



The Stanway School
Humanities and Maths & Computing College

Curriculum Policy

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The Stanway School

Curriculum Policy

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Statement of intent

The Stanway School is in the process of refining and developing our curriculum to ensure it fulfils our intent of being:

1. Knowledge-based and well sequenced,
2. Ambitious and Inclusive, and
3. Broad and Balanced

1. Through well-planned and interesting content, we engage all students in their learning and challenge them to enjoy learning and become active learners. Staff have the highest expectations of all of their students and embed appropriate challenge through effective questioning and, where necessary, risking-taking task design. Literacy - particularly vocabulary and reading - and numeracy skills are developed and stretched throughout the school. Through high quality teaching, students' knowledge and understanding is accurately assessed to discover what has been retained, including content from previous units. Learning is sequenced across key stages. Transition from KS2 is strong and is built on effectively during KS3. Students are encouraged onto specific pathways through KS4 to match appropriate aspirations for their next steps, ensuring increasing numbers of students follow the Ebacc route.

2. All students, including the most disadvantaged and those with special educational needs, benefit from having a thought-through, well-sequenced curriculum which develops knowledge and cultural capital to succeed. Where needed, effective high quality interventions are successfully implemented, and any gaps in knowledge are quickly addressed to ensure every child can succeed. High levels of challenge will be heard, seen and modelled around the school and, where needed, appropriate support will be given in order that all students are fully prepared for their next steps. The majority of courses offered at Key Stage 4 are GCSE. However, pathways through Key Stage 4 are specifically tailored to individual needs to ensure alternative courses can be followed for specific cohorts of students. This includes BTEC qualifications, OCR Cambridge Nationals and ASDAN courses. The proportion of students entering the EBacc qualification is rising annually, with the expectation that this will continue towards the government expectation.

3. Students study a wide range of subjects across the 3-year KS3 and receive relevant and appropriate careers advice before choosing four options to take through to KS4. A breadth of choice that is increased by sharing KS4 provision of more niche courses across the Sigma Academies. Throughout the school, students in all years receive Religious Education, Personal Development & Citizenship and Core PE lessons without terminal examinations. It is not our philosophy or practice to enter students en masse for non-core qualifications. We intend to enrich the KS4 curriculum with relevant content in subjects not progressed through to GCSE years to ensure all students continue to receive a well-rounded education, while suitable and appropriate qualifications are offered in each pathway, preparing all students effectively for their next steps in education, employment or training. We endeavour to build cultural capital in our students through providing an extensive range of opportunities beyond the classroom through educational visits and an extensive array of trips.

This policy outlines our approach to the curriculum and provides clarity on:

- The responsibilities of key members of staff.
- The organisation, delivery and implementation of the curriculum for KS3 and KS4.
- The teaching, learning and planning arrangements for the curriculum.
- The assessment arrangements for pupils in all years.

1. Academy policies

1.1. This policy has been created in accordance with, and will be implemented alongside, the following academy policies:

- **Assessment, Reporting and Marking Policy**
- **Careers Policy**
- **Non-examination assessment policy**
- **PSHE policy**

2. Roles and responsibilities

2.1. The **headteacher** is responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects which the academy chooses to offer, are organised to reflect the aims and ethos of the academy.
- Alongside **subject leaders** and **Heads of Year**, ensuring that all aspects of the curriculum include how it will be organised, delivered and assessed, and how individual needs of pupils will be met.
- Ensuring there is adequate time available for teaching the curriculum effectively.
- Where appropriate, ensuring the individual needs of pupils are met by disapplication of the curriculum, such as those with SEND.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and pupils are adequately informed of progress and/or attainment.
- Ensuring the **LGC** is fully informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- Ensuring all staff members, in particular **subject leaders** and **Heads of Year**, are aware of their responsibilities in relation to this policy.
- Providing training and CPD for teachers of second subjects

2.2. **Heads of Year** are responsible for:

- Collating and analysing pupil assessment data and implementing interventions where necessary.
- Ensuring the continuity and progression from year group to year group by working with **subject leaders**.

2.3. **Subject leaders** are responsible for:

- Reviewing how their subject area can support, enrich and extend the curriculum.
- Monitoring the ways in which developments within their subject area can be assessed and records maintained.
- Reviewing how their subject area can benefit the aims and objectives of the whole academy.
- Reviewing changes within their subject area and advising on their implementation in the curriculum.
- Monitoring the teaching and learning of their subject area, providing support for

staff where necessary.

