

ES & 6TH FORM

EGGLESCLIFFE SCHOOL
AND SIXTH FORM

CURRICULUM PROVISION

Policy Reviewed and Adopted by Local Governing Body

Date of Approval: September 2023

Date of Next Review: September 2024

Responsible Officer: Mr Stephen Morrison – Deputy Head Teacher

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1. Introduction

Our curriculum is designed to ensure all students will develop the subject specific 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, broad curriculum including core academic subjects, practical and artistic subjects as well as developing their character through a range of extra-curricular 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 while 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 'Be the best they can be'. 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 to ensure they are ready for a rapidly changing world.

Eggescliffe School is committed to: -

- giving everyone the opportunity to achieve their 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
- stretching the most able students while supporting any student with additional needs
- meeting the needs of all students 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 students that's coherently planned and sequenced
 - enabling students to develop rich knowledge, understand concepts and acquire subject specific skills, and be able to choose and apply these in relevant situations
 - equipping students with the powerful knowledge and cultural capital they need to be successful in life
 - securing high achievement in literacy and numeracy
 - providing stretch and challenge for all through an inclusive curriculum
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- 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
- equipping students for their role as citizens through supporting spiritual, moral, social and cultural development
- encouraging students to develop lively, enquiring minds
- encouraging 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 and personal development

We develop deep subject specific knowledge through: -

- Individual subject areas identifying a **clear and articulated rationale** for the most crucial knowledge, skills and understanding for our students to acquire and by choosing exam specifications and planning a curriculum that is ambitious for all students.
- Ensuring a coherent and consistent approach to the delivery of the subject curriculum so that **students sequentially build on prior knowledge and understanding, develop fluency and are challenged** to apply prior knowledge to different contexts.
- Focusing on the **primary importance of knowledge** as a prerequisite to the development of skills so rich subject specific schema can be constructed by all students. High value is placed on the importance of instruction by the teacher as the expert in the classroom to pass this knowledge on to our students. Skills are then developed on the bedrock of knowledge.
- Using formative assessment strategies such as skilled questioning, spaced practice, interleaving and retrieval practice to help test and **embed knowledge in students' long-term memory**.
- Ensuring that students develop and apply a **secure and sophisticated knowledge of subject specific language and tier 2 and 3 vocabulary**.
- Identifying and addressing those gaps in knowledge and experiences that are typical for our students, to deliver a curriculum that is **relevant and appropriate**.

3. How is our curriculum implemented?

Students enter Eggescliffe with higher-than-average KS2 scores with the profile being relatively 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 students need to be stretched and challenged by our aspirational curriculum to achieve

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the best possible progress while a small cohort need to be supported in their learning to achieve good progress (especially in core subjects) and meet ambitious end goals.

The Key Stage 3 Academic Curriculum:

The Key Stage 3 curriculum is planned to be ambitious for all students.

- Most classes are taught in mixed ability at KS3.
- Broad ability groups will be set according to internal assessments in maths at Year 8 and 9.
- Year 7, 8 and 9 are split into two halves based on language preference.
- The PSHE (including Relationships and Sex Education) and the Citizenship curriculum is delivered in a one-hour weekly lesson and also extends into our registration and extra-curricular programme.

Year 7 is grouped as follows:

- Classes are all mixed for most subjects.
- They remain as a group for most lessons apart from Maths, PE and DT.
- 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 some maths groups (determined by the subject leader).
- Students study either French or German.
- 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).
- PSHE (including Relationships and Sex Education) and Citizenship curriculum is delivered in a one-hour weekly lesson and also extends into our registration and extra-curricular programme.

