



CURRICULUM POLICY

Adopted by Netherhall School Governing Body

on: September 2022

Signed:  **(Neil Watt, Chair of Governors)**

Anticipated review date: September 2023

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Aim

It is our aim that the curriculum:

- Is fit for purpose, broad and balanced, offering differentiation and personalisation as required.
- Provides pathways of progression from Key Stage 3 through to Key Stage 5 and beyond.
- Is inclusive and accessible to all students, allowing all students the opportunity to succeed and achieve.
- Inspires and challenges all learners and prepares them for their future beyond Netherhall School.
- Promotes the development of students' SMSC understanding, including fundamental British values.
- Provides students with the knowledge and skills required to keep themselves safe at school and in the wider world.
- Promotes a positive attitude towards learning.
- Enables all students to acquire the skills needed for later life and careers.

Legislation and Guidance

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

Practice

Each department must have schemes of learning for all of its courses/programmes. Schemes of learning must be followed by all departmental staff and monitored by Heads of Department.

Schemes of learning must establish:

- How the course content is structured, so that students' skills, knowledge and understanding are developed progressively.
- Learning objectives.
- Key misconceptions – common misconceptions that students hold, or aspects of the course which may require increased focus.
- National Curriculum links/specification coding.
- Assessment opportunities – this includes in-class assessments in key stage 3, and also a consideration of the timing and content of mock examinations within key stage 4 and 5.
- Homework tasks which recap, extend and challenge students and compliment in-class teaching.
- Key vocabulary – this includes tier 2 and 3 vocabulary for each unit of work to allow students to develop their technical vocabulary and therefore their literacy comprehension.
- Links to specific careers – how the content of each unit links to a particular career role.
- The employability skills that will be developed during each unit - ensures students understand the relevance of their learning and how the development of these skills will assist them in their later careers.
- For vocational subjects or those involving NEA, points of internal and external moderation should also be identified.

Roles and responsibilities

The Headteacher will ensure that:

- All statutory 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 needs of the students.
- The time allocated for teaching the curriculum is adequate and is reviewed by the governing body annually.
- Where appropriate, the individual needs of pupils are met.
- The procedures for assessment meet all legal requirements and that students and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- The governing body is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum.

- The governing body is advised on statutory targets in order to make informed decisions.

The governing body will ensure that:

- It considers the advice of the Headteacher and Assistant Headteacher (Curriculum) when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored by the Assistant Headteacher (Data).
- It contributes to decision making about the curriculum.

The Assistant Headteacher (Curriculum) will ensure that:

- They have oversight of curriculum structure and delivery throughout school and across key stages.
- They review current curriculum structures each academic year and use this evaluation to plan for the next academic year.
- SLT line managers have high expectations of the curriculum delivery within departments under their leadership.
- The curriculum within school provides opportunities for progression through each year group and key stage.
- In liaison with the Assistant Headteacher (Data), that departments are using appropriate assessment points to track and monitor pupil attainment and understanding and are using suitable forms of differentiation for key groups of students. This includes the coursework completion tracking sheets used by vocational subjects at Key Stage 4 and 5, and the mock examination planning documents.
- The curriculum provides students with the knowledge, skills and understanding needed for future study or careers.
- Students have access to option subjects within Key Stage 4 and 5 that support their future educational and career plans.

SLT Line managers for departments will ensure that:

- Departments under their leadership have selected appropriate awarding bodies and courses to meet the needs of the students.
- Suitable schemes of work are in place which challenge students and encourages them to strive to achieve.
- Heads of department are monitoring staff within their department to ensure that teaching staff are consistently following schemes of learning.
- Schemes of work, awarding bodies and courses followed are regularly reviewed for appropriateness.
- Heads of department are using appropriate forms of assessment to gain a clear insight into student understanding that is then used to inform future teaching and learning within the department.

Heads of Department will ensure that:

- Long term planning is in place for all courses.
- There is consistency in terms of curriculum delivery across the department, but that differentiation is applied where necessary, to provide a suitable level of challenge to students across a range of abilities and additional needs.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- Where necessary and appropriate, there are a combination of qualifications or alternative qualifications which can be offered to best suit the needs of learners.
- There are regular assessment points throughout the courses, these may be formative or summative assessments. You will consult the Assistant Headteacher (Curriculum) and your SLT line manager and ensure they are aware of proposed changes to curriculum delivery.
- All relevant information/data is shared with the Examination Officer. This includes examination entries, course codes, and also meeting deadlines related to these entries. Any changes to courses or awarding bodies, moderation and internal coursework completion should be discussed with the Assistant Headteacher (Curriculum). This includes the coursework completion tracking sheets coordinated by the Examination Officer.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely manner.
- They share best practice with other colleagues in terms of curriculum design and delivery.

- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- Opportunities for enrichment are included within their departments' curriculum; this may include extra-curricular opportunities, career and employer links and events, off-site visits and events.
- Internal and external moderation has taken place by the end of January in the final examination year of students i.e. year 11 and year 13.

Teaching staff will:

- Ensure that the school's curriculum is implemented in accordance with this policy.
- Keep up to date with national, regional and school-level developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform planning and teaching.
- Share and exchange information about best practice amongst their colleagues and with staff in different schools and external networks where appropriate.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Ensure that internal and external moderation has taken place by the end of January in the final examination year of students i.e. year 11 and year 13.

Pupils will:

- Have their individual needs addressed through a curriculum which offers breadth, support and challenge.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5 and beyond.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum offer and understand the rationale behind it.
- Be regularly informed of their child's attainment and progress throughout the academic year.

