MARSHLAND HIGH SCHOOL

Curriculum Policy

Reviewed by:	Local Governing Body	Date: September 2023
Last reviewed on:	September 2023	
Next review due by:	September 2024	

Contents

Contents

1. Aims of the Curriculum

The aim of the Curriculum is to focus on both the qualities and skills learners need to succeed in school and beyond. The Curriculum should enable students to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

2. Purpose of the Curriculum

The school is committed to providing a broad and balanced curriculum that:

- provides core knowledge, understanding and skills to enable students to build upon Key Stage 2, and to support progression to the next stage of their learning once they leave the school
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life
- promotes learners' spiritual, moral, cultural, mental and physical development at school and within society.

In particular, our Curriculum should:

- ensure all students achieve outstanding personal progress
- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence, and secures high standards

- develop learners with the essential knowledge, skills and discourse of subject disciplines and develop specialisms appropriate to aptitude
- prepare young people for the world of employment and further and higher education
- make learners more aware of, and engaged with, their local, national and international communities
- encourage learners to take responsibility for their health and safety and appreciate the benefits and risks of the choices they make
- contribute to community cohesion
- acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation
- help develop resilient and independent learners.

3. 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.

4. Roles and Responsibilities

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

The governing body will 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. Enough teaching time is provided for students to cover the requirements of the funding agreement.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students 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

The headteacher 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 students 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 students with different abilities and needs, including children with SEN

5. Curriculum Ethos and Values

We aim to produce a well-resourced, rich and stimulating community where students develop and demonstrate these core values:

Respect	Responsibility	Kindness	Honesty	Perseverance
Engage perceptively with the world around us, showing understanding, treating people with dignity and celebrating diversity	Gain an appreciation and understanding of their role in our school, providing leadership opportunities, a sense of belonging and achievement	Be an empathetic community, understanding the feelings of others and supporting the needs of those we learn and work with	Earn the trust, loyalty and confidence of others in our community and be true to our own feelings to strengthen our relationships with others	Show very positive attitudes to our learning, recognising 'failure' as an opportunity to learn, always seeking to do our best and never giving up

6. Curriculum Organisation and Planning

The Curriculum is organised within 50 periods per timetable cycle of two weeks. Each period is 60 minutes duration.

As a school, we believe in the importance of powerful knowledge and deep mastery of skills. Each student is provided with a broad range of subjects in a three-year KS3 to ensure that they have a wide experience of subjects, developing a core body of knowledge and skills. The careful design of the Curriculum is to provide our students, including the disadvantaged, with knowledge they may not have access to at home or in the community. Our knowledge-led Curriculum aims to build a rich, interconnected web of knowledge in the long-term memory of our students.

As students progress through the three-year Key Stage 3 curriculum, they are provided with guidance to ensure they follow a curriculum in Key Stage 4, which has been shaped to help support their needs and future ambitions. The advice we give to them to help them select their option subjects is based upon our knowledge of the child as an individual, prior performance data, and teacher assessments.

Teachers set high expectations for all students, organising the Curriculum at Marshland to support and challenge all our students and ensure excellent personal progress. Objective testing and assessment information from primary schools is used to estimate student ability on entry to Marshland; our assessments complement this. This range of information is used to place students in teaching groups. Regular assessment and monitoring of student performance ensure that students are able to be moved to a more appropriate teaching group should it be felt necessary.

Teachers plan lessons so that students with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Teachers also take into account students whose first language is not English. Lessons are planned so that teaching opportunities help students develop their English and to support students to take part in all subjects. Further information can be found in our SEND policy.

7.   Extra-Curricular and Enrichment

We firmly believe that students should receive a broad and balanced Curriculum that offers them high-quality opportunities to develop their wider knowledge and understanding of the world and help them prepare for their place as young citizens. As a school, we value the development of the child as a whole. To this end, we provide a comprehensive range of quality student experiences through our flexible learning days, tutor programme and extra-curricular offer. We publish details of our full enrichment offer on the school website.

Students also have access to a wide range of trips, visits and workshops, which help to extend and develop their experiences of learning beyond the classroom and enrich their understanding. Opportunities such as residentials and trips give our students high-quality cultural experiences.

8.   GCSE Options Choices Offered

We review our Key Stage 4 curriculum offer constantly to ensure that we offer our learners an engaging and relevant curriculum. We have a passionate and motivated staff who work hard to ensure that we provide a range of challenging subjects that prepare our students for their future career and academic pathways.

In 2022-23, we offered the following optional Key Stage 4 courses:
- GCSE Art and Design
- GCSE Art and Design: Photography
- GCSE Art and Design: 3D design
- GCSE Business
- GCSE Computer Science
- GCSE Drama
- GCSE Food and Nutrition
- GCSE French
- GCSE Geography

- GCSE German
- GCSE Citizenship
- GCSE History
- GCSE Film Studies
- BTEC Music
- GCSE Physical Education
- ASDAN Personal Development Pathway

We also have access to a few practically orientated learning placements, which we may use, depending upon individual students' needs (e.g. Open Road). We do not currently offer access to college courses.

Students have access to the Duke of Edinburgh scheme as an additional extra-curricular activity hosted by the school and our staff. This is a very successful course with good uptake by our students.