Year 7														
Band														
A	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En7	Fr5	Sc6	Ma7	PE4	DT3 DT3	PSHE 2
S	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En7	Fr5	Sc6	Ma7	PE4	DT3	PSHE 2
T	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En7	Fr5	Sc6	Ma7	PE4	DT3 DT3	PSHE 2
E	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En7	Fr5	Sc6	Ma7	PE4	DT3	PSHE 2
														PSHE 2
<hr/>														
R	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En7	De5	Sc6	Ma7	PE4	DT3 DT3	PSHE 2
O	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En7	De5	Sc6	Ma7	PE4	DT3	PSHE 2
I	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En7	De5	Sc6	Ma7	PE4	DT3 DT3	PSHE 2
D	RE2	Ar2	Cp2	Mu2	Dr1	Gg4	Hi3	En7	De5	Sc6	Ma7	PE4	DT3	

Year 8 is grouped as follows:

- Classes are all mixed for most subjects.
- They remain as a group for most lessons apart from Maths, PE, DT 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 languages and in sets for maths (determined by the subject leader).
- Students study either French or German.
- 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).
- PSHE (including Relationships and Sex Education) and Citizenship curriculum is delivered in a one-hour weekly lesson and also extends into our registration and extra-curricular programme.

Year 8															
Band															
A	RE2	Ar2	Cp2	Mu2	Dr2	Gg3	Hi3	En7	Sc6	Ma7	Fr5	PE4	DT3	PSHE 2	
S	RE2	Ar2	Cp2	Mu2	Dr2	Gg3	Hi3	En7	Sc6	Ma7	Fr5	PE4	DT3	PSHE 2	
T	RE2	Ar2	Cp2	Mu2	Dr2	Gg3	Hi3	En7	Sc6	Ma7	Fr5	PE4	DT3	PSHE 2	
E	RE2	Ar2	Cp2	Mu2	Dr2	Gg3	Hi3	En7	Sc6		Fr5	PE4	DT3	PSHE 2	
										Ma7					PSHE 2
										Ma7					PSHE 2
R	RE2	Ar2	Cp2	Mu2	Dr2	Gg3	Hi3	En7	Sc6	Ma7	De5	PE4	DT3	PSHE 2	
O	RE2	Ar2	Cp2	Mu2	Dr2	Gg3	Hi3	En7	Sc6	Ma7	De5	PE4	DT3	PSHE 2	
I	RE2	Ar2	Cp2	Mu2	Dr2	Gg3	Hi3	En7	Sc6	Ma7	De5	PE4	DT3	PSHE 2	
D	RE2	Ar2	Cp2	Mu2	Dr2	Gg3	Hi3	En7	Sc6		De5	PE4	DT3	PSHE 2	
										Ma7					
										Ma7					

Year 9 is grouped as follows:

- Classes are all mixed for most subjects.
- They remain as a group for most lessons apart from Maths, PE, DT, 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 loosely banded for MFL.
- Students study either French or German.
- DT and HE are organised with 2 classes being split into 3 teaching classes to allow for smaller group sizes (Health and Safety considerations).
- PSHE (including Relationships and Sex Education) and Citizenship curriculum is delivered in a one-hour weekly lesson and also extends into our registration and extra-curricular programme.

Year 9															
Band															
A	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En7		Sc6	Ma7	Fr5	PE4	DT3 DT3	PSHE 2
S	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En7		Sc6	Ma7	Fr5	PE4	DT3 DT3	PSHE 2
T	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En7		Sc6	Ma7	Fr5	PE4	DT3 DT3	PSHE 2
E	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En7		Sc6	Ma7	Fr5	PE4	DT3 DT3	PSHE 2
										Sc6	Ma7				PSHE 2
<hr/>															
R	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En7		Sc6	Ma7	De5	PE4	DT3 DT3	PSHE 2
O	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En7		Sc6	Ma7	De5	PE4	DT3 DT3	PSHE 2
I	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En7		Sc6	Ma7	De5	PE4	DT3 DT3	PSHE 2
D	RE2	Ar2	Cp2	Mu2	Dr1	Gg3	Hi4	En7		Sc6	Ma7	De5	PE4	DT3 DT3	
										Sc6	Ma7	Li4/Sp1			

NB: In Year 7 Geography have 1 extra lesson per cycle; in Year 8 Drama have 1 extra lesson per cycle; in Year 9 History have 1 extra lesson.

