

EGGLESCLIFFE SCHOOL AND SIXTH FORM COLLEGE

A MEMBER OF
VISION ACADEMY
LEARNING TRUST

CURRICULUM PROVISION AT EGGLESCLIFFE SCHOOL

Policy Reviewed and Adopted by the Local Governing Body

Date of Next Review: September 2021

Responsible Officer: Mrs L Oyston
Head of School

Curriculum Provision at Eggescliffe 2019-2021

1. Introduction

Our curriculum is designed to ensure all students will develop the knowledge and skills to transition successfully to the next stage in their learning. All students including disadvantaged, students with SEND and the most able will learn the knowledge and skills through a diverse curriculum including core academic subjects, practical and artistic subjects as well as developing their character through a range of extracurricular and special, lifelong remembered experiences, so they can be a success in an ever changing world of work.

We believe all students have the potential to achieve the very best academic and personal growth whilst at Eggescliffe. Our curriculum is fully inclusive yet flexible in order that all students can pursue a route which matches their talents and interests. The Eggescliffe curriculum is taught and supported by expert staff who endeavour to challenge all students to achieve their very best. They will fully support students by ensuring gaps in knowledge are expertly identified and addressed and help students to build their confidence and resilience which will result in them achieving their best.

2. What is our curriculum intent?

The "curriculum" at Eggescliffe School is broad and balanced and comprises the whole range of activities and experiences which make up the education of students at school.

Eggescliffe School is committed to:-

- giving everyone the opportunity to achieve his or her full potential through a culture of high expectations for all
- providing an ambitious curriculum for all
- providing support, care and guidance for each person as a valued individual
- creating an active partnership with parents and the local community and other local providers
- stretch the most able students while supporting any student with additional needs
- meeting the needs of all students including those from disadvantaged backgrounds and those with SEND

Eggescliffe School seeks to provide a curriculum which prepares students for the future by:-

- providing a broad and balanced education for all students that is coherently planned and sequenced
- enabling students to develop knowledge, understand concepts and acquire subject specific skills, and be able to choose and apply these in relevant situations
- equipping students with the knowledge and cultural capital they need to be successful in life
- securing high achievement in literacy and numeracy with a particular focus on reading so all students can access the full curriculum offer
- provide stretch and challenge for all

- ensuring equal access to learning to all students through offering an appropriate choice of academic and vocational subjects for each individual's needs, including SEND and disadvantaged students to address social disadvantage
- equipping students for their role as citizens through supporting spiritual, moral, social and cultural development
- encouraging students to develop lively, enquiring minds
- encourage habits of independent learning and resilience, to equip them for further/higher education and employment
- offering outstanding provision outside of the classroom through a wide and varied enrichment programme to enhance and enrich their educational experience

3. How is our curriculum implemented?

Our curriculum is implemented by teachers who have expert knowledge of the subjects they teach. Our subject specialists select appropriate subject and pedagogical content to successfully implement a coherently planned curriculum which meets the needs of our learners. They are skilled at enabling students to understand key concepts, checking students' understanding effectively and applying key concepts in the long term memory so students can apply them fluently. They use assessment effectively to embed knowledge and it is used successfully to support the teaching of the curriculum.

Students enter Eggescliffe with higher than average KS2 scores with the profile being fairly consistent over recent years, although our general school profile is changing. As a consequence our students need to be stretched and challenged to achieve the best possible progress while a small cohort need to be supported in their learning to achieve good progress (especially in core subjects).

Key Stage 3 curriculum implementation

Our curriculum has been designed to allow for this stretch and challenge through grouping high attaining students together at Key Stage 3 while offering extra time for English and Maths for those students who need extra help. This ensures our curriculum is personalised to meet individual needs.

10-day cycle, 50 x 1 hour lessons with 20 minute daily registration (a.m)

KEY STAGE 3														
	En	Ma	Sc	Mfl	IT	PE	Te	RE	H	G	A	Mu	Dr	Tut
Year 7	6*	7*	6	5	2	4	4	2	3	4	2	2	1	2
Year 8	6*	7*	6	6	2	4	4	2	3	3	2	2	1	2
Year 9	6*	7*	6	5	2	4	4	2	4	3	2	2	1	2

- PSHE (including Relationships and Sex Education) and Citizenship are delivered by subjects and in tutorial periods which are taught in tutor groups

Key Stage 3 teaching groups

- Students are placed in a mixed ability class / group for the majority of their subjects.
- Students who need extra time / support in English and Maths have a slightly adapted curriculum to allow for this extra intervention during curriculum time (very small numbers of students do not study a language to accommodate this which is agreed in consultation with parents/carers).
- In Year 7 and 8 students are loosely banded in maths and languages. They are placed in mixed ability groups for all other subjects.
- In Year 9 students are set in Maths, Science and languages. They are placed in mixed ability groups for all other subjects.

