a	a	a	n	n	n	n	n	c	c	c	c	c	e	e	E	F	F	F	t	t	u	r	o	t	t	i	i	e	e	e	e

10	M	M	M	M	M	E	E	E	E	E	S	S	S	S	S	P	P	E	E	E	E	A	A	A	A	B	B	B	B	C	C	C	C
	a	a	a	a	a	n	n	n	n	n	c	c	c	c	c	e	e	E	E	E	E	A	A	A	A	B	B	B	B	C	C	C	C

11	M	M	M	M	M	E	E	E	E	E	S	S	S	S	S	P	P	E	E	E	E	A	A	A	A	B	B	B	B	C	C	C	C
	a	a	a	a	a	n	n	n	n	n	c	c	c	c	c	e	e	E	E	E	E	A	A	A	A	B	B	B	B	C	C	C	C

## **Curriculum in KS3**

- This is designed to provide an ambitious, broad, balanced and comprehensive curriculum that provides a clear transition between primary and secondary school. The curriculum ensures that pupils experience a range of subject areas to inform and inspire their learning. Bandings for subjects are organised to plan for and deliver appropriate challenge and progression
- Pupils cover a broad and balanced curriculum. There is a core programme of English, Maths, Science, History, Geography, RE, Urdu, French or Spanish, Art, Music, Vocational (Food, D&T and Engineering), Computing, PE and PSHE. There is a programme of careers education that is threaded through all key stages

### **Curriculum in KS4**

- All pupils take Maths, English Language, English Literature, Core PE and EE (PSHE).
- All pupils will take either Combined Science (worth 2 GCSEs) or 3 separate sciences.
- Pupils will choose options from 3 Separate Sciences, Computer Science, Geography, History, French, Spanish, Urdu, Art, Photography, Business Enterprise & Marketing OCR, Hospitality and Catering, Dance BTEC, Drama, Engineering BTEC, Music BTEC, PE, PE OCR, Design Technology, Psychology, Sociology, RE and Health & Social Care. Our KS4 curriculum offer is responsive to the needs and preferences of our pupils.
- Pupils are guided to take one Humanities subject and one language to count towards the English EBacc qualification
- Pupils can currently choose up to 2 other options from the open count
- Community Languages are offered to native speaking pupils
- Most pupils will study 3 optional subjects giving them a total of 8 subjects at GCSE/equivalent. A small number of pupils are encouraged to prepare for and sit GCSE in an additional language.
- A very small number of SEN pupils will follow an alternative pathway with a total of 7 subjects at GCSE/equivalent and a programme of support depending on the needs of the individuals and the group. All of our SEN pupils and their parents receive additional help and support in selecting their KS4 pathways and this support continues to ensure they have access to the right post 16 provision for them.

## **Delivery & planning of the curriculum**

- Classes are mainly taught in mixed ability classes or ability grouping depending on the subject, need and circumstances.
- The weekly curriculum planning time facilitates departments to work collaboratively to develop new schemes that help students acquire knowledge, understanding and skills in all aspects of their education. All faculties have developed medium term planning documents that include home learning, assessment/marking, lesson links, Mastery skills and Baseline/midpoint/Summative assessments for the new curriculum content and have embedded this within their curriculum planning.

- All departments have mapped out knowledge & skills that pupils will need to successfully meet the assessment criteria at the end of Year 11
- All departments have created a Spiral curriculum, drawing down key knowledge and skills from the end of Year 11 to the start of Year 7

### Implementing an anti-racist framework: E.D.D

This year we have started the E.D.D initiative focussing on diversifying and decolonising curricula across the school. We recognise that this is a long term project. We are using this year to provide opportunities for staff to develop knowledge and understanding. We have dedicated sessions on Monday which we have used to provide training opportunities for staff as well as sessions led by department leads.

### What is E.D.D?

- **Equity:** Equity within school is fostering a lens of 'fairness'
- **Diversity:** Diversity in the curriculum is the creating of learning, teaching and assessment environments and experiences that proactively eliminate discrimination, promote equality of opportunity and foster good relations in a manner that values, preserves and responds to diversity.
- **Decolonisation:** Decolonising education, is often understood as the process in which we rethink, reframe and reconstruct the curricula and research that preserve the Europe-centred, colonial lens." Decolonising is NOT about **abolishing the cannon**, it is about **reflecting**.

### Aims

- 1.Develop a curriculum(s) that empowers students to navigate, disarm and challenge the racialised, dehumanising narratives that uphold negative stereotypes.
- 2.Embed aspects of pupils; identity related to race, ethnicity, nationality, culture and faith, in order to allow all students to feel fully included and valued. Maximise opportunities for students to foster a greater sense of belonging, identity, self-esteem and self-confidence.
- 3.Encourage both staff and students to view the curriculum through a critical lens, viewing teaching and learning from multiple perspectives, and questioning what is being taught. For instance, by asking: Where has this knowledge come from? Whose knowledge is this? Whose viewpoint does it represent?

