



Curriculum

This policy is reviewed annually in March

Issue no	Author/Owner	Date Written	Approved by Governors on	Comments
1		Dec 2014		Adopted
2	Claire Broxton	March 2016		
3	Katy Farrow	December 2017	22 nd January 2018	Reviewed and updated
4	K Farrow/C Broxton	May 2021	28 th June 2021	Review and Updated

This policy has been reviewed and adoption approved by the School Committee.

Signed Date:

This policy has been reviewed and adoption approved by the Headteacher.

Signed Date:

PURPOSE

To set out the aims, principles and responsibilities of our curriculum.

THE AIMS OF OUR CURRICULUM

Our central aim is to deliver a curriculum which:

- Is broad and balanced, which meets the needs of our school community and prepares them for the next phase of their education, and for their future
- Provides our students with a rich experience, which inspires, is stimulating and fosters curiosity, independent thinking and creativity.
- Students are challenged and stretched to achieve their potential
- Make our students more aware of, and engaged with, their local, national and international communities
- Help students recognise that personal development is essential to wellbeing and success
- Allow our students to make the relevant progression from the primary phase to the tertiary phase particularly in the core areas of English, Mathematics and Science.
- Is accessible to all students and delivers subject matter.
- Offers a range of enrichment and extra-curricular activities which aim to broaden students learning experiences.
- Safeguards all our students
- Create successful learners who have the essential learning skills of literacy, numeracy, and information and communication technology

STUDENTS WILL BE ENCOURAGED TO BECOME:

- Successful young people, who enjoy learning, make progress and achieve
- Develop a love of learning and become lifelong learners who have developed good learning habits
- Individuals with a growth mind-set to pursue excellence, they understand how they learn and learn from their mistakes
- Excellent leaders, communicators, decision makers and organisers
- Independent learners who are resilient and able to take initiative
- Fascinated by the world around them
- Imaginative, creative and reflective in their learning
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Socially responsible people who can interact with people of varying backgrounds and cultures
- Responsible citizens who make a positive contribution to society

The aim is to develop a coherent 11-16 curriculum that builds on our students' experiences in the primary phase and helps them to become successful learners, confident individuals and responsible citizens. Our curriculum reflects values in our society that promote personal development, spirituality, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future. It will allow our students to be prepared for life in employment, further education or apprenticeship. All our students, regardless of their gender, ability, background or disadvantage, will be given the opportunity to follow a curriculum which is broad, balanced, relevant, differentiated and coherent and which enables continuity and progression. Every student will be expected to experience success.

CURRICULUM MODEL AND DESIGN

We follow the statutory National Curriculum which sets out programmes of study for Key Stage 3 and Key Stage 4 and which came into force in September 2014 with updates September 2016.

KEY STAGE 3

At Key Stage 3 (Years 7 and 8) we provide a broad and balanced curriculum. On entry to the school students are placed in mixed ability tutor groups. For the majority of lessons, teaching groups will be mixed ability. In Mathematics, Science, and Modern Foreign Languages students are set according to ability based on a range of data, with each of these curriculum areas taking responsibility for how they set students. Sets are regularly reviewed with movement between sets occurring when appropriate. At Key Stage 3 the majority of students study French, with those showing greater linguistic talent, studying German. A small minority of students do not take a language and have extra literacy lessons instead.

All students in Key Stage 3 will study:

- English
- Mathematics
- Science
- Art
- Design Technology; this is taught on a carousel, and students will study Graphics, Food and Nutrition, Resistant Materials and Textiles
- Drama
- ICT
- French or Literacy
- German (for top set French students)
- Geography
- History
- Music
- PE
- PSHE
- Religious Education

KEY STAGE 4

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Stowmarket High School delivers a **3 year GCSE** programme of study – students will choose their options in the Spring Term of Year 8. In Years 9, 10 and 11, we offer a more personalised and flexible, curriculum enabling everyone to find a combination of courses which complement their interests and talents. We are able to cater for the needs of all our learners from the most academically able, to those with additional educational needs. All learners have the opportunity to choose from GCSE and Vocational/BTEC courses. All students are offered and encouraged to take one week of Work Experience during Year 10. Students also have the opportunity to take part in a wide range of activities relating to the world of work.