Information of how each subject implements the National Curriculum at Key Stage 3 can be viewed on the school website <https://egglescliffe.org.uk/subject-curriculum/>

Key Stage 4 curriculum implementation

KEY STAGE 4										
	En	Ma	Sc	PE	RE	Tut	Op1	Op2	Op3	Op4
Yr 10e	8	7	9	2	2	2	5	5	5	5
Yr 10o	8	9	9	2	0	2	5	5*	5	5
Yr 11e	8	7	9	2	2	2	5	5	5	5
Yr 11o	9	9	9	1	0	2	5	5*	5	5

- * Identified students will only get 3 option choices and will be taught extra English and Maths based on individual needs
- Year 10o/11o pathway for those directed to study additional hours of maths and won't continue with GCSE RE (statutory requirements will be delivered through assemblies and tutorial lessons)
- PSHE (including Relationships and Sex Education) and Citizenship are delivered by subjects and in tutorial periods which are taught in tutor groups

At Key Stage 4 students are broadly grouped into three separate bands – EBacc pathway; open GCSE pathway and support pathway

- EBacc Pathway (e band) – students are stretched and challenged to achieve the EBacc qualification and are required to study the relevant subjects (50-60% of students in this pathway). Vocational subjects are available in this pathway.
- GCSE Pathway (o band) – students are encouraged to choose and study EBacc qualification (but not directed) and also have a number of vocational subjects to choose from (40-45% of students in this pathway with 5-10% choosing EBacc qualifications)
- Support Pathway (o band) – Students are given extra time for English and Maths (5-10% of students in this pathway). This pathway is taken in consultation with parents/carers to ensure individual needs are met through a bespoke curriculum offer with a range of vocational subjects to choose from.

Information of how each subject implements the Curriculum at Key Stage 4 can be viewed on the school website <https://egglescliffe.org.uk/subject-curriculum/>

Key Stage 5 curriculum implementation

At Key Stage 5 students are encouraged to progress onto a study programme that suits their personal needs and aspirations. Students are given a free choice of 3 or 4 A Levels depending on their entry profile. This is guided through the application and interview process (see pathway options below). Students also engage in an enrichment programme to support their curricular learning.

GCSE RESULTS	CURRICULUM IN YEAR 12	CURRICULUM IN YEAR 13
5+ Grade 7 or higher grades in academic GCSEs including English Language and Maths (grade 5 or above)	3 A-levels and the option of taking a fourth subject to AS or A-level	4 or 3 A-Level courses
5+ Grade 4 or higher at GCSEs (academic or equivalent qualifications) including English language and Maths (grade 4 or above)	3 A-level courses Or Combination of BTECs and A-levels	3 A-level courses Or Combination of BTECs and A-levels
5+ Grade 4 or higher at GCSE (academic or equivalent qualifications) <i>(students would not have grade 4 or higher in GCSE English Language/literature and/or Maths)</i>	3 A-Level courses Or Combination of BTECs and A-levels Resit English or Maths	3 A-Level courses Or Combination of BTECs and A-levels Resit English or Maths, if required

Information of how each subject implements the curriculum at Key Stage 5 can be viewed on the school website <https://egglescliffe.org.uk/subject-curriculum/>

Implementation of the Wider Curriculum

The school curriculum is supported and enhanced by the wider curriculum which includes:

- CEIAG
All students from year 7-13 receive CEIAG through the tutorial programme, work experience, external visits, speakers in school and a host of ad-hoc activities occurring throughout the year
- Wide range of extra-curricular activities
A wide variety of extra-curricular activities occur before school, lunchtime and after school. Sports clubs run all year for a huge variety of team and individual sports. Music lessons take place during the school day and after school along with drama club leading to a number of music and drama events. There is also a wealth of opportunities in wider enrichment activities such as enterprise, student leadership, school ambassadors, Scholar programme,

