

# EGGLESCLIFFE SCHOOL AND SIXTH FORM COLLEGE

A MEMBER OF  
VISION ACADEMY  
LEARNING TRUST

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## CURRICULUM PROVISION AT EGGLESCLIFFE SCHOOL

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Date of Next Review: September 2022

Responsible Officer: Mr N Gittins  
Deputy Head Teacher

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## 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 extra curricular and special, life long 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 while at Eggescliffe. Our curriculum is fully inclusive yet flexible in order that all students can pursue a route which matches their the 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 pupils 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 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 pupils including those from disadvantaged backgrounds

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

- providing a broad and balanced education for all pupils that's coherently planned and sequenced
- enabling pupils to develop knowledge, understand concepts and acquire subject specific skills, and be able to choose and apply these in relevant situations
- equipping pupils with the knowledge and cultural capital they need to be successful in life
- securing high achievement in literacy and numeracy
- provide stretch and challenge for all
- ensuring equal access to learning to all pupils through offering an appropriate choice of academic and vocational subjects for each individual's needs, including SEND and disadvantaged pupils
- equipping pupils for their role as citizens through supporting spiritual, moral, social and cultural development

- encouraging pupils 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?

Pupils enter Eggescliffe with higher than average KS2 scores with the profile being fairly consistent over recent years, although our general school profile is changing, with an increase in children who are looked after, have special educational needs and have educational health and care plans.

As a consequence our pupils 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).

#### **The Key Stage 3 Academic Curriculum:**

The Key Stage 3 curriculum is planned to stretch and challenge the most able students while offering extra support in Maths and English for those students with greater need.

- Broad ability groups will be set according to SATs scores in some subjects at KS3. This is mainly in Year 9 with some loose banding in Maths and languages in Year 7 and 8.
- Year 7, 8 and 9 are split into two halves based on language preference.
- PSHE (including Relationships and Sex Education) and Citizenship are delivered by subjects and in tutorial periods which are taught in tutor groups
- GCSE RE is phased into Key Stage three in year 9 to prepare students for the broad themes covered in Year 10 and 11.
- A small number of students will access the KS3 curriculum in our Enhanced Mainstream School (EMS) primarily based at Junction Farm Primary School. This school is for students who are not ready to access main stream education, due to a variety of special educational needs, with an aim to integrate into mainstream by the end of KS3. They follow a curriculum accessed at both the EMS unit and Eggescliffe School.

#### **Year 7 is grouped as follows:**

- Classes are all mixed for most subjects; this gives us flexibility to move students if academic or social issues occur.
- They remain as a group for most lessons apart from Maths, PE, DT, HE and MFL.
- Classes are called 7A, 7S, 7T, 7E, 7R, 7O, 7I, 7D – the letters have no relevance to the academic ability of the group.
- Classes may be loosely banded for Maths and in some language groups (determined by the subject leader).
- The vast majority of students study either French or German.
- A small number of students will access additional Maths and English who require additional support in these subjects (this is often determined by CAT scores and parental discussion, which identifies

they are working below expected standard). These students will not study a modern foreign language.

- PE is organised in 2 half year groups.
- DT and HE are organised with 2 classes being split into 3 teaching classes to allow for smaller group sizes (Health and Safety considerations).
- Children from the EMS will be taught separately to mainstream classes in mixed year groups.
- PSHE (including Relationships and Sex Education) and Citizenship are delivered by subjects and in tutorial periods which are taught in tutor groups

Year 7														
Band														
A	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En6	Sc6	Ma7	Fr5	PE4	DT4	Tut2
S	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En6	Sc6	Ma7	Fr5	PE4	DT4	Tut2
T	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En6	Sc6	Ma7	Fr5	PE4	DT4	Tut2
E	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En6	Sc6	Ma7	Fr5	PE4	DT4	Tut2
														Tut2
R	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En6	Sc6	Ma7	De5	PE4	DT4	Tut2
O	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En6	Sc6	Ma7	De5	PE4	DT4	Tut2
I	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En6	Sc6	Ma7	De5	PE4	DT4	Tut2
D	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En6	Sc6	Ma7	De5	PE4	DT4	Tut2
											En/Ma5			

### **Year 8 is grouped as follows:**

- Classes are all mixed for most subjects; this gives us flexibility to move students if academic or social issues occur.
- They remain as a group for most lessons apart from Maths, PE, DT, HE and MFL.
- Classes are called 8A, 8S, 8T, 8E, 8R, 8O, 8I, 8D – the letters have no relevance to the academic ability of the group.
- Classes may be loosely banded for Maths and languages (determined by the subject leader).
- The vast majority of students study either French or German.
- A small number of students will access additional Maths and English who require additional support in these subjects (this is often determined by SATs scores which will identify that they are working below expected standard). These students will not study a modern foreign language.
- PE is organised in 2 half year groups.
- DT and HE are organised with 2 classes being split into 3 teaching classes to allow for smaller group sizes (Health and Safety considerations).
- Children from the EMS will be taught separately to mainstream classes in mixed year groups.