For the majority of lessons, teaching groups will be mixed ability. In Mathematics and Science students are set according to ability based on a range of data, with each of these curriculum areas taking responsibility for how they set students. Sets are regularly reviewed with movement between sets occurring when appropriate.

PATHWAYS at KEY STAGE 4

Students are follow one of 3 Pathways, based on Key Stage 3 achievement and suitability for each programme of study.

Pathway 1 - English Baccalaureate Pathway – designed for the more academically able. These students are encouraged to study either French or German along with at least one humanity subject. They can then choose two other options.

Pathway 2 - Mixed GCSE programme – designed for a broad variety of study maintaining the option to obtain the English Baccalaureate. These students must choose at least one humanity subject and they can then choose 3 other option subjects.

Pathway 3 –Focused GCSE programme – designed for a student who need a more vocational based curriculum. These students attend Study Skills and Employability lessons and then select two option subjects of their choice.

All students study:

English Language and Literature

Mathematics

Science

Core PE

PSHE

Philosophy and Ethics (In Years 9 and 10)

Inspirational Futures (In Years 9 and 10)

Inspirational Futures Programme

Every student from year 7 to year 11 participate in the wider Inspirational Futures programme; a variety of activities that involve employer engagement are on offer as well as insights into industry. Year 7, 8 and 11 all have futures lessons delivered across the PSHE programme which encompasses understanding the world of work and how to start their journey of reflecting upon their directions and goals. They really focus on what work is and examples of careers building onto self-reflection about what their interest are and how they may develop these. Ending with the year 11 cohort having a better understanding of application, interview, and college processes. Year 9 and 10 spend 1 hour a fortnight focusing on a bespoke futures lesson. These lessons build on work in year 7 and 8 to allow them real opportunity to reflect on their goals, carry out research into the world of work and what they want to progress towards. Their progress is tracked, and support required in implemented at this stage to ensure they are prepared for year 11.

KEY STAGE 5

From 2021 the Key Stage 5 Curriculum will be reviewed and it is currently suspended.

PROGRESSION AND TRANSFER BETWEEN KEY STAGES AND PROVIDERS

A member of the Senior Leadership Team leads the Transfer and Liaison Programme, working with our pyramid partner schools to ensure effective transfer of information and school transfer.

The Head of Year and SENDCO visit all of our feeder partner schools to ensure we have a detailed profile of each student to assist with planning their move to Stowmarket High School. The Head of Year and SENCo play a key role in planning and monitoring the personalised transfer process for all students.

The Key Stage 3-4 transfer is overseen by Heads of Year, who liaise with the SLT Curriculum Lead, the SIMS Administrator and the SENCo as appropriate, to ensure that students make informed and appropriate curriculum choices.

The Key Stage 4-5 transfer for students staying on to Sixth Form study at the High School is overseen by the Assistant Headteacher of Curriculum - Futures and the Head of Year 11 .

STATUTORY OBLIGATIONS

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, sexuality, race, disability or belief.

DISABILITIES

In accordance with statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Equality of Opportunity Policy.

DISAPPLICATION

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes to:

- Allow a student with individual strengths to emphasise a particular curriculum area
- Allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum

Decisions about any of the above will only be made after discussion with the student and parent/carer.

SPECIAL EDUCATIONAL NEEDS (SEN)

Students with SEN access a broad, balanced and relevant curriculum which is differentiated to meet their individual needs. This is monitored and evaluated to ensure the curriculum promotes academic progress and self-esteem. Parents/carers and students are involved in decisions affecting their curriculum opportunities. Full details of the school's provision for SEN can be found in the SEN Policy and the SEN Offer, both of which are published on the school website.

MONITORING AND REVIEW

The whole curriculum is monitored by the Governing Body, specifically delegated to the teaching and Learning Committee.

CONCERNS

Parents/carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's tutor or Head of Year. If the issue is not resolved parents/carers should contact the Headteacher in writing.