

Curriculum Policy



Formby High School
Determined to Achieve

Aims

This policy sets out how Formby High School has developed the curriculum for students across all Key Stages. It explains how each pathway allows students to maximise their potential and prepare for the future.

Curriculum Statement

Please see the Formby High School Curriculum Statement in Appendix One of this policy document.

Curriculum Overview

We offer a broad, balanced, relevant, differentiated and inclusive curriculum to all students. At Key Stage 3 and Key Stage 4, the curriculum reflects the National Curriculum programmes of study and all other statutory requirements.

Key Stage Three

Students joining Formby High School in Year 7 follow a broad curriculum, which offers opportunities to explore a wide range of subjects and skills. It prepares them thoroughly for the rigours of Key Stage 4, GCSEs and EBacc expectations whilst retaining opportunities in creative and technology subjects. The Key Stage 3 curriculum allows students to develop the skills and knowledge required to succeed at GCSE. More specifically, the features of the curriculum include:

- Providing a refined knowledge base supported by 'knowledge organisers' in all subjects,
- Clear identification and development of the required subject specific skills for all students.
- Strong connections between classroom based learning and homework, independent learning and thinking skills.
- Regular 'Assessment Points' to test and monitor students' knowledge of subject content and depth of understanding, informing teachers' planning.
- Frequent reporting and feedback opportunities.

In order to reflect our vision for Key Stage 4, with its significant shift towards preparation for the increased challenge, depth and content for GCSE specifications, Years 7 and 8 is approached in a similar way. Whilst we acknowledge the increased challenge and rigour of new GCSE courses, we also wish to maintain a diverse and inspiring curriculum upon entry to Formby High School. It is vital that we promote and develop essential skills from the outset, ensuring students have the necessary knowledge recall and evaluative and analytical skills to progress and be 'GCSE ready' by the end of Year 9 when they will take their options.

A Key Stage 3 curriculum map for each subject, including the knowledge and skills students will acquire, can be found at the Key Stage 3 section of the school website.

In Year 9, students embark on a Discovery Year which allows them to experience a wide variety of subjects before they make their final GCSE choices. This additional breadth of learning allows students to cover a broader range of content in a number of specialist areas, capturing their creative imaginations and developing unique talents. Our Discovery Year will also enable students to reflect on their experiences with greater confidence and clarity around these subjects. Students are encouraged to capitalise upon the extra-curricular and enrichment opportunities that do so much to enhance and enliven their school experience. Our students can then grow in confidence and develop skills of application and flexibility of thinking. This will also help to reduce levels of anxiety and provide a healthier work-life balance, with students having more time to fully consolidate and embed what they learn.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
YEAR 7	ENGLISH							MATHS							SCIENCE							HISTORY							GEOGRAPHY							SPANISH		COMPUTING	DT CAROUSEL (Art, DT and Food)		MUSIC	DRAMA	RAVE	PE		RESPECT			
	Lit		Num		DT CAROUSEL (DT and Food)		MUSIC		DRAMA		ART		RAVE		PE																																		
YEAR 8	ENGLISH							MATHS							SCIENCE							HISTORY							GEOGRAPHY							SPANISH		COMPUTING	DT CAROUSEL (DT and Food)		MUSIC	DRAMA	ART	RAVE	PE		RESPECT		
	Lit		Num		DT CAROUSEL (DT and Food)		MUSIC		DRAMA		ART		RAVE		PE																																		
YEAR 9	ENGLISH							MATHS							SCIENCE							HISTORY							GEOGRAPHY	SPANISH		COMPUTING / Creative iMedia	STUDY SUPPORT		FOUR OPTIONS / 2 PERIODS PER SUBJECT (Art, Arts Award, Business, Dance, Drama, Engineering, Environmental Science, French, HPO, Hospitality & Catering, Latin, Music, Music Tech, and Sports Leaders)		RELIGIOUS STUDIES (GCSE)		PE		RESPECT								
	Lit		Num		DT CAROUSEL (DT and Food)		MUSIC		DRAMA		ART		RAVE		PE																																		

Key Stage 4

At Key Stage 4, students are guided formally towards a more personalised curriculum which meets their individual needs and aspirations. There are four pathways and the curriculum offered ensures that there are clear progression routes to enable students to continue their post-16 education at Formby High School or other local providers, and to prepare them for higher education, vocational training and the world of work.

