

## LOWTON CHURCH OF ENGLAND HIGH SCHOOL CURRICULUM STATEMENT (Updated for 2022-23)

### School mission

A **mission-led school**, defined and driven by our Christian values, in our local community for our local community, to provide an exceptional education to prepare our students spiritually, socially and academically for life.

### School aim

The **overarching aim** to our education for each child is summed up in verses 14-16 in Chapter 5 of Matthew's gospel.

*'You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven'.*

This verse speaks of the pride we aim to instil in young people because of what they achieve, the people they become known as and the contribution they make to society. This is defined through our curriculum principles. The verse speaks to the collective pride we take in the quality of the education we provide – our actions and outcomes will speak for themselves. Our approach is one of servanthood, bringing glory to God in all we do.

### School values

Our Christian ethos is expressed through **caring, learning and succeeding**. These three words define our approach and provide the framework for all that we provide for our students as outlined in our curriculum principles.

To ensure we deliver on our mission, aims and values, we test all we do 'through the lens of a student' to make sure that what we provide and are putting in place for each individual gives them the best possible start in life and sets them up for future success.

### Curriculum principles

The three underpinning principles of our curriculum aim to ensure spiritual, social and academic development of all students:

1. **Academic rigour** through subject disciplines leading to high currency outcomes.
2. **Nurturing and development** of each individual to enable them to **flourish, thrive and succeed socially and spiritually**.
3. **Social action** to build character, understanding, empathy and practical action to better the lives of others, to do what is right for our society and to tackle injustice as part of living out the values of the Gospel.

### The importance of teaching knowledge

We believe that knowledge acquisition is taught and learnt through application. It should not be capped for any individual. In our curriculum, knowledge is taught through two key domains:

- The domain of **substantive knowledge**: explicit teaching of the facts, substance and key concepts of a subject taught through subject disciplines.
- The domain of **disciplinary knowledge**: the skills that allow for substantive knowledge to be applied such as experimentation, creativity, debating, performance, evaluation, synthesis and application of subject knowledge to new and different contexts.

## Putting our curriculum into action: content and structure.

Our long-term curriculum is planned out to ensure the totality of the National Curriculum and the wider statutory core curriculum is taught and covered as a minimum.

A revised curriculum structure was introduced in September 2020. Our curriculum is set out as a three-year Key Stage 3 (Years 7, 8 and 9) and a two-year Key Stage 4 (Years 10 and 11). Our three-year Key Stage 3 allows students to cover the full content of the National Curriculum and gain the necessary substantive and disciplinary knowledge to be well prepared to start the vast majority of GCSE courses in Year 10.

The exception to this is that all students are prepared to take their RS GCSE at the end of Year 10. This is a core element of our curriculum for all students as a Church of England school. More time is given to RS teaching in Year 8 (2 periods per week as opposed to 1) to ensure they cover the KS3 RS content in sufficient depth ahead of starting their RS GCSE course in Year 9 completing an early entry RS at the end of Year 10.

In doing this, we deliver a key element of our curriculum aim (as a Church school) and also then use the gained time to provide an adapted curriculum in Year 11 that allows for more time spread across the remaining subjects. This allows us to give more time to English and mathematics in Year 11 (6 periods per week) and an increased allocation for the three option blocks of four periods per week (increased from three periods in Year 10).

Our timetable is taught through a 30-period weekly timetable of subject lessons for each year group. In the light of the time lost in the 2019-2020 academic year, there are four additional sessions of 30 minutes for students in the current Year 11 to allow extra teaching time across the curriculum. In September 2021, this will be extended to three 50-minute sessions. The time allocation per subject/option in each year group is outlined in **Appendix A**. A daily form time of 25 minutes focuses on collective worship, our values and PSHE.

At Key Stage 3:

- at least 26% of curriculum time is dedicated to English and Mathematics combined (8 periods out of 30); *(This is 33% in Year 7 where English and maths are both given five periods per week each).*
- between 63% (in Year 9) and 70% (in Year 7) of curriculum time is dedicated to the EBacc subjects;
- the remaining time is given to RS/PSHE, creative, technical learning and sport/PE.

In Year 10

- 33% of curriculum time is dedicated to English and Mathematics (10 periods out of 30).
- at least 60% of curriculum time is dedicated to the EBacc subjects (18 periods out of 30).
- the remaining 40% is given to RS/PSHE and option subjects (creative, technical learning, PE) and core PE.

In Year 11

- at least 38% of curriculum time is dedicated to English and Mathematics (12 periods out of 32).
- at least 66% of curriculum time is dedicated to the EBacc subjects (21 periods out of 32).
- the remaining 11 periods per week is given to options, RS/PSHE and core PE.