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

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The Key Stage 4 Academic Curriculum:

Year 10 is grouped as follows:

All students study the Core Curriculum of:

- English Language and English Literature
- Mathematics
- Combined Science
- Physical Education
- PSHE/RSE

Band		En8	Ma9	Sc9	PE2	Opt A5	Opt B5	Opt C5	Opt D5	PSHE 2
HA	E	En8	Ma9	Sc9	PE2					PSHE 2
		En8	Ma9	Sc9	PE2					PSHE 2
		En8	Ma9	Sc9	PE2					PSHE 2
		En8	Ma9	Sc9	PE2					PSHE 2
		En8	Ma9	Sc9	PE2					PSHE 2
MA	O	En8	Ma9	Sc9	PE2					PSHE 2
		En8	Ma9	Sc9	PE2					PSHE 2
		En8	Ma9	Sc9	PE2					PSHE 2
LA		En8	Ma9	Sc9	PE2					
		En8	Ma9	Sc9	PE2					

- Students choose 4 options.
- The PSHE (including Relationships and Sex Education) and the Citizenship curriculum is delivered in a one-hour weekly lesson and also extends into our registration and extra-curricular programme.
- A comprehensive Religious Education curriculum has been mapped and will be delivered in tutorial and PSHE time.

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	Ma2	PE2	Opt A5	Opt B5	Opt C5	Opt D5	PSHE 2
E	En8	Ma7	Sc9	St2	PE2					PSHE 2
	En8	Ma7	Sc9	Ep2	PE2					PSHE 2
	En8	Ma7	Sc9	PE2	St2					PSHE 2
	En8	Ma7	Sc9	PE2	Ep2					PSHE 2
				PE2	Rs2					PSHE 2
O	En8	Ma9	Sc9		PE2					PSHE 2
	En8	Ma9	Sc9		PE2					PSHE 2
	En8	Ma9	Sc9		PE2					PSHE 2
	En8	Ma9	Sc9		PE2					PSHE 2
	En8	Ma9	Sc9		PE2					PSHE 2

- All students continue with the same options from year 10.
- The 11E 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 11O 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 curriculum is delivered in a one hour weekly lesson and also extends into our registration and extracurricular programme.
- A comprehensive Religious Education curriculum has been mapped and will be delivered in tutorial and PSHE time.

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

Key Stage 5 Programme of Study

At Egglescliffe Sixth Form the 16-19 Programmes of Study have been carefully and expertly planned to ensure they challenge all students whilst supporting development and progression in line with career plans.

Our study programmes comprise of:

1. A minimum of 3 A-Level and/or BTEC qualifications
2. English and maths where students have not yet achieved a GCSE grade 4
3. Work experience which gives all students the opportunity to develop their career choices
4. Other non-qualification activities which develop students' character, broader skills, attitudes and confidence through a structured enrichment programme

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- PSHE/RSE which focuses on relationships, health and wellbeing and living in the wider world, building upon the KS4 curriculum to support their personal development

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).

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:

- Personal Development
The personal development curriculum is viewed as important as the academic curriculum at Egglescliffe. This is a planned curriculum which is delivered through PSHE/RSHE lesson, registration programme, assemblies, CEIAG offer, extra-curricular programme and SMSC.
- CEIAG
All students from year 7-13 receive CEIAG through the PSHE 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. There is a wealth of opportunities in wider enrichment activities such as sport, music, 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 built up through their time at Egglescliffe 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 Egglescliffe (sports, first aid, sign language, EPQ, work experience, citizenship activities, university visits etc)

- Character Development

We believe our commitment to the teaching and development of character traits, attributes and behaviours underpins achievement and success. The characteristics we seek to instil are based on our ethos of ready, respectful and responsible. These values support our students to be confident, motivated, self-regulated, and proud. We support character development through the breadth of the curriculum, timetabled PSHE lessons, the extra-curricular programme and student leadership opportunities

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 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
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Local Governing Bodies will:

- Regularly review the curriculum intent, implementation and impact
- 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 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 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
 - Staff Handbook
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