



# **Curriculum Policy**

## **Middlewich High School**

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## **Curriculum Policy 2020/2021**

*Review date September 2021*

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### **Curriculum Intent**

- i. Curriculum Rationale

Middlewich High School has an ambitious curriculum, designed to meet the needs and aspirations of our students, their parents/carers, the local community and the changing world. The curriculum derives from the school's vision and values 'Excellence in learning – Achievement for All'. It is centred on high expectations and achieving excellence in outcomes but also, importantly, in broadening horizons, understanding the world we live in, challenging our students to have courage and be the leaders of the future. Our desire for excellence and our determination to ensure that all our students achieve excellence means we offer a fully inclusive, broad and well balanced curriculum, supporting students from entry to the point they leave school in year 11, to pursue Higher and Further Education and become effective employees and responsible global citizens.

At MHS we:

- Meet statutory requirements regarding National Curriculum coverage, Inclusion and Equality.
- Ensure students access a broad and balanced curriculum in key stage 3, that secures a strong knowledge base and skill set and supports students to make astute decisions about subjects to study at key stage 4 and not be disadvantaged in future life.
- Have an 'EBacc for all' ambition, whilst supporting GCSE pathways through STEM, performance and creativity.
- Enhance students' personal development, character and cultural capital across all subjects and explicitly through our RE, i-Value and careers curriculum.

### **Curriculum Implementation**

- ii. Design Principles

The curriculum is designed as a 5-year learning experience from leaving key stage 2 through to preparing for key stage 5, ensuring coherence and progression across each transition. Years 7-9 are foundation years designed to build on learning from key stage 2 whilst securing new knowledge, skills and understanding relative to each subject, meeting National Curriculum requirements. Students experience high levels of challenge and the opportunity to deepen thinking, understanding and develop reasoning skills to support future pathways. KS4 pathways provide a broad and balanced range of qualifications that support academic, performance and personal growth, meeting the needs and aspirations of all our students. The curriculum is enhanced through enrichment in STEM, SMSC and Emotional and Physical Health. This curriculum combination enables students to have as many

opportunities as possible open to them when they move onto the next phase of their education and provides students with a broad range of knowledge and experiences to take with them.

### Curriculum overview 2020-21

#### iii. Curriculum model 2020/2021

The current curriculum offer in Year 11 is as follows:

English	Maths	Science	i-Value	Core PE	Core RM	4 options x 5 hours	Total hrs
8	9	9	1	2	1	20	50

The current curriculum offer in 10 is as follows:

English	Maths	Science	i-Value	Core PE	Core RM	4 options x 5 hours	Total hrs
8	8	9	1	2	2	20	50

The current curriculum offer in Year KS3 is as follows:

	Eng	Mat	Sci	PE	RE	i-Va	MfL	His	Geo	ICT	Art	Mus	Dra	Tech Carousel: DT/Food	Total hrs
Yea7/8	8	8	8	4	2	1	4	3	3	2	2	2	1	2	50
Year 9	7	9	8	4	2	1	4	3	3	2	2	2	1	2	50

iv. Pathways Rationale

Students follow a strong academic core of English, Maths, Science, RE and PE as well as SMSC through form time, i-Value lessons and drop-down days. Core RE is delivered as ‘Religion in the Modern World’, supporting British values and there is an option to study RE at GCSE. Students are guided towards EBacc qualification choices in triple science, computing, history or geography and modern foreign languages. This is complemented by the opportunity for students to follow their passions and choose to study two further subjects at GCSE. STEM, Creative, Performance and Academic pathways all exist within the pathways model ensuring the needs and aspirations of all students are catered for.

Proposed pathways blocks for September 2021 (under review Autumn 2020):

1 – EBacc	2 – EBacc	3 – Guided	4 - Guided
French	Geography	Art	Music
Spanish	History	Computer Science (invite only)	Art
History	French	I-Media	Triple Science (invite only)
Geography	Spanish	Drama	Physical Education
		Physical Education	Religious Studies

The school has an ‘EBacc for all’ ambition which ensures that all students have the opportunity to continue with a humanities and language entitlement through to GCSE. We review student choices in line with post 16 aspirations with the flexibility to make bespoke choices where appropriate.