Our curriculum is reviewed annually and developed to meet the requirements of current national guidelines.

KEY STAGE FOUR CORE CURRICULUM			
GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE		GCSE MATHEMATICS	
PSHEE / CAREERS		GCSE RELIGIOUS STUDIES	
		SCIENCE (GCSE SEPARATE SCIENCES, GCSE TRILOGY SCIENCE or GCSE BIOLOGY)	
		HEALTH FITNESS & WELLBEING	
KEY STAGE FOUR OPTION COURSES			
GCSE BUSINESS STUDIES	GCSE COMPUTER SCIENCE	GCSE DANCE	GCSE DRAMA
GCSE FRENCH	GCSE FINE ART	EDUQAS HOSPITALITY & CATERING	GCSE GEOGRAPHY
GCSE HISTORY	GCSE MUSIC	GCSE PHYSICAL EDUCATION	GCSE SEPARATE SCIENCES (BIOLOGY, CHEMISTRY AND PHYSICS)
GCSE SPANISH	OCR CREATIVE iMEDIA	BTEC ENGINEERING	

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49			
YEAR 10 PATHWAYS	1	ENGLISH							MATHS							SCIENCE (SS & sets 1-4) Separate Science or Combined Trilogy Science GCSE							GCSE EBACC HUMS OPTION					GCSE EBACC MFL OPTION					GCSE OPTION					GCSE OPTION					RELIGIOUS STUDIES (GCSE)					HEALTH, FITNESS & WELLBEING					RESPECT
	2	ENGLISH							MATHS							SCIENCE (SS & sets 1-4) Separate Science or Combined Trilogy Science GCSE							GCSE EBACC OPTION					GCSE OPTION					GCSE OPTION					GCSE OPTION					RELIGIOUS STUDIES (GCSE)					HEALTH, FITNESS & WELLBEING					RESPECT
	3	ENGLISH							MATHS							SCIENCE (set 5) GCSE Synergy Science							VOCATIONAL COURSE					VOCATIONAL COURSE					GCSE OPTION					EXTRA ENGLISH / MATHS					RELIGIOUS STUDIES (GCSE)					HEALTH, FITNESS & WELLBEING					RESPECT
YEAR 11 PATHWAYS	1	ENGLISH							MATHS							SCIENCE (SS & sets 1-4) Separate Science or Combined Trilogy Science GCSE							GCSE EBACC HUMS OPTION					GCSE EBACC MFL OPTION					GCSE OPTION					GCSE OPTION					HEALTH, FITNESS & WELLBEING					RESPECT					
	2	ENGLISH							MATHS							SCIENCE (SS & sets 1-4) Separate Science or Combined Trilogy Science GCSE							GCSE EBACC OPTION					GCSE OPTION					GCSE OPTION					GCSE OPTION					HEALTH, FITNESS & WELLBEING					RESPECT					
	3	ENGLISH							MATHS							SCIENCE (set 5) GCSE Synergy Science							VOCATIONAL COURSE					VOCATIONAL COURSE					GCSE OPTION					EXTRA ENGLISH / MATHS					HEALTH, FITNESS & WELLBEING					RESPECT					

As students enter Key Stage 4, we aim to provide a personalised curriculum, allowing students to follow an appropriate pathway and, where necessary, working with external agencies to ensure appropriate course provision. We engage students and parents in decisions regarding their options choices at 'landmark moments' throughout their school career. All students are entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework or controlled assessment completion.

Our formal curriculum offer is supplemented by a range of additional opportunities which aim to further enhance, stimulate and engage our students in new experiences. These include careers enterprise days, curriculum enhancement activities, field trips, educational visits and cultural events.