- Ensuring the curriculum in their subject area is adequately planned and all teaching staff are aware of the syllabus.
- Ensuring the continuity and progression from year group to year group by working with **Heads of Year**.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in their subject area.
- Organising the deployment of resources and carrying out an **annual** audit of all subject-related resources.
- Liaising with subject teachers across all year groups and phases.
- Ensuring there is consistency in the delivery of their subject area.
- Communicating developments in their subject area to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in their subject area.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of their subject area in subsequent years.
- Communicating assessment data to the **headteacher** where required.

2.4. **Classroom teachers** are responsible for:

- Acting in accordance with, and promoting, this policy.
- Ensuring progression of pupils' skills, with due regard to the subject syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the **subject leader** or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Sharing best practice amongst colleagues.
- Working in partnership with other agencies to provide an appropriate range of curriculum opportunities.

2.5. The **SENCO** is responsible for:

- Liaising with **subject leaders** in order to implement and develop the curriculum throughout the academy.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of curriculum objectives in pupils' individual

education plans.

- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Curriculum rationale

3.1. The Stanway School follows the national curriculum

3.2. The academy has developed a broad and balanced curriculum that aims to:

- Be knowledge-based and well sequenced; ambitious and inclusive; and broad and balanced.
- Encourage pupils to achieve to their full potential.
- Help pupils develop personal moral values, respect for religious values and an understanding of other races, beliefs and ways of life.
- Help pupils understand the world we live in.
- Help pupils develop self-esteem, self-worth and self-confidence.
- Meet the different needs of individual pupils, ensuring they have full access to the curriculum, or that alternative arrangements are in place wherever required.
- Incorporate effective and varying teaching methods to provide diversity in the delivery of the curriculum.
- Fulfil statutory assessment requirements and ensure pupils are adequately prepared for any assessment.
- Prepare pupils to make informed choices at the end of KS3, KS4 and beyond.
- Ensure continuity between year groups and phases.

4. KS3 curriculum organisation

4.1. During KS3, lessons are taught as **five, 60-minute** lessons per day. The timetable is organised on a **fortnightly** rotation.

4.2. The table below outlines the subjects that are taught during Years 7, 8 and 9 and their respective curriculum hours (out of 50): (See table in 5.2)

English	History	Art
Mathematics	Geography	Drama
Science	Design Technology	Music
PE	Religious Education	Computer Science
Languages - French OR German	Personal Development & Citizenship	

The content of each subject taught in Years 7, 8 and 9 can be found on the school website.

4.3. Across all year groups in KS3, the academy uses a combination of setting and streaming to allocate pupils within groups. These vary according to Year group and subject area:

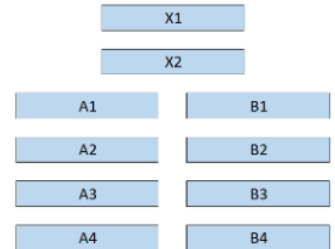
4.4. In order to group pupils into sets, information is used from prior attainment information during **KS2**; however, classroom teachers are responsible for reviewing throughout the

year and may move pupils into different sets as appropriate.

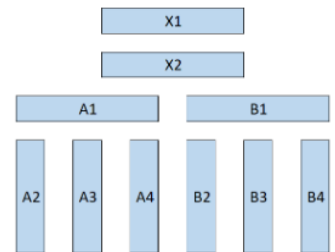
4.5. Classes contain on average 28 pupils. Wherever possible, **lower sets are smaller** in size to allow for more focussed teaching for pupils with lower attainment.

4.6. The organisation of sets within **Key stage 3** vary for each subject. However, the basic premise is below:

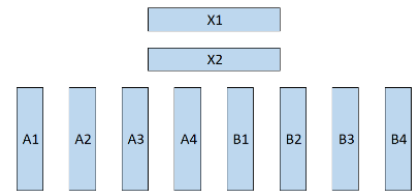
- Some subjects use traditional setting (for example English and Science in Years 7 and 8, whereby students are placed into classes depending upon their prior KS2 attainment levels and other internal data gathered. These sets follow the structure to the right:



- Some subjects use a combination of setting and mixed ability groupings (such as Maths in Year 8), whereby certain groups of prior attainment are kept within larger mixed classes (example structure is to the right):



- Some subjects use mixed ability groups for all classes outside the X population (which have been pre-streamed for all subject areas). See right for an example structure:



4.7. In Years 8 and 9, sets are informed by attainment data from KS2 and the **end-of-year assessments conducted in each subject at the end of Year 7**.