### Metacognition

Metacognition is a teaching and learning strategy we are using in school to encourage our learners to become more independent.

In our lessons we encourage students to take responsibility for their own learning by:

- Identifying the factors that stop them from making progress - be it attitude or difficulty in facing tasks set and setting their own targets to overcome these with support from their teacher.



- Encouraging students to self-reflect on their learning through journaling which asks them to record key knowledge and skills they have acquired and the strategies they have used successfully that have helped them learn
- Planning how they will tackle a task; monitoring their own progress towards achieving their goal and evaluating their progress
- Challenging students to draw on their prior learning to help them in their current learning

## **How our curriculum covers the following: Relationships and sex education, and health education**

### **Spiritual, moral, social and cultural development: Everything Else**

- The school has created a bespoke personal, social, health and careers education scheme of learning for all pupils in years 7-11 with a goal of helping our pupils to grow into positive and active citizens whose attitudes towards democracy and tolerance have been well shaped and informed. In this subject, pupils learn about a spectrum of social, emotional and wellbeing topics which range from sex and relationship education, first aid and Bronze Duke of Edinburgh
- We challenge our children to develop beyond the classroom and each one in Year 7 and Year 8 pursues the 'Eight Ways to be Great' pathways programme where they complete a significant Life Skill challenge each month.
- In our EE lessons we cover a broad curriculum that enables our students to go on and become responsible citizens in our modern society. In Year 7 students study "Identity" (what is it to be British? What is it to be Mancunian?) and also "Healthy body, healthy mind" (an in depth look at mental and physical wellbeing). In Year 8 they investigate relationships and consent in the "Real Love Rocks" programme. They also investigate how Politics is structured in the UK. In Year 9 they study Financial Education for the whole year. The first half of the year is spent looking at Globalism, Modern slavery and how economies around the world work. The second half of the year is devoted to personal finance (such as Tax, Loans and National Insurance) as well as financial planning. They also have the opportunity in Year 9 to take part in the D of E Award. In Year 10 they study citizenship topics that focus upon "Life in Modern Britain" and "Rights and Responsibilities". In Year 11 they are supported with their College applications, personal statements and study skills.
- We deliver sex education in years 7, 8, 9, 10 & 11 (with the majority of our sex education taking place in Year 11).
- In KS3 Science lessons, pupils are taught about reproduction, sperm, egg cells and fertilisation
- In KS4 Science lessons, pupils are taught about contraception, the menstrual cycle and hormones
- In KS4 form time students access a resource called 'Life Lessons' which encourages healthy discussion and sharing of information around issues within the RSE framework.

### **Careers guidance**

Information, Advice and Guidance

#### **KS3**

- Career conversations and opportunities are built into the curriculum from Year 7-9 to help our pupils to make informed choices and support their high aspirations. Pupils engage with a career project which focuses on their own personal skills and qualities, as well as informing them about different career pathways
- Pupils and parents are supported in making their choices through careers and options assemblies, Unifrog platform, Career Lessons, Career focus in form time, Connexions interviews, inspirational

talks, STEM events, Options market place, Career Fayre and a one to one meeting with an Options Mentor, school website and newsletter.

## **KS4**

- Pupils in Year 10 have a work experience week, a College visit and an interview with a professional person, preparing them for their college applications and making informed choices
- All pupils have at least one career meeting with an impartial career leader from an external company, who supports them in preparing for their next steps in choosing the correct subjects to study at further education and the different curriculum pathways at post 16
- Pupils have specialist assemblies to inform them of the different apprenticeship and trainee pathways
- Pupils have a range of assemblies from Sixth Form providers and Further Education Colleges
- In Year 11, pupils have a bespoke programme running through their EE lessons that supports them with their college application process and writing a college statement

## **Resources available to support our curriculum delivery**

- Period 7 on a Monday is a dedicated curriculum planning slot for departments to plan, develop and monitor their curriculum
- North West Maths hub partnership
- Metacognition training/resources and budget
- Diversification of the curriculum workshops
- Work based Learning training
- Literacy training
  
- Transition coordination and cross phase collaboration
- Dedicated intervention teacher for Core subjects at KS3
- STEM
- Pupil Champion & Extra curricular
- HAPS

## **5. 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.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Link governor meetings
- Presentations from all subject areas in the T&L meetings

Heads of department monitor the way their subject is taught throughout the school by:

- T4T
- Book looks
- Marking and assessment workshops
- Venns
- SOWN meetings
- Pupil voice
- Home learning analysis

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the Teaching & Learning Governors' Sub-Committee. At every review, the policy will be shared with the full governing board.

## **7. 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
- Pupil premium policy
- Home Learning policy

- HAPs policy
- Relationships and Sex education policy
- Career policy
- Literacy policy