



Alderman Peel High School

Curriculum Policy

Written by	Mr M Hardman (VicePrincipal)
Ratified by APHS Local Advisory Board on	January 2021
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INTENT, IMPLEMENTATION, IMPACT

*'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact**).'*

(Ofsted, Curriculum: intent, implementation and impact. Development work for the new inspection framework, 2017)

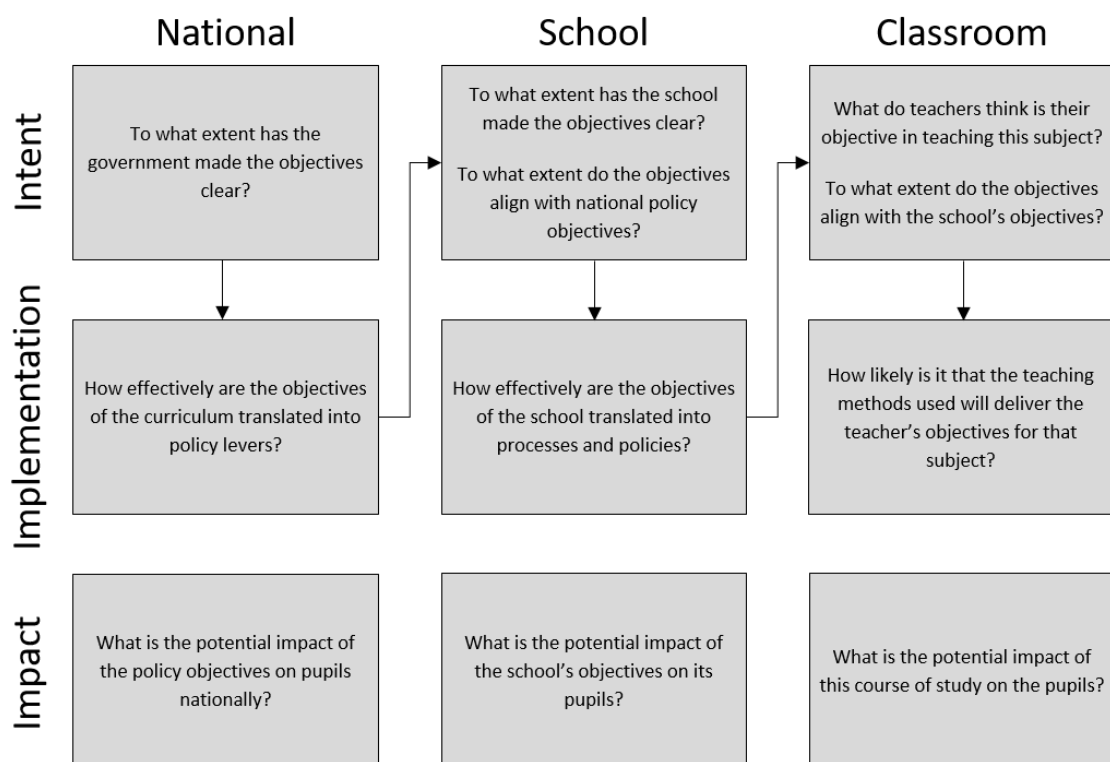
1. Introduction

The curriculum can be defined as ‘the totality of the lived experiences a student receives as they move through the school’. This policy aims to outline how the curriculum is organised at Alderman Peel High School (APHS) to ensure that all students gain the knowledge, skills and understanding required to be successful against both local and national expectations. The policy encompasses:

- Intent – the rationale, purpose and design of the curriculum as a whole;
- Implementation – how the curriculum is organised and delivered in our specific context;
- Impact – how improvements in pupil knowledge, skills and understanding are measured.

Fundamentally this policy seeks to explain how APHS has aligned its curriculum to meet the expectations of national policy objectives while also provide guidance for how subject leaders and classroom teachers should align their curriculum to meet whole-school expectations.

Nine-box framework



2. Intent

The school curriculum seeks to provide outstanding personal development and progress by supporting, promoting and instilling the values of APHS - Ambition, Pride, Happiness and Success.

Ambition

- 2.1 Motivate students towards achieving ambitious personal and academic targets.
- 2.2 Develop an ambitious attitude towards learning and making excellent progress.
- 2.3 Challenge students to acquire the key knowledge, skills and understanding required for current and future success, as well as providing the basis for subsequent learning and behaviours to be successful in later life.
- 2.4 Build cumulatively deeper understanding and the capacity for skilful performance.
- 2.5 Provide a strong academic core through English Baccalaureate (EBacc) subject areas while giving equal value to STEM, Physical Education and the Arts.
- 2.6 Develop ambitious plans for the future through high quality, age-appropriate Careers Information Advice and Educational Guidance (CIAEG) to support future choices.

Pride

- 2.7 Provide a range of curricular and extra-curricular opportunities for students to represent and lead their school community.
- 2.8 Provide an environment where student achievement is rewarded and celebrated.
- 2.9 Be embedded with opportunities for students to develop cultural capital through social, moral, spiritual and cultural (SMSC) education.
- 2.10 Develop pride in their local and national heritage as well as support and uphold Fundamental British Values.

Happiness

- 2.11 Help students develop character, personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- 2.12 Support the development of student physical and mental well-being.
- 2.13 Provide a wide range of unique life experiences through extra-curricular and super-curricular opportunities.
- 2.14 Ensure students learn how to keep themselves and others healthy and safe, including online, through embedded Personal, Social, Health and Economic (PSHE) Education.
- 2.15 Help students to develop healthy and happy relationships with others through Relationship and Sex Education (RSE).