Options are taken at the end of Year 9. Option subjects are each given a three periods per week in Year 10 and 4 periods per week in Year 11.

In Year 11, the school week is extended by 2 periods per week to 32 periods. This allows for an extra period of English and separately Mathematics to be added into the timetable and give one extra period per week to each of the option subjects (as RS is completed as an early entry in Year 10).

The vast majority (around 95%) complete full course RS GCSE at the end of Year 10. Equally, the vast majority (over 95%) follow either History or Geography GCSE until the end of Year 11.

Students who have joined the school later in Year 9 or in Year 10 may not be entered for RS GCSE. Other exceptional circumstances may apply.

We aim for every student to follow at least one creative or technical subject at Key Stage 4.

We aim to increase uptake for languages over time so that the proportion of students taking a full EBacc suite of subjects increases. Languages (French and Spanish) are currently limited to one option class for each subject in each of Year 10 and Year 11 because of staffing capacity.

### **Catch-up curriculum: our focus on literacy and numeracy and age-related standards.**

We recognise that each year some students join the school in Year 7 below nationally expected standards. If this is not addressed this will impact on their ability to access the full breadth and depth of our curriculum as well as impact the progress they make and their eventual outcomes. To address this, we provide additional support for literacy and reading in the early part of Key Stage 3 for these students. In part, this is done through English teaching. In mathematics, it is addressed explicitly in the Mathematics curriculum. One extra period per week has been given to each of English and Mathematics (five periods instead of four) to allow time for this.

Students are broadly grouped into one of three definitions as below to help define the right curriculum intervention.

- **Group 1** – Students working at age-related literacy and numeracy standards and can access the full secondary curriculum. There is no adaptation for these students and they access the standard curriculum.
- **Group 2** – Students who are slightly below age-related standards at the end of Key Stage 2 and/or have an average CAT score in the range 90-99 are identified and through the structure of the schemes of learning in English and Mathematics are targeted to be working at age related standards no later than the end of Year 8. It is intended that these students make accelerated progress from their starting point on arrival into secondary education.
- **Group 3** – Students whose standards are well below age related standards (defined as three or more years behind the chronological age and/or an average CAT score below 90 and/or those students who have a cognition-related additional learning need that inhibits their progress. These students follow a Sounds Write phonics programme. In Mathematics, a tailored scheme of learning is provided to support their numeracy needs as part of improving access to the full Mathematics curriculum.

### **An adapted curriculum for some to meet their specific learning needs**

For a small number of students with defined learning, or additional needs, support for their needs remains a priority through Key Stage 4 and beyond. We adapt their curriculum to meet these specific needs. This may take the form of:

- a reduced number of examinable subjects to secure better outcomes in fewer subjects.
- an adapted time-bound intervention on-site for those students at risk of permanent exclusion.
- an adapted time-bound intervention on-site for those students vulnerable as school refusers.
- alternative provision in vocational subjects through local colleges.
- entry level qualifications rather than GCSEs to ensure students' achievements are recognised through qualifications that have currency with employers.

Any time-bound interventions are reviewed on a half termly basis to review impact.

The number of students where these adaptations are made is small. Typically, in any given year group, this would be for no more than 5% (or less) of the cohort (i.e. around 7 students out of a cohort of 150 students).

At Key Stage 3, students follow English, Mathematics, Science, Religious Studies, History, Geography, a Language (Spanish or French), Computing, Art, Drama, Music and PE. In addition, they study Technology (DT, Food and Textiles) on a half-termly/termly rotation in each year group. Photography is followed as part of a carousel in Year 9.

At Key Stage 4, students follow English Language and Literature, Mathematics, Science, RS and core (mandatory) PE. The following subjects are offered as examinable subjects through options blocks: History, Geography, a Language (Spanish or French), Computing, PE, Drama, Music, Art, Food Technology, Design Technology and Photography. Triple science (biology, chemistry and physics) is a guided choice, typically of one full class. In addition, PHSE and Careers education is provided through form time and four hours per week in Summer 2 of Year 10 after early entry RS GCSE.

In Year 11, PSHE, careers and RS is delivered through daily form time sessions – five sessions of 25 minutes each (a total of 125 mins per week for the five half terms).

At Key Stage 4, students are grouped by ability in English, Mathematics and Science. These are initially defined by prior attainment (linked to their targets, FFT 20) and adjusted where students are making faster progress than their prior attainment may indicate.

### Assessing the taught curriculum

Our intention is that all students can progress in their learning and can be taught to be successful if planning and teaching is adapted appropriately to meet students' individual needs. High quality teaching and rigorous and insightful assessment are fundamental to the successful delivery and adaptation of the curriculum.