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

Year 8														
Band														
A	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi3	Sc6	En6	Ma7	Fr6	PE4	DT4	Tut2
S	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi3	Sc6	En6	Ma7	Fr6	PE4	DT4	Tut2
T	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi3	Sc6	En6	Ma7	Fr6	PE4	DT4	Tut2
E	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi3	Sc6	En6	Ma7	Fr6	PE4	DT4	Tut2
										Ma7	En/Ma6			Tut2
R	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi3	E6	Sc6	Ma7	De6	PE4	DT4	Tut2
O	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi3	E6	Sc6	Ma7	De6	PE4	DT4	Tut2
I	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi3	E6	Sc6	Ma7	De6	PE4	DT4	Tut2
D	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi3	E6	Sc6	Ma7	De6	PE4	DT4	Tut2
										Ma7	En/Ma6			Tut2

### **Year 9 is grouped as follows:**

- Classes are all mixed for most subjects; this gives us flexibility to move students if academic or social issues occur.
- They remain as a group for most lessons apart from Maths, PE, DT, HE, MFL and Science.
- Classes are called 9A, 9S, 9T, 9E, 9R, 9O, 9I, 9D – the letters have no relevance to the academic ability of the group.
- Classes will be set for Maths, Science and MFL.
- The vast majority of students study either French, German or Spanish.
- A small number of students will access additional Maths and English who require additional support in these subjects (this is often determined by SATs scores which will identify that they are working below expected standard). These students will not study a modern foreign language.
- PE is organised in 2 half year groups.
- DT and HE are organised with 2 classes being split into 3 teaching classes to allow for smaller group sizes (Health and Safety considerations).
- Children from the EMS will be taught separately to mainstream classes in mixed year groups
- PSHE (including Relationships and Sex Education) and Citizenship are delivered by subjects and in tutorial periods which are taught in tutor groups.

Year 9														
Band														
A	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En6	Sc6	Ma7	Fr5	PE4	DT4	Tut2
S	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En6	Sc6	Ma7	Fr5	PE4	DT4	Tut2
T	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En6	Sc6	Ma7	Fr5	PE4	DT4	Tut2
E	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En6	Sc6	Ma7	Sp5	PE4	DT4	Tut2
									Sc6	Ma7				Tut2
														Tut2
R	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En6	Sc6	Ma7	De5	PE4	DT4	Tut2
O	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En6	Sc6	Ma7	De5	PE4	DT4	Tut2
I	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En6	Sc6	Ma7	De5	PE4	DT4	Tut2
D	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En6	Sc6	Ma7	Sp5	PE4	DT4	
									Sc6	Ma7	En/Ma5			

- The EMS students will access Science, Art, PE, Drama, Music and Food Technology will be delivered on the Eggescliffe site, English, Maths, Computer Science, Geography, History and Religious Studies will be delivered in the specialist EMS unit at Junction Farm Primary School.

NB: In Year 7 Geography have 1 extra lesson per cycle; in Year 8 MFL have 1 extra lesson per cycle; in Year 9 History have 1 extra lesson (prepare for EBacc choices at Key Stage 4).

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

## The Key Stage 4 Academic Curriculum:

At Key Stage 4 pupils are grouped into three separate bands – E Band, O band and Discovery (dependent upon year).

- E band students are secure in Maths at the end of KS3 so undertake either a curriculum enhancement option or Religious studies option depending upon year.
- O band student are not secure in Maths at the end of KS3 so will undertake an additional 2 hours in curriculum time to secure a good grade at GCSE.
- A very small number of students will follow a partial alternative provision in the on-site Discovery unit. Students are selected based on a range of MHWB and SEND needs.