5. KS3 curriculum delivery

5.1. Throughout KS3, pupils receive a set number of lessons per subject based on the **fortnightly** organisation of the curriculum. There are 50 lessons over the fortnight all of 60 minutes long

5.2. The delivery of the **KS3** curriculum is shown below across Years 7, 8 and 9:

Subject										
En	Ma	Sci	MFL	Geo	Hi	CS	DT Dr Mu Art	RE	PE	PDC
7	7	6	4	3	3	2	4 2 2 2	2	4	2

6. KS4 curriculum organisation

6.1. During KS4, lessons are taught as **five**, **60**-minute lessons per day. The timetable is organised on a **fortnightly** rotation.

6.2. In KS4, pupils are taught **six** compulsory, core subjects, and are able to choose a further **four** choices from the optional subjects to study at GCSE (level 2) level.

6.3. The table below outlines the subjects that are taught during Years 10 and 11:

<u>Core Subjects</u>	<u>Options Subjects</u>
<ul style="list-style-type: none">● English● Maths● Science (Trilogy and Triple)● Core PE● BPE● PSHE	<ul style="list-style-type: none">● Child Development● Art● Health & Social Care● Computer Science / IT BTEC● Business Studies● D&T (Technology / Construction)● Life skills curriculum (ASDAN)● Drama● Graphics● Food & Nutrition● Electronics● MFL (French, German or Spanish)● GCSE PE / Sports Science● Geography● Dance BTEC● History● RE● Media studies● Citizenship● Music / Music BTEC

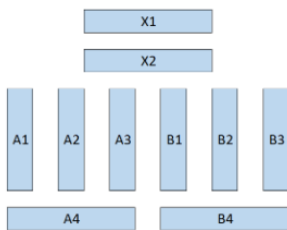
6.4. Students are allocated into one of three Options pathways, depending upon their prior KS2 attainment levels and evidence gathered from their studies across Years 7 to 9:

6.5. The option subjects outlined in 6.3 are allocated to **four** blocks – pupils choose **one** subject from each block in the Spring Term of Year 9 to study at GCSE level in Years 10 and 11 for timetabling purposes.

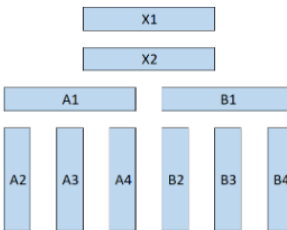
6.6. Wherever possible, the academy will try to adhere to pupils' wishes, e.g. if they wish to select two subjects from one block; however, the academy cannot guarantee that this will be the case and, as such, has included subjects in more than one block to ensure as many options as possible are available.

6.7. The content of each subject taught at Years 10 and 11 can be found on the school website.

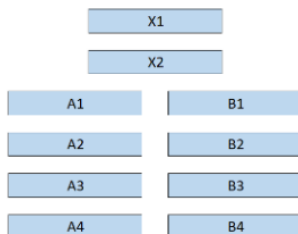
6.8. In KS4, the academy uses sets and streams to appropriately allocate pupils within groups where they are amongst peers with similar progress and attainment – these are only applied in **English**, **Mathematics** and **Science**: Examples of the structures used are below:



This structure involves setting occurring at both the high end (X Population) and with the two lowest sets (A4 and B4). All other groups are mixed ability groupings.



This structure involves 2 layers of setting at the top end (X population and then sets for A1 and B1) followed by mixed ability groupings for all other classes.



This structure involves a classic setting model within each population group (X, A and B)

6.9. In order to group pupils into sets, information is used from prior attainment during KS2 and **end-of-year assessments at Year 8**; however, classroom teachers are responsible for reviewing throughout the year and may move pupils into different sets as appropriate.

6.10. Sets contain on average 28 pupils. Wherever possible, **lower sets are** smaller in size to allow for more focussed teaching for pupils with lower attainment.

7. KS4 curriculum delivery

7.1. Throughout KS4, pupils receive a set number of lessons per subject based on the **fortnightly** organisation of the curriculum.