The delivery of our planned curriculum content is adapted and refined in response to rigorous and well considered assessment that is closely matched to the recently taught curriculum, as well as checking for retention and recall of previously taught knowledge, skills and key concepts. We only assess what has been taught.

Our curriculum delivery plans are reviewed on a half-termly basis to ensure our intent is matched to our implementation.

Assessment of the curriculum takes place in three main ways:

- **FORMATIVE 'low stakes' assessment** that takes place in lessons day-to-day: checking for understanding and adapting the teaching and response in the light of what students show they can or cannot do, know or do not know.
- **SUMMATIVE assessment** that takes place at the end of a topic/unit and checks for retention and recall of previously taught content. In addition, there are end of year examinations in each year group.
- **EXAMINATION assessment** set externally during, or at the end of, the teaching of a course (e.g. GCSE).

All three assessment methods are used to review and adapt our curriculum content and teaching strategies to ensure students can successfully access the curriculum. There is a particular emphasis on seeking to overcome barriers to learning for students with specific additional educational needs or disabilities.

Our approach to assessment is rooted in establishing what students know or can do from what they have been taught and, as a result of this identification, adapting our curriculum to progress their learning or address the gaps in their learning. Progression is defined by our curriculum, its content and what students increasingly know or are able to do, not just by the scores/grades at the end.

Assessment maps in each subject in each year group are part of a whole school assessment strategy to define what is assessed, when and how. Assessment is a product of the taught curriculum. The curriculum defines what is to be assessed and not the other way around.

Our summative assessment methods include two key elements in each subject.

- One element of the assessment is **discrete** – checking for understanding and recall of recently taught knowledge in a unit or topic.
- The second element is **cumulative** – checking for retention and recall over time through a combination of assessing recently taught content with that from previous units/topics.

The assessment maps in each subject include both discrete and cumulative assessment.

At Key Stage 4, assessment is based on the two-year length of the examinable course.

## Statutory requirements

We meet statutory requirements for spiritual, moral, cultural, mental and physical development, personal, social, health and economic (PSHE), education and careers education and independent advice and guidance (CIAG) in all year groups. The requirements around Relationships and Sex Education (RSE) are planned into the PSHE curriculum. RSE is taught in formal lessons through the PSHE and RE curriculum.

- Year 7, 8 and 9 have one lesson per week.
- Year 10 receive 4 RE lessons per week until the end of the Summer 1 half term.
- All of Year 10 and 11 have one PSHE lesson per week in form time.

The content deemed appropriate for each age group is reviewed and adapted in light of guidance from the PSHE Association and following consultation with parents/carers taking individual needs and situations into account.

- In Year 7 students learn about transition and safety, diversity, health and puberty, and building relationships.
- In Year 8 students will learn about drugs and alcohol, discrimination including racism, religious discrimination, disability, sexism, homophobia etc, emotional wellbeing, and identity and relationships.
- In Year 9 students learn about peer influence, substance abuse and gangs, respectful relationships, intimate relationships and healthy relationships.
- In Year 10 students learn about mental health, influence, healthy relationships, addressing extremism and radicalisation, and sexuality and diversity within sexual relationships.
- In Year 11 students learn about communication in relationships, families, self-efficacy and independence.

For more information regarding the RSE curriculum please see the RSE policy.

All students receive at least 2 timetabled lessons of Physical Education per week across both KS3 and KS4. All students in KS3 receive one dedicated lesson of PSHE, which, along with the worship and values work completed in form time, ensures coverage of PSHE, citizenship, RSE and SMSC, along with careers and enterprise. During KS4 these are provided through form time and the gained time in Year 10 and 11 from completing RS GCSE in Year 10. An extra-curricular and enrichment programme is in place.

Enrichment days are timetabled one day per term for all year groups.

## Careers guidance, work-related learning and enterprise skills.

The school has a structured careers programme published on the school website. A senior leader has oversight of the programme. Careers guidance aims to meet the eight Gatsby benchmarks

1. Stable Career Programme
2. Learning from Careers and LMI
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance.

There is further detail on how this is done in the school's Careers Policy (*to be updated February 2021*). Careers education and the development of enterprise skills are provided via four key strands:

- **Strand 1:** delivery of impartial information, advice and guidance. This allows all students to receive advice and guidance on career progression at regular intervals and access to an independent advisor.
- **Strand 2:** provision of careers guidance and development of work-related skills in the PSHE curriculum, across years 7 to 11.
- **Strand 3:** provision of work experience opportunities, encounters with Further and Higher Education