



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
5	Katy Farrow	June 2022	4 th July 2022	

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

Stowmarket High Schools curriculum aims to develop students both academically and as well-rounded British citizens. The school's curriculum is ambitious for all students, it helps them to become successful learners, confident individuals, and responsible citizens.

The curriculum has been designed to ensure that our students will not only learn rich subject knowledge, but also develop their awareness of the world around them. For instance, the English curriculum has been designed to build skills and concepts over time. Texts have been chosen carefully so that pupils are exposed to a diverse range of texts, not only in their English lessons but during their tutor programme as well. In Year 7 & 8 students read a variety of texts, which includes Ravensgate and Noughts and Crosses. They are also exposed to Shakespeare so that they can build the schema needed for Key Stage 4.

In all year groups, students have access to a carefully planned, high-quality personal development curriculum. This allows students to become active and respectful citizens. Issues such as relationship education and emotional well-being are introduced in an age-appropriate way. The school's futures program ensures that our students are prepared for life in employment, further education, or apprenticeship.

Subject leaders have planned and sequenced learning so that students can develop, and deepen, their knowledge over time, please refer to our learning journeys. This helps our students remember and recall ideas. Subject leaders will adjust their curriculum plans when they need to.

Teachers choose activities that promote learning and engage students' interest and students are encouraged to engage in discussions through Think Pair Share. Students will complete Checkouts to demonstrate their knowledge and improve their work through DIRT.

Remote education is blended into lessons when students are absent.

All our students, regardless of their gender, ability, background or disadvantage, will be given the opportunity to follow a curriculum which is broad and balanced curriculum. Every student will be expected to experience success.

CURRICULUM MODEL AND DESIGN

KEY STAGE 3

By the end of Key Stage 3 students will have experienced a wide range of subjects, including Maths, English, Science, Languages, Humanities, the Arts, Technology, RE, PSHE and PE. On entry to the school students are placed in mixed ability tutor groups. For most lessons, students are taught in their tutor groups. 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
- French or Literacy
- German (for top set French students)
- Geography
- History
- PE
- Drama
- ICT
- Music
- PSHE
- Religious Education
- Art
- Design Technology, which includes Graphics, Food and Nutrition, Resistant Materials and Textiles (taught on a carousel),

KEY STAGE 4

At Key Stage 4, students have an opportunity to study slightly fewer subjects but to a greater depth, ready for their public examinations. All students meet with a member of the Senior Leadership team to discuss their option choices, this ensures that everyone maintains a balance of subjects while allowing students to shape their education, so that it reflects their individual interests and abilities. Our option process allows students to take responsibility for their own learning and their futures.

We can cater for the needs of all our learners by offering a wide range of GCSE and Vocational/BTEC courses and placing students on the appropriate pathway. 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)

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

- **Pathway 1 - English Baccalaureate Pathway** These students must study either French or German along with at least one humanity subject. They can then choose two other options.
- **Pathway 2 - Mixed GCSE programme.** These students must choose at least one humanity subject and they can then choose 3 other option subjects.
- **Pathway 3 –Focused GCSE programme.** These students' study two or three option subjects and attend Study Skills and Employability lessons.

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.

PROGRESSION AND TRANSFER BETWEEN KEY STAGES AND PROVIDERS

A member of the Senior Leadership Team oversees the Transition process, the Head of Year 7 and SENCo works with our feeder schools to ensure effective transfer of information and plays a key role in planning and monitoring the personalised transfer process for all students.

The Key Stage 3-4 transfer is overseen by the Assistant Head responsible for curriculum Lead, to ensure that students make informed and appropriate curriculum choices. The Key Stage 4-5 transfer for students is overseen by the Head of Year 11 and the Futures Co-ordinator.

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.