7.2. The delivery of the **KS4** curriculum is shown below across Years 10 and 11:

Year	Eng	Ma	Sci	Option 1	Option 2	Option 3	Option 4	PSHE	RE	PE
10	8	8	9	5	5	5	5	1	1	3
11	8	8	9	5	5	5	5	1	1	3

8. Further curriculum information

8.1. RSE for KS3 and KS4 is delivered through the RE and PSHE

curriculum. 8.2. PSHE education is delivered via:

- **Designated lessons within the timetable**
- **The RE curriculum**
- **Dedicated assemblies**
- **Guest speakers/companies**
- **Morning tutorials**

9. Teaching and learning

9.1. The teaching of the curriculum will ensure that pupils of all abilities are able to engage with the curriculum as effectively as possible, enhancing their knowledge and skills.

9.2. Pupils will be taught to describe key characteristics and associated processes in common language throughout curriculum subjects, as well as understand technical terminology and specialist vocabulary.

9.3. Pupils will undertake independent work and have the opportunity to work in groups and discuss with their peers.

9.4. Teachers use a variety of teaching methods to provide variation and enhance pupils' understanding.

9.5. Teachers ensure pupils apply their knowledge and understanding when developing, presenting and reflecting on ideas.

9.6. The academy adopts a mastery approach to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure pupils develop fluent technical proficiency and think deeply about underpinning concepts before moving onto the next part of the syllabus.

9.7. The academy does not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

10. Planning

10.1. All relevant staff members are briefed on the academy's planning procedures as part of their staff training.

10.2. Teachers will use the learning content identified in the subject's syllabus/schemes of work as a source for their planning material.

10.3. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

10.4. There will be a clear focus on direct, instructional teaching and interactive oral work with the

whole class and targeted groups.

- 10.5. Long-term planning will be used to outline the units to be taught within each year group.
- 10.6. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 10.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 10.8. Medium-term plans will be shared with **senior leaders** to ensure there is progression between years.
- 10.9. Short-term planning will be used flexibly to reflect on the objectives of the lesson, the success criteria and the aims of the next lesson.
- 10.10. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 10.11. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 10.12. Wherever possible, curriculum subjects will provide opportunities to establish links with other curriculum areas.

11. Assessment and reporting

- 11.1. Pupils will be assessed, and their progression recorded, in accordance with the academy's **Assessment, Reporting and Marking Policy**.
- 11.2. Pupils sit the following statutory assessments throughout their time at our academy:
 - GCSEs
 - OCR Cambridge Nationals
 - BTEC / Vocational qualifications
- 11.3. Annual assessments will be undertaken at the end of each year to assess pupils' attainment; in addition to this, formative and summative milestones are recorded electronically throughout the year.
- 11.4. A report for each pupil is sent to parents **three times** per **academic year**. Reports outline pupils' progress in the subjects of the curriculum.
- 11.5. Parents are invited to attend parents' evenings with their child's teachers during the **year**. Parents are also welcome to discuss their child's progress with their teachers or other appropriate leaders, such as the SENDCO, at other times.
- 11.6. Teachers or the **headteacher** may invite parents for a discussion based on their child's progress and/or results at any point during term times.
- 11.7. The **headteacher** reports pupils' progress to governors on a **termly basis**, in the form of a **headteacher's report**.
- 11.8. In terms of summative assessments, the results of end-of-year assessments will be passed

to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where pupils are at a given point in time.

11.9. The progress of pupils with SEND will be monitored by the **SENDCO**.

12. Homework

12.1. Homework is given to pupils and assessed in accordance with the academy's **Homework Policy**.

13. Resources

13.1. **Subject leaders** are responsible for the management and maintenance of resources, as well as for liaising with the **Finance team** in order to purchase further resources.

13.2. Resources will be stored in each classroom, including workbooks, text books and any other materials, e.g. calculators.

13.3. **Subject leaders** will undertake an audit of equipment and resources on an **annual** basis.

14. Equal opportunities

14.1. **The Stanway School** ensures that all pupils, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances, will have equal access to the curriculum.

14.2. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

14.3. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.

14.4. The academy aims to provide more academically-able pupils with the opportunity to extend their thinking through extension activities, e.g. problem solving, discussion exercises, investigative work, deep questioning and research.

15. Monitoring and review

15.1. This policy will be reviewed **annually** by the **headteacher** in conjunction with the **Senior Leadership Team**.

15.2. Any changes made to this policy will be communicated to all members of staff.

15.3. **Senior Leaders and Subject leaders** will monitor teaching and learning in the subject, ensuring that the content of the curriculum is covered across all phases of pupils' education.

15.4. All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.

The scheduled review date for the policy is **Autumn Term 2023**.