Curriculum Organisation 2022/23

Key Stage 3

	Year 7	Year 8	Year 9
English (includes 1 accelerated reading lesson)	5	5	6
Maths	4	4	5
Science	3	3	3
Art	1	1	1
D&T	2	2	2
French	2	2	2
Spanish	2	2	N/A
Geography	2	2	2
History	2	2	2
Music	1	1	1
PE	2	2	2
RE	1	1	1
Guidance	1	1	1
ICT	1	1	1
Drama	1	1	1

Key Stage 4

	Current Year 10
Core	English – 7 Maths – 5 Science – 6 PE – 2 Guidance - 1
Options	All option subjects have 3 periods each: Art, photography, geography, history, French, health & social care, childcare, religious studies, ICT, computer science, physical education (GCSE & Vocational), hospitality & catering, drama, engineering, triple science, music, business studies, graphics
Drop down sessions	Religious education
Entry Level pathway	This pathway includes GCSE art, Asdan Award and Entry Level qualifications in English, Maths, Science, Geography and History. Students also access PE, drama and guidance lessons although these aren't examined.

	Current Year 11
Core	English – 6 Maths – 5 Science – 8 PE – 1 Guidance - 1
Options	All option subjects have 3 periods each: Art, Photography, geography, history, French, Spanish, health & social care, childcare, religious studies, ICT, computer science, physical education, hospitality & catering, drama
Drop down sessions	Religious education

Key Stage 5

The Key Stage 5 curriculum is implemented to ensure:

- It provides a high level of challenge to students based on prior attainment and expected grades.
- Qualifications are linked to suitable progression opportunities in training, employment or higher levels of education.
- Students are able to undertake work experience if applicable to their courses / intended career path.
- That other activities are in place to develop the skills, attitudes and confidence that support progression.

Level 3 subjects available	English language, English literature, maths, physics, chemistry, biology, history, geography, religious education, art, French, applied science, health and social care (single and double), information technology, physical education, music
Other	Guidance GCSE English & Maths Resit Extended Project Qualification (EPQ) Core Maths

Groupings and settings

Key stage 3 classes are taught in groups by ability. These groups are initially informed from Key Stage 2 results and information gathered from feeder primary schools. Regular assessment points within each subjects' scheme of work then allows relevant staff to make any necessary changes to these groupings throughout Key Stage 3. Separate settings for maths, English and then other subjects, allows for more flexibility depending on students' need for additional challenge or support within different subjects.

In year 7 and 8, students are separated into two bandings, A and B. These bandings are comparative ability wise e.g. 7A1 will be broadly in line with 7B1.

Where ability groupings are created, the following criteria will apply:

- Students must be placed in an appropriate set to enable them to access the curriculum.
- Students must not be penalised from accessing the most appropriate level of entry for an exam.
- Higher ability sets may be larger than lower ability sets to ensure students' needs are met most appropriately.

Within Key Stage 4, students are grouped by ability within the core subjects and the above criteria would also apply to these groupings. Option subjects are mixed ability classes; however, students and parents receive comprehensive guidance when choosing their option subjects to ensure their chosen courses provide them with the greatest possible opportunity for success.

A suitable curriculum has been created for those students who would struggle to access a full suite of GCSE/Level 2 subjects. These students study Entry Level and Level 1 qualifications, including the core subjects. These students also have bespoke access to the GCSE groupings to encourage particular strengths. The decision to join this curriculum is made in cooperation with the students, their parents/guardians, SENCo, heads of departments and any other relevant external professionals.

Key Stage 5 lessons have mixed ability groups; however, as with Key Stage 4, students are given comprehensive guidance and advice when making their choices to ensure that courses chosen are accessible to all.

Citizenship

The statutory requirements for Sex Relationships Education are provided within a comprehensive programme for each year group. (Please see the Sex Relationships Education policy for more information).

Careers Education

Employability skills and career links are embedded within each of the curriculum areas. This includes whole school or single year group events, visits off-site, employer visits and interactions within school and lessons along with the use of suitable careers software. In addition to this, all students have a one-week workplace experience within year 10, and then also a week within year 12, should they continue into the sixth form. (Please see the CEIAG policy for more information).

Extra-curricular and Enrichment

A wide range of extra-curricular and enrichment activities are available to students at Netherhall School. The purpose of such activities is to offer a broader curriculum and experience for students beyond the classroom and to develop their sense of achievement and enjoyment and to foster a social community within school.

The extra-curricular timetable is available to view on the school website, and also sent termly to students and parents via Edulink.

Monitoring, Evaluation & Review

The school regularly monitors the curriculum as part of our ongoing self-evaluation. The curriculum will be continually reviewed, scrutinized and amended (if necessary) through the following means:

- Admissions – this includes the numbers of students in year groups and ability/needs.
- The standards achieved by students at the end of each Key Stage, considering variations between groups of students, subjects, courses and trends over time.
- The standards reached in each subject compared with national and local benchmarks.
- Destination information and CEIAG.
- Local and national employment and educational changes/reviews.
- Feedback from students and parents.
- Departmental feedback.
- External factors including the local and national labour market, college and further education opportunities and governmental directives and guidance.

Other related policies

This policy closely links with, and should be read in conjunction with, the following policies/documents:

- Key Stage 4 options information.
- Key Stage 5 options information.
- Equal opportunities policy.
- Sex and relationships education policy.
- CEIAG policy.
- Marking and feedback policy.
- Teaching and learning policy.