9. Key Stage 3 and 4 Curriculum Plans – September 2023

Allocation of KS3 Curriculum time

Subject	Number of 60-minute lessons per fortnight		
	Year 7	Year 8	Year 9
English	8	8	8
Maths	8	8	8
Science	6	6	6
Art	2	2	2
Music	2	2	2
Drama	2	2	2
Humanities (inc Religious Studies)	8	8	9
MFL	4	4	4
ICT	2	2	2
PE	4	4	3
PSHCE	1	1	1
Character & Culture	1	1	1
Technology & Food	2	2	2

Allocation of KS4 Curriculum time

Subject	Core or Option	Number of 60-minute lessons per fortnight	
		Year 10	Year 11
English	Core	8	8
Maths		8	8
Science/Triple Science		9	9
PE		2	2
Skills for Life / Culture & Beliefs		1	1
Option 1	Option	6	6
Option 2		6	6
Option 3		5	5
Option 4		5	5

10. 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

- Local governing body meetings

Senior and Curriculum leaders monitor the way subjects are taught throughout the school following the whole school quality assurance guide; this includes:

- Learning walks

- Book scrutinies

- Student voice

- Staff voice

- Analysis of assessments and data

Feedback Best Practice Guidance

Author	Olly Mackett
Created	September 2023
Frequency of Review	Yearly
Review Date	July 2024

At Marshland High School, we understand that effective feedback can significantly impact learning outcomes, as evidenced by the EEF. Regular feedback and assessment come from various sources, and different methods of feedback delivery can be effective.

This best practice guidance is based on the recommendations for teacher feedback from the EEF (2021).

Individual departments should use this guidance to create their own subject-specific departmental feedback policy.

Aims of this guidance:

- Ensure consistency in the evidence-informed approach to feedback for all teachers and students
- Set out best practice feedback expectations for all members of the school community

Marshland feedback colours:

- Live marking 'pink for think' highlighter
- Live marking 'green for great' highlighter
- Green pen for student corrections/redrafts/improvement
- Yellow paper for whole class/individual feedback

What are the foundations of effective feedback?

- Provide effective instruction using Rosenshine's principles of instruction

- Clarifying, sharing and understanding the learning intentions and success criteria
- Eliciting evidence of current learning.
- Teachers and students have a shared understanding of the 'concept of quality in the subject area

Best practice:

- Strengths and weakness discussion to construct a rubric for successful work in a subject or area of a subject
- Sharing examples of high-quality model work
- Providing a list of 'what not to write
- Designing a question and answer for the topic they are learning
- Effective no-hand questioning for all pupils, providing sufficient wait time
- Teachers listen closely to the answer and interpret how pupils are thinking to reveal their understanding
- All student response systems such as mini-whiteboards, multiple choice hinge questions and exit tickets.
- Carefully designed tasks with teacher feedback in mind

When should feedback be given?

- Timing of feedback used to be left to the careful judgement of the subject/teacher
- Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves.
- High-quality feedback focuses on the task, the subject and self-regulation strategies.
- It is less likely to be effective if it focuses on a student's personal characteristics or provides a general or vague comment.

How should feedback be received and used by students?

- Prepare students for receiving feedback
- Students need the time and opportunity to use feedback to move forward

Best practice:

- Discuss the purpose of feedback, focusing on how feedback is not to be critical but because the teacher has high standards and fully believes students can meet them
- Model the use of feedback in a whole-class discussion of how a pupil improved their work because of feedback
- Ensure pupils understand the feedback given through choice of language and content and clear teacher handwriting in written feedback
- Monitor whether or not feedback is being acted on
- Use live marking (pink for changes/green for good), and students correct the pink highlighted work in green
- Tailor live marking using pink/green dots in the margin or more detailed scaffolding in a pink pen where necessary

- Class discussion of feedback where the teacher explores, explains and clarifies feedback before they use it in the next activity
- Use questions in written feedback, and students respond to these
- Redrafting of work where appropriate in green pen

What does effective and time-efficient feedback look like at Marshland?

- Live marking using pink and green highlighters. Teachers carefully move around the classroom and highlight sections of work which show students what they need to improve and what they have done well. Students still need time to use this feedback. Verbal interaction may support the understanding of the feedback. Some APSAs may use pink pens to add additional scaffolding where necessary.
- Coded marking. When identifying their 'concept of quality', some subjects may wish to place coded marking focused on the learning intentions. Students could use these codes to plan, monitor and review their work.
- Scaffolding and modelling are effectively used for students to pre-empt teacher feedback or compare with their work and improve.
- Whole class feedback can be shared via a PowerPoint slide or a subject-designed yellow feedback sheet.
- Target verbal feedback to individuals or the whole class. This could include students summarising a clear action point from the verbal feedback to close the feedback loop.
- Teachers use a visualiser to provide verbal feedback on completed or ongoing work, using this to model and discuss learning intentions

Assessment Calendar

As well as frequent effective feedback in the classroom, KS3 and Year 10 have a yearly summative assessment.

In KS3, Students have a yearly subject test of their cumulative knowledge and skills, and we report a subject performance indicator. It aims to provide context for how well a student does in class; it includes the in-class assessment and the test % score. Students test scores are compared to baseline test data to provide an expected score for the subject:

P indicates a student is within the expected range.

P+ indicates a student is above the expected range.

P- indicates a student is below the expected range.

In KS4, Year 10 have assessments in their subjects to test their cumulative knowledge and skills. We report a working at grade and a predicted grade for these students using GCSE grades.

In Year 11, students have two assessments to test their cumulative knowledge and skills, allowing time for responsive teaching.

Year 7	**7th May - 17th May**
Year 8	**22nd April - 3rd May**
Year 9	**26th February - 8th March**
Year 10	**18th March - 28th March**
Year 11 PPE1	**2nd October – 13th October**
Year 11 PPE2	**5th February – 16th February**