Key Stage 5

At Key Stage 5, students may follow one of four pathways which meets their individual needs and aspirations. Each pathway has clearly defined entry requirements. The curriculum offered at Key Stage 5 includes a range of academic A Levels and Level 3 vocational qualifications and ensures that there are clear progression routes to enable students to continue their post-18 education in higher education, vocational training or by entering the world of work. Students are also offered the opportunity to resit GCSE English and Mathematics if required.

KEY STAGE 5 PATHWAYS			
PATHWAY ONE		Four A Level courses	
PATHWAY TWO		Three A Level courses	
PATHWAY THREE		Three A Level / Level 3 vocational courses	
PATHWAY FOUR		Three Level 3 vocational courses	
KEY STAGE 5 COURSES			
A LEVEL ART	A LEVEL BIOLOGY	A LEVEL CHEMISTRY	A LEVEL DRAMA
A LEVEL ECONOMICS	A LEVEL ENGLISH LANG/LIT	A LEVEL ENGLISH LITERATURE	A LEVEL FILM STUDIES
A LEVEL FURTHER MATHS	A LEVEL GEOGRAPHY	A LEVEL HISTORY	A LEVEL MATHEMATICS
A LEVEL MUSIC	A LEVEL MUSIC TECHNOLOGY	A LEVEL PHYSICAL EDUCATION	A LEVEL PHYSICS
A LEVEL POLITICS	A LEVEL RELIGIOUS STUDIES	A LEVEL SPANISH	LEVEL 3 BTEC BUSINESS
LEVEL 3 BTEC COMPUTER SCIENCE	LEVEL 3 BTEC DANCE	LEVEL 3 OCR DIGITAL MEDIA	LEVEL 3 BTEC ENGINEERING
LEVEL 3 BTEC SPORT			

Our Sixth Form offer includes a programme of enrichment activities which includes the Extended Project Qualification, the Arts Award, Duke of Edinburgh Gold Award, sports leadership and community service. In September 2017, we launched a more formal 'FHS Bacaluareate' programme to draw together curriculum and enrichment elements under one umbrella structure.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
SIXTH FORM	YEAR 12	OPTION BLOCK A								OPTION BLOCK B								OPTION BLOCK C								OPTION BLOCK D								ENRICHMENT	GCSE ENGLISH RESIT	GCSE MATHS RESIT	INDEPENDENT STUDY													
	YEAR 13	OPTION BLOCK A								OPTION BLOCK B								OPTION BLOCK C								OPTION BLOCK D								ENRICHMENT	GCSE ENGLISH RESIT	GCSE MATHS RESIT	INDEPENDENT STUDY													

Curriculum Support and Personalisation

Support for students with Special Educational Needs, and those for whom English is an additional language, is provided by a team of dedicated teachers and Teaching Assistants with additional support from external providers if required.

For an identified cohort of students, we have developed our **Reaching High** programme, a unique curriculum which is underpinned by a culture of trust and encouragement to captivate our students. We achieve high levels of engagement and as a result, capitalise on each child's potential to ensure they are confident self-assured and resilient. Our specialist academic teaching is combined with a needs-led Life Skills curriculum through which we nurture students to excel in practical, social and emotional aspects of learning. Through collaboration with specialist vocational training centres in our local area our older students have the opportunity to learn how to transfer their skills into the workplace to ensure they leave us with a plethora of academic and holistic achievements.

In Years 7, 8 and 9, some students are withdrawn from Modern Foreign Languages in order to receive additional support in literacy and numeracy.

In Years 10 and 11, students who follow pathways 3 and 4 take a reduced combination of subjects, with an emphasis on vocational qualifications and work related learning, and receive additional support in English and Mathematics.

Opportunities also exist to ensure the most able are adequately stretched and challenged, both during lessons and through the curriculum enrichment programme. Examples of opportunities for this cohort of students include GCSE Further Mathematics, UKMT Maths Challenges, Key Stage 3 Reading Challenge, GCSE Astronomy, additional GCSE and A Level foreign languages, masterclasses and university visits.