Engineering Club etc. More detail on the breadth of offer can be viewed on the school website <https://egglescliffe.org.uk/outstanding-enrichment/>

- Scholar Award
Most able students, and those who volunteer to apply, undertake a wide range of extracurricular and enrichment activities to achieve the scholar award. This is build up through their time at Egglescliffe which includes activities such as developing their cultural capital to depending their learning outside of the taught curriculum. More detail on this on be viewed on the school website <https://egglescliffe.org.uk/outstanding-enrichment/>
- Sixth Form Enrichment
Students in year 12 participate in a variety of enrichment activities every Wednesday afternoon to contribute to their academic profile and help them prepare better for life beyond Egglescliffe (sports, first aid, sign language, EPQ, work experience, citizenship activities, university visits etc)
- Intervention
A vast array of intervention strategies and techniques are employed in all subjects and all key stages to support and enhance the progress of any student requiring extra support. The targeted cohorts and impact of these are tracked and monitored through middle leaders.

4. What are the roles and responsibilities in the implementation of the curriculum?

Curriculum Senior leader will ensure that

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of this policy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- The range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, vocational, social, physical and artistic learning.
- Where appropriate, the individual needs of some students will be met by alternative curricular provision in order to secure progress.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- Develop communities of subject knowledge to continuously improve the curriculum
- Monitor schemes of learning and ensure they are up-to-date to effectively deliver the course in each key stage

Local Governing Bodies will:

- Regularly review the amount of time provided for teaching the curriculum
- B fully involved in decision making processes that relate to the breadth and balance of the curriculum

- Be advised on targets in order to make informed decisions

Heads of Department / Curriculum Leaders / Key Stage Co-ordinators will ensure that:

- Long term planning is in place for all courses. Schemes of learning contain curriculum detail on context, expectations, key skills, learning objectives, activities, differentiation, how knowledge and skills will be sequenced and how opportunities for review and recall activities are built into a sequence of lessons.
- Schemes of learning encourage progression at least in line with national standards but aiming to exceed these in all key stages
- There is consistency in the delivery of the curriculum
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students
- They are accountable for an oversight of curriculum design, structure and delivery within their area of responsibility
- They design schemes of work blending knowledge and skills with pedagogy
- They identify the core skills and fundamental concepts that they want students to master
- Learning experiences motivate and engage learners to make the curriculum meaningful
- Assessment is appropriate to the course and there is consistency of approach
- They share best practice with other colleagues in terms of curriculum design and delivery for the benefit of the students and to reduce workload
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility
- Levels of attainment and rates of progression are monitored on a regular basis and that actions are taken where necessary to improve these

Teaching staff and learning support staff will ensure that:

- The school curriculum is implemented in accordance with this policy
- Keep up to date with developments in their subjects
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst colleagues in different schools and through external networks, resulting in an ambitious and relevant curriculum
- Participate in high quality professional development., working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them

5. How is the impact of the curriculum measured, monitored and reviewed?

The impact of the curriculum is measured by:

- The skills and qualifications gained that are of intrinsic worth to students and relevant to the needs of employers
- The ability of students to know more, remember more and be able to do more in a wide range of subject areas.
- The education of the whole person in preparation for their contribution to society
- The fulfilling of statutory requirements
- The meeting of needs of young people of all abilities allowing them to fulfil their potential
- The provision of equal access for all students to a full range of learning experiences beyond statutory guidelines
- The support given to students to make informed decisions and appropriate choices at the end of Key Stage 3, Key Stage 4 and beyond
- The development of lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Continuity and progression within the School and between phases of education, increasing students' choice during their educational career
- The ability of students to use their literacy and numeracy skills effectively
- The ability of students to understand the world in which they live and how to keep themselves safe
- The successful progression of Key Stage 4 students onto appropriate courses in both our sixth form and other providers in the area
- The number of students who progress onto, and are actively engaged in, higher/further education, training or employment at the end of Key Stage 4 and Key Stage 5 with an aim of having no students classed as NEETs.

6. Links with other policies:-

- Assessment Policy
- SEND policy
- Equality Statement (Trust)
- Relationships Education Policy
- CEIAG Policy
- Quality Assurance Policy
- Non-Examined Assessment Policy
- Exams Policy