Success

- 2.16 Ensure students experience success across a broad and balanced curriculum.
- 2.17 Ensure students receive an appropriate curriculum for their needs, including life skills, amended curriculum provision or alternative curriculum provision where appropriate.
- 2.18 Ensure students can use mathematics and literacy skills across a range of contexts.
- 2.19 Ensure high levels of student progress and achievement against challenging national benchmarks.
- 2.20 Enable students to acquire a range of nationally recognised qualifications which hold currency for future career and education pathways.

3. Implementation – School-level

- 3.1 KS3 will be divided into two phases: 'Foundation' (Years 7 & 8) and 'Preparation' (Year 9). KS4 will also be known as the 'Qualification' phase (Years 10 & 11).
- 3.2 All students will receive a broad and balanced curriculum at Key Stage 3 by ensuring full coverage of National Curriculum subjects and entitlement areas.

- 3.3 The curriculum will ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- 3.4 All students will receive a broad and balanced curriculum at Key Stage 4 by offering a wide range of GCSE subjects and vocational equivalent qualifications.
- 3.5 GCSE subjects and non-GCSE equivalents at Key Stage 4 will be recognised in the performance tables in the year of examination.
- 3.6 All students will receive formal Citizenship education through Collapsed Learning Days, as well as ongoing SMSC education across all subjects where appropriate.
- 3.7 Science lessons, PE lessons, ICT lessons and Collapsed Learning days will ensure students learn how to keep themselves and each other safe, including - but not limited to - Relationships and Sex (RSE) Education, Health Education and Online Safety.
- 3.8 A range of assemblies, intended for different audiences, and Collapsed Learning Days will be used to deliver SMSC and PSHE education across both Key Stage 3 and 4.
- 3.9 All students receive specialised Religious Studies and Ethics education during Foundation and Preparation phases with all students having the opportunity to undertake a GCSE in Religious Studies in the Qualification phase.
- 3.10 The curriculum will be delivered through an agreed curriculum model and timetable (see Appendices).

4. Implementation – Subject-level

- 4.1 Heads of Department (HoD)/Directors of Learning (DoL) will ensure clear Schemes of Learning are available and disseminated to all staff delivering their subject areas.
- 4.2 As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are specialised for the delivery of that subject.
- 4.3 Schemes of Learning should be the product of clear research and communication of the sequence of content necessary for students to make progress.
- 4.4 Using National Curriculum and/or qualification specifications, each subject areas should identify and communicate up to four subject Assessment Objectives (AO's) in each phase of education to assess, monitor and track student progress.
- 4.5 In addition to the formal subject curriculum, subjects will provide a range of extra-curricular and super-curricular opportunities for students to experience where available.
- 4.6 Schemes of Learning will ensure differentiation to meet the needs of all students.
- 4.7 Subject setting decisions are devolved to identified HoDs/DoLs in each timetable block and should be arranged to ensure best delivery of their curriculum area.
- 4.8 Opportunities for teaching literacy (including Tier 2 and 3 vocabulary) and use of mathematics should be integral to all schemes of learning.
- 4.9 Opportunities to develop SMSC, PSHE and RSE education of students in should be included in curriculum planning wherever appropriate.
- 4.10 Subject leaders, including Senior Leaders, will monitor the quality of education provided in each subject area through the Monitoring, Evaluating and Review (MER) schedule.

5. Implementation – Classroom-level

- 5.1 Teachers should follow the agreed Scheme of Learning in their subject areas and any deviation or amendment must be communicated with their HoD/DoL.
- 5.2 Teaching should build cumulatively deeper understanding through a well-planned sequence of learning. This should ultimately build the capacity for skilful performance against each Assessment Objective area in each phase of learning.
- 5.3 Teachers should use Assessment for Learning techniques to identify the needs of students and plan learning using the principle of: Assess – Plan - Teach (see A&F Policy).
- 5.4 Teachers should make best use of educational research in pedagogy and instructional practice, including cognitive load theory to appropriately chunk learning for students.

- 5.5 Concepts such as retrieval practice and regular assessment should be applied to ensure students have retained key knowledge, skills and understanding at each phase
- 5.6 Teachers should identify and exploit opportunities to develop student literacy and use of mathematics wherever possible, also working collaboratively with Teaching Assistants where available to improve rates of progress.
- 5.7 Teachers should identify and exploit opportunities to develop SMSC, PHSE and RSE education wherever possible including challenging extreme or anti-social opinions.
- 5.8 Wherever safeguarding concerns arise, staff must follow school safeguarding policies and those outlined in government legislation.
- 5.9 Teachers should plan, prepare and deliver the high quality of education described by the Teacher Standards.
- 5.10 Citizenship education, PSHE and RSE is delivered via our Self and Society Programme

6. Impact

- 6.1 The curriculum should make a significantly positive contribution to the Personal Development of all students.
- 6.2 In Key Stage 3, attainment and progress will be measured using subject-specific Assessment Objectives against Key Stage 2 starting points (See A&F policy)
- 6.3 The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment (See A&F Policy).
- 6.4 In Key Stage 3, progress in English, Maths and Science will be indicated using GL Assessment Progress Tests. In Maths, this will also include the use of PUMA tests.
- 6.5 Fluency and comprehension in reading will be measured using Reading Age Tests.
- 6.6 Improvements in students' attitudes to learning will also be measured using GL Assessment PASS (Pupil Assessments towards Self and other Students) surveys.
- 6.7 In Key stage 4, attainment and progress in each subject will be measured by GCSE outcomes against ALPS KS4 benchmarks.
- 6.8 The overall effectiveness of the implementation of the school curriculum will be measured using the school performance measures outlined in the DfE Statement of Intent.
- 6.9 The success of careers information, education and guidance will be indicated using post-16 destination data.
- 6.10 The quality of curriculum leadership and management, as well as the quality of education provided by the curriculum will be measured via the published Monitoring, Evaluation and Review (MER) Schedule to inform school self-evaluation.