Students who are withdrawn from Religious Studies

Students who are withdrawn from Religious Studies at parental request complete a structured programme of study provided by the Curriculum Leader for RAVE. This includes elements of the PSHEE and Citizenship curriculum and promotes positive values, SMSC and wider general knowledge. Students complete this work either within the classroom or in the School Hall at the discretion of the school. In the case of students who are withdrawn for pastoral reasons, the lesson time is used to provide appropriate support according to individual needs.

Roles and Responsibilities

The Headteacher has overall responsibility for the planning and organisation of the curriculum, reporting to the Governing Body, and providing the strategic direction and development of the curriculum.

The role of the **Senior Assistant Headteacher and Assistant Headteacher** (with responsibility for Curriculum) is to:

- Lead on the implementation and delivery of the Curriculum Policy across the school, ensuring the curriculum provides accessible opportunities for all students.
- Maintain up to date curriculum models reflecting to organisation of the curriculum across each key stage, providing detailed planning to the timetabler.
- Work with the Headteacher to ensure accurate and cost-effective annual staffing plans and projections; regularly reviewing the curriculum, courses and qualifications.
- Ensure the curriculum is accurately represented on the school website, with high quality documentation and communication to all stakeholders.
- Keep staff up to date with national developments / curriculum policy.

The role of **Curriculum and Subject Leaders** is to:

- Keep up to date and review developments in their subject, at both national and local level, ensuring development planning links to whole-school curriculum objectives.
- Regularly monitor and review the plans for all teachers, ensuring that all classes are taught the full requirements of the curriculum.
- Examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used and that planning leads to a broad and balanced curriculum which takes into account the needs of different learners.
- Ensure the curriculum is adequately resourced and monitor the way in which resources are stored and managed.
- Ensure that both formative and summative assessments are used to promote learning.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

The role of the **Subject Teachers** is to:

- Keep up to date with developments in their subject, at both national and local level, ensuring lesson planning links to whole-school objectives.
- Plan and deliver lessons that meet the full requirements of the curriculum.
- Differentiate the curriculum, using appropriate teaching strategies that take into account the needs of different learners.
- Use resources effectively in order to deliver the aims of the curriculum.
- Plan for and use both formative and summative assessments to monitor and track student progress.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

The implementation of this policy is monitored through whole school, departmental and pastoral self-review, and by the Governing Body.

CURRICULUM STATEMENT

The overriding principle of the curriculum in the classroom is that all subjects are equally valued in providing our young people with an enjoyable learning experience, developing their minds and raising aspiration. The **ethos of the school** is promoted and enhanced through the curriculum that is rooted in the promotion of British values, respect for others and which seeks to resolve inequality and promote limitless ambition. The curriculum also places a strong emphasis on the development of independence, self-direction and resilience amongst all learners and its content will always remain responsive to the needs of the local economy.

There is **breadth to the curriculum** which is intended to allow **personalised pathways** at Key Stages 3, 4 and 5. This will be implemented by affording students the opportunity to study a diverse range of subjects at Key Stage 3 and by maintaining a healthy choice of four options when moving from Key Stage 3 to 4. Promoting creativity, culture and innovation across the curriculum is central to our ethos, encouraging students to embark upon a journey which reflects their unique talents and aspirations. This is achieved by offering a range of discrete creative subjects but also through inspirational resources and teaching across all curriculum areas – empowering students to ask questions, seek out answers and think outside the box. The most able students are given wider opportunities to maximise their potential through a number of accredited ‘challenge’ programmes.

The **attainment and progress of students** is of fundamental importance in preparing our young people for their education and employment beyond high school. The curriculum is intended to help prepare students well for public examinations by instilling a wide range of core knowledge, factual information and language from a wide variety of subjects. This will be implemented through high quality teaching and learning which is carefully and imaginatively sequenced. Robust assessment provides opportunities for students to make content stick, whilst also giving them the chance to take risks and learn from failures. Planning seeks to support long term retention rather than short term performance. Students revisit valuable skills across the key stages, re-engaging with content at a deeper level to reinforce prior learning and strengthen understanding and confidence.

