

Curriculum policy

Pakefield High School



Approved by: LGB

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24**

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1. Curriculum aims

Our curriculum ensures all students become confident and resilient learners. We aim to ensure students are successful, achieving the highest standards in their education, their personal development, and their behaviour. This is achieved through:

- a broad and rich curriculum that provides opportunity, challenge and support including a focus on developing strong skills in literacy and numeracy, given the context of our students.
- the extensive provision of extra-curricular and extended activities which develop individual interests and talents through academic, cultural, aesthetic, sporting, spiritual and ethical experiences

Curriculum Principles

Our curriculum;

- is broad and balanced, addressing the needs of our students
- is inclusive, allowing for personalisation to support learning needs
- ensures all students have equal access
- stimulates, challenges and engages all students,

and is underpinned by these core curriculum concepts:

Progression and Challenge

- Students are able to make swift progress when they join us
- Targets set at FFT20 for all cohorts ensure high challenge and aspiration

Revisiting

- Builds on complexity and consolidates prior learning to create confident learners

Assessment

- Identifies gaps in students' knowledge, providing meaningful feedback to address these gaps

Literacy

- Addresses the low literacy levels students join us with to ensure all students develop a broad vocabulary, with effective writing and reading skills

Wider Curriculum

- Ensuring our students are not restricted by their context, our curriculum includes enrichment through further learning; sporting, academic and creative.
- Understand the importance of a healthy lifestyle through active exercise and eating correctly

The School's timetable is based on a five period day, each period being 60 minutes long. The timetable is based on 25 periods taught per week over a two week timetable.

In some subjects students will be taught in sets according to their ability; in others they will be taught in mixed ability groups. The School will use prior attainment data and the results of tests and assessments to adjust sets where necessary. Parents have the right to withdraw their child from Religious Education and Sex Education topics and school assemblies.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head of school to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Head of school

The head of school is responsible for ensuring that this policy is adhered to, and that:

- All required 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 indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff, such as subject leaders, will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Key Stage 3

Years 7, 8 and 9 follow a broad and balanced curriculum based on the National Curriculum.

Subject	Year 7	Year 8	Year 9
	Teaching periods per fortnight		
English	8	8	8
Maths	8	8	8
Science	8	8	8
Technology	1	1	1
Food	1	1	1
French	3	3	3
History	3	3	3
Geography	3	3	3
Art	2	2	2
Music	2	2	2
Computer Science	1	1	1
PE	4	4	4
Drama	2	2	2
Life (RSHE / PSHE)	1	1	1
RE	2	2	2
Media	1	1	1

Key Stage 4

Years 10 and 11 students will follow a curriculum based on a compulsory core of subjects and then choose from a wide range of options.

Core Subjects	Optional Subjects	Year 10 & Year 11
		Teaching periods per fortnight
English		9
Life (non-examined)		1
Maths		9
PE (non-examined)		2
Science		9
	Triple Science	5
	Art	5
	Computer Science	5
	Design Technology	5
	Food & Nutrition	5
	French	5
	Geography	5
	History	5
	Media	5
	Music	5

	Performing Arts	5
	PE GCSE	5
	RE	5
	Spanish	5
	Sport Studies	5

The school website provides links to the curriculum intent and structure for each subject. These offer a useful overview of each subject together with the topics covered in each of the year groups.

This information can be found at <https://www.pakefield.org.uk/Curriculum/>

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- school visits, meetings with the school council, reports at LGB meetings by senior leaders and heads of subject etc.

All schools continue with:

Subject leaders monitor the way their subject is taught throughout the school by:

- learning walks, book scrutinies, students voice activities etc.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the head of school. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives