



MARSHLAND HIGH SCHOOL

# Curriculum Policy

<b>Approved by:</b>	Mr S Cozens / Mr C Jansen	<b>Date:</b> 2 <sup>nd</sup> October 2018
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<b>Last reviewed on:</b>	October 2017
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<b>Next review due by:</b>	October 2019
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## 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

## Purpose of the Curriculum

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

- provides the core knowledge, understanding and skills to enable pupils 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 the spiritual, moral, cultural, mental and physical development of learners at the 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 to 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 own 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

## Curriculum ethos

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



## Curriculum Organisation

Increasing flexibility allows schools to provide more personalised pathways, particularly through the 14-19 curriculum, and increasingly within Key Stage 3. It is important that these pathways do not become early corridors and turn into a form of streaming, thereby restricting students' choice and their opportunity to achieve.

We organise the Curriculum at Marshland to support and challenge our students, and ensure excellent personal progress. Objective testing and assessment information from primary schools is used to estimate the abilities of students on entry to Marshland, this is complemented by our own assessments. This range of information is used to place students in teaching groups. Regular assessment and monitoring of student performance ensures that students are able to be moved to a more appropriate teaching group should it be felt necessary.

Literacy and comprehension are key skills which unlock learning and life chances, in order to best meet the needs of our most vulnerable students we have established a nurture group within Year 7, which focuses on delivering the English and Humanities curriculum with an enhanced focus on supporting students to become more confident with these important skills. Where students may require support to help access their learning we also work closely with our SEN department to provide teachers and students with the support that they need in order to help each individual make excellent progress.

The school moved to a three year Key Stage 4 model from September 2016, with students following GCSE courses throughout Years 9, 10 and 11. This additional subject-specific curriculum time allows students to prepare more appropriately for the reformed GCSEs. Therefore, our students opt for their GCSE courses in Year 8 – and are supported through this process by staff.

Within Key Stage 4, pupils follow a curriculum which has been shaped to help support their needs and future ambitions. The advice which 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.

- Most students will follow our core curriculum, which ensures that they achieve Progress 8, and meet the statutory requirements
- Some students will be encouraged to pursue the English Baccalaureate, this aspirational curriculum gives the widest range of options beyond GCSE as students progress to 6th Form, University and beyond
- A few students have the option to take fewer GCSEs, and have additional support with English and Maths

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

## Extra-Curricular and Enrichment

We firmly believe that students should receive a broad and balanced Curriculum which offers them high quality opportunities to develop their wider knowledge and understanding of the world around them, and help them to prepare for their place in it as a young citizen. As a school we value the development of the child as a whole, and to this end we provide a comprehensive range of quality experiences for the students through our flexible learning days, tutor programme and extra-curricular offer. We publish details of our full enrichment offer onto 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 the German Exchange and residential PE tours give our students access to high quality cultural experiences.

## GCSE Options Choices subjects offered at Marshland High School

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

### **In 2018-19 we have offered the following optional Key Stage 4 courses:**

- GCSE Art and Design
- GCSE Art and Design: Photography
- BTEC Business
- GCSE Computer Science
- GCSE Design and Technology
- GCSE Drama
- GCSE Food and Nutrition
- GCSE French
- GCSE Geography
- GCSE German
- BTEC Health and Social Care
- GCSE History
- ICT / IMedia qualification
- BTEC Music
- GCSE & BTEC Physical Education
- GCSE Religious Studies

We also have access to a few practically orientated learning placements which we may make use of, depending upon the needs of individual students (eg. Open road). We do not currently offer access to college courses – and instead offer suitable students access to Additional English & Maths, and a unit award scheme to accredit wider learning and preparation for working life.

Key Stage 4 students can access 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.

## Key stage 3 and 4 Curriculum plans – September 2018

### Allocation of KS3 Curriculum time

Subject	Number of 60 minute lessons per fortnight						
	Year 7				Year 8		
	Nurture	Lower	Middle	Higher	Lower	Middle	Higher
English	7	7	7	7	7	8	8
Maths	7		7	7	6	6	6
Science	7		7	7	6	6	6
Art	2		2	2	2	2	2
Music	2		2	2	2	2	2
Drama	2		2	2	2	2	2
Humanities (inc Culture and Beliefs)	7	7	7	7	7	7	7
MFL	2	4	4	4	6	4	4
Literacy	2						
ICT	2		3	3	2	2	3
PE	4		4	4	4	4	4
Skills for Life	1		1	1	1	1	1
Technology	5		5	5	5	5	5

### Allocation of KS4 Curriculum time

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