## CEIAG

v. Careers, Education, Information, Advice and Guidance

All students access a highly effective careers programme that supports students to make informed, realistic and intelligent decisions about all aspects of the next stage of their education, training or employment with training. This includes interviews with senior staff to support pathways choices in Year 9. Our Careers programme aims to achieve the following;

- Regular educational visits to Russell Group Universities.
- Exposure to High Value Apprenticeship Careers from Year 7.
- Parent/carer and student university presentations delivered by local universities.
- Local sixth form and level 3 AS/A-level college course presentations for all students.
- Visits to local FE colleges.
- Attendance of Y10 to World Skills event at the NEC (November).
- Higher education day at a local university.

Please refer to the school’s Career Policy for more information.

## Most Able Students

### vi. Rationale and objectives

We are fully committed to ensuring that the most able students are provided with an educational experience that allows them to fulfil their potential. A very strong whole school commitment to securing the very best outcomes for the most able students is firmly underpinned by a clear emphasis on curriculum, teaching and assessment.

Our most able students access a wide range of highly academic qualifications and enrichment opportunities, preparing them well for further education and university. Our CEAIG and STEM programmes support enrichment for our most able students. High quality teaching and learning ensures students are suitably challenged in all lessons and the progress made by most able students is tracked carefully to ensure students achieve the best outcomes. Student voice and student leadership is well developed in the school.

Students are identified on transition from primary school and throughout their time at MHS on the following basis:

- Students who achieved a Level 5 (pre 2016 entry)/ 107 or above in Reading and Maths (2016 entry onwards) at KS2
- Students who have shown potential to perform at this level
- Students who have made accelerated progress and proved that they can achieve at this level through MHS Assessment Cycles.

The curriculum supports the highest achievement by guiding students towards the pathway that suits their learning needs and ability. This:

- Ensures most able students have access to a highly academic curriculum pathway **from year 7** that includes the study of separate sciences, computing and a language.
- Prepares students in KS3 and develops thinking and reasoning skills.
- Provides Yr9 students with a high quality EBACC pathway when choosing pathways.
- Includes setting of all KS4 core classes.
- Ensures all students have access to high level content across subject areas that will ensure progress towards GCSE grades 7-9.
- Encourages students to develop a Growth Mindset and become reflective and independent learners through metacognition and the use of i-Time feedback.
- The re-enforcement of Quality First Teaching through regular, planned and targeted CPD and performance management.

## **SEND students and those with a low prior attainment**

### vii. Rationale and objectives

We are fully committed to ensuring that all students, regardless of their need or prior attainment, study a broad and balanced curriculum. We do not reduce the educational experience or curriculum offer and ensure we provide all students with the opportunity to excel and fulfil their potential. High quality specialist teaching ensures students are suitably supported and challenged and their progress closely monitored so that no student is left behind their peers. At KS4 a tailored suite of examinations is offered to ensure all students leave MHS successful and able to access further education or training.

Students are identified on transition from primary school and throughout their time at MHS on the following basis:

- Students who have not been entered for KS2 assessment or who have achieved a scaled score of 90 or less.
- Students who have been identified through transition discussions as requiring specific or specialist support.
- Students with an EHC plan.
- Students who are identified internally through assessment or performance over time.

## **Transition Curriculum**

### viii. Transition

In order that students make an effective transition from Year 6 to Year 7 we collect information which informs both appropriate setting, target setting and schemes of learning in Year 7. MHS teachers liaise with staff in the primary setting in order to benchmark teaching expectations against data.

Quantitative Data:

- Scaled scores in Reading, Maths and Grammar (KS2 results)
- Reading age (tested on transition)

Qualitative Data:

- Attainment against age-related expectations for Reading, Writing and Maths (collected from Year 6 teachers on transition)
- KS2 Question Level Analysis (QLA)
- Baseline testing in all subject areas on entry to Year 7.