The curriculum places high importance on the **development of literacy and oracy** skills for all students, with the clear intention of enhancing their ability to communicate effectively. It is the responsibility of all teachers in all subjects to help students develop their vocabulary as a way of improving the fluency of their writing and speaking. This will be implemented by ensuring that, in lessons at all

key stages and on all pathways, exposure to extended written text will be central to the learning experience, both with classwork and homework.

The **enrichment curriculum** is intended to encourage belonging and a sense that wider opportunities, within and beyond the classroom, exist and are equally valued. A broad range of enhancement and extra-curricular activities are provided, allowing students access to opportunities that cater for all interests and abilities. This will be implemented with a clear focus on the importance of developing the skills that are often not accurately measured in the classroom setting; such as leadership, commitment and other important life skills.

The overall impact of the curriculum at Formby High School will be **sustained excellence** in terms of academic achievement and the development of rounded young people who are **thoroughly prepared for life** in a rapidly changing world – a world where transferable skills, including communication, technology, creativity and problem solving, will help them stand out from the crowd. Students' cultural capital, outcomes and the characteristics they develop will be excellent and there will be clear evidence of progression towards **career enhancing opportunities in employment, education and training**.

BRIDGING THE GAP BETWEEN KEY STAGES 3 AND 4

Students follow a broad two-year Key Stage Three curriculum that prioritises developing the necessary knowledge, skills and understanding to prepare them for the challenges of GCSEs. Key Stage 3 has been made more efficient with opportunities for all students to progress, and a major focus on programmes of study that are new and challenging. This provides an opportunity to build on the work covered in primary school, whilst enhancing and refining essential skills and knowledge. The curriculum offer at Key Stage 3 remains broad and the pace of learning allows for challenge in the reviewed schemes of work and pedagogical approaches.

In Year 9, students embark on a Discovery Year which allows them to experience a wide variety of subjects before they make their final GCSE choices. This additional breadth of learning allows students to cover a broader range of content in a number of specialist areas, capturing their creative imaginations and developing unique talents. Our Discovery Year will also enable students to reflect on their experiences with greater confidence and clarity around these subjects. Students are encouraged to capitalise upon the extra-curricular and enrichment opportunities that do so much to enhance and enliven their school experience. Our students can then grow in confidence and develop skills of application and

flexibility of thinking. This will also help to reduce levels of anxiety and provide a healthier work-life balance, with students having more time to fully consolidate and embed what they learn.

As they then enter Key Stage Four, students are better informed and prepared for study in a suite of subjects which they have chosen to pursue for GCSE or vocational qualification. Formby High School is fully inclusive, offering a curriculum that meets the needs of each individual and enables every student to succeed. Students will be inspired by their teachers and, through their learning in all subjects, will develop creative flair, confidence and enquiring minds.

ACCESS TO LEARNING IN AND OUT OF SCHOOL

As we re-emerge following a significant period of school disruption and restriction into a new normal of work in and out of school, we have taken care to ensure our curriculum provision mitigated any loss of learning and negative impact of the past year. We have been determined that students have access to high quality learning both within the classroom and if they find themselves working independently at home. This may be because of quarantining, personal circumstances or local/regional lockdown.

Curriculum and Subject Leaders have planned carefully to ensure students have access to equal experiences across both scenarios, which follow a model which supports input, application and reflection across all subjects. Teacher input allows for new materials and concepts to be presented imaginatively and clearly. Students will then be guided into a wide variety of tasks and activities designed to apply, extend and reflect upon their learning.

Our remote curriculum is remains accessible through two main digital portals.

In the event of a **year group 'bubble' closure**, lessons for individual teaching groups will be set by their class teachers using the Class Charts app.

For **individual student absences** in Key Stage 3, links to the weekly 'shadow curriculum' will be posted on the 'Remote Classroom' page our school website. In Key Stage 4 and 5, work will be set by class teachers via Class Charts. This might include:

- hyperlinked 'Loom' videos to summarise the subject learning for the fortnight – a guide to the content to be explored, rather than full lessons
- directions to specific folder/file locations on the S:Drive in order that students can access materials

- directions to complete online learning through the Oak National Academy or BBC Bitesize



FORMBY HIGH SCHOOL April 2021