## Year 10 is grouped as follows:

All students study the Core Curriculum of:

- English Language and English Literature
- Mathematics
- Combined Science
- Physical Education
- Tutorial/Citizenship

Band	En8	Ma7	Sc9	Ma2	PE2	Opt A5	Opt B5	Opt C5	Opt D5	Tut 2
E	En8	Ma7	Sc9	St2	PE2					Tut 2
	En8	Ma7	Sc9	Ep2	PE2					Tut 2
	En8	Ma7	Sc9	PE2	St2					Tut 2
	En8	Ma7	Sc9	PE2	Ep2					Tut 2
	En8	Ma7	Sc9	PE2	Rs2					Tut 2
O	En8	Ma9	Sc9		PE2					Tut 2
	En8	Ma9	Sc9		PE2					Tut 2
	En8	Ma9	Sc9		PE2					Tut 2
	En8	Ma9	Sc9		PE2					Tut 2
	En8	Ma9	Sc9		PE2	Ex En5				
DIS	En9	Ma9	Sc9	Pt4	PE2	Gg 5				Tut 2

- Most students choose 4 options. Identified pupils will get 3 option choices and will be taught extra English and Maths based on individual needs.
- The 10E pathway is for those more secure in Maths. These students will study a curriculum enhancement option consisting of 2 hours curriculum time and 1 hour remote teaching



- The 100 pathway is for those directed to study additional hours of maths and is determined based on attainment in KS3 Maths and KS2 SATs
- PSHE (including Relationships and Sex Education) and Citizenship are delivered by subjects and in tutorial periods which are taught in tutor groups
- A comprehensive Religious Education curriculum has been mapped and will be delivered in tutorial and PHSE time
- A small number of students will access a partial alternative provision. Discovery students will access options in block B and block D with all Y10 Students. Science is accessed in Discovery groups in a Science lab. PE is accessed with the O band students and the remaining curriculum is delivered in the specialist discovery unit.

**Year 11 is grouped as follows:**

All students study the Core Curriculum of:

- English Language and English Literature
- Mathematics
- Combined Science
- Physical Education
- Tutorial/Citizenship

Band		En8	Ma7	Sc9	RE2	PE2	Opt A5	Opt B5	Opt C5	Opt D5	Tut 2
E		En8	Ma7	Sc9	RE2	PE2					Tut 2
		En8	Ma7	Sc9	RE2	PE2					Tut 2
		En8	Ma7	Sc9	RE2	PE2					Tut 2
		En8	Ma7	Sc9	PE2	RE2					Tut 2
		En8	Ma7	Sc9	PE2	RE2					Tut 2
O		En9	Ma9	Sc9		PE1					Tut 2
		En9	Ma9	Sc9		PE1					Tut 2
		En9	Ma9	Sc9		PE1					Tut 2
		En9	Ma9	Sc9		PE1					Tut 2
		En9	Ma9	Sc9		PE1	Ex En5				Tut 2

- All students continue with the same 4 or 3 options from year 10. Very few students move to 3 or 2 option choices due to AP and will be taught extra English and Maths based on individual needs.
- The 11E pathway is for those more secure in Maths. These students will study Religious studies in 2 hours curriculum time.

- The 110 pathway is for those directed to study additional hours of maths and is determined based on attainment in KS3 Maths and KS2 SATs
- PSHE (including Relationships and Sex Education) and Citizenship are delivered by subjects and in tutorial periods which are taught in tutor groups
- A comprehensive Religious Education curriculum has been mapped and will be delivered in tutorial and PHSE time for the 110 band

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.

<b>GCSE RESULTS</b>	<b>CURRICULUM IN YEAR 12</b>	<b>CURRICULUM IN YEAR 13</b>
<b>5+ Grade 7 or higher grades in academic GCSEs including English Language and Maths (grade 5 or above)</b>	3 A-levels and the option of taking a fourth subject to AS or A-level	4 or 3 A-Level courses
<b>5+ Grade 4 or higher at GCSEs (academic or equivalent qualifications) including English language and Maths (grade 4 or above)</b>	3 A-level courses Or Combination of BTECs and A-levels	3 A-level courses Or Combination of BTECs and A-levels
<b>5+ Grade 4 or higher at GCSE (academic or equivalent qualifications)</b> <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 <b>Resit English or Maths</b>	3 A-Level courses Or Combination of BTECs and A-levels <b>Resit English or Maths, if required</b>

- PSHE (including Relationships and Sex Education) and Citizenship are delivered by subjects and in tutorial periods which are taught in tutor groups
- A comprehensive Religious Education curriculum has been mapped and will be delivered in tutorial and PHSE time

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 pupils 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
- **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 Eggescliffe which includes activities such as developing their cultural capital to depending their learning outside of the taught curriculum
- **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 Eggescliffe (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 pupil requiring extra help. 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 pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, vocational, social, physical and creative 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
- be 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 pupils 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 pupils 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 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 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.

## 6. Links with other policies:

- Assessment Policy
- SEN policy
- Equal Opportunities
- Personal and Social Education
- RSE Policy
- Careers Education and Guidance
- Collective Worship
- Community
- Health Education
- Information Technology
- Spiritual, Moral, Social and Cultural Development
- GCSE Controlled Assessment Policy
- Exams Policy
- Discovery Centre and Inclusion Room Policy