This information is used to inform planning which results in:

- Bespoke literacy and numeracy support groups e.g. in Y7 to boost reading ages
- Modification of SOL in core subjects to address gaps/accelerate progress
- Step Up to English and maths programmes
- Additional literacy / numeracy support through core and foundation subjects

## **Curriculum impact**

### ix. Curriculum impact

This is reviewed annually following publication of the GCSE examination results. Regular assessment in each learning cycle also informs progress and curriculum impact.

Please refer to the Assessment Policy and published results.

## **Responsibilities and Duties**

The Governing Body will:

- Support the school to deliver all aspects of the policy.
- Ensure that the policy is regularly reviewed and updated.
- Ensure a robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements.
- Stay up to date with national strategies and curriculum evolution.
- Ensure proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND).
- Ensure all courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and Cambridge Nationals, are approved by the Secretary of State.
- Ensure that the school implements the relevant statutory assessment arrangements.
- Actively participate in decision-making about the breadth and balance of the curriculum offer.
- Fulfil its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- Ensure students are provided with independent, impartial careers guidance, and that this is appropriately resourced.

The Leadership Group will:

- Undertake a regular review of the policy.
- Support and monitor the different staff teams in the implementation of the curriculum, assessment, moderation and quality assurance.
- Ensure there is a high quality CPD offer to support quality first teaching and learning.
- Ensure all elements of the statutory curriculum, and those subjects, which the school chooses to offer, have aims and objectives, which reflect the aims of the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.
- Manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment and examination meet all legal requirements.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum offer.

- The Governing Body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs, including children with SEND.
- Ensure the curriculum is appropriately funded for effective delivery.

Middle leaders will:

- Develop and implement an effective knowledge-rich curriculum that meets statutory requirements and supports learning over time.
- Provide ambitious scheme of learning that challenge and support all students.
- Ensure the curriculum is appropriately resourced.
- Stay up to date with curriculum developments and qualification offers within their subject area.
- Support department members in the implementation of the curriculum.
- Plan appropriate assessment opportunities into the SOLs and regularly evaluate their effectiveness.
- Monitor and quality assure curriculum delivery throughout the school by:
  - Learning walks
  - Lesson observations
  - Book monitoring
  - Student voice exercises
  - Link meetings with line management
  - Raising Standards Meetings
- Use assessment information to inform curriculum decisions and planning.
- Update staff on GCSE specification requirements and identify training needs.

Teachers will:

- Provide challenging and stimulating subject-learning experiences, designed to enable all students to reach their potential.
- Recognise and be constantly aware of the needs of each individual student, according to ability and aptitude
- Ensure that learning is progressive and continuous.
- Ensure SOL are adhered to.
- Maintain an up-to-date knowledge of the National Curriculum.
- Actively participate in curriculum development and planning within their subject.
- Work collaboratively with a shared philosophy and demonstrate common practice across the school.
- Enter data information accurately into Component Based Spreadsheets (CBS) and SIMS.
- Regularly assess and feedback on students' work, in accordance with their department feedback policy and the assessment calendar.
- Use assessment outcomes to address misconceptions and gaps in learning and adjust teaching accordingly.
- Motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time.
- Mentor students to support their progress.
- Support and accelerate student progress through effective RAP process.

Teaching assistants will:

- Support individual/groups of students with learning opportunities, preparation and completion.
- Liaise with the subject teacher to ensure that individual needs are met, and intervention is effective.

Students will:

- Be punctual and ready to begin lessons on time
- Be organised; bringing necessary equipment, taking letters home promptly and meeting homework deadlines appropriately
- Behave appropriately in line with the school Behaviour Policy
- Take responsibility for their own learning

Parents/Carers will:

- Ensure they read all Reports and attend Progress Events.
- Encourage their child to work with the support structures put in place post-Learning Cycle with the purpose of accelerating progress and preventing underachievement.

SENDCo will:

- Ensure teachers have access to up to date student profiles that outline individual needs for learning and where applicable access arrangements in student's GCSE exams, (e.g. extra time, reader and scribe).
- Ensure students who require support receive their entitlement.

Approved at Progress & Attainment Committee: 22<sup>nd</sup> February 2021  
Review Date: Spring Term 2022

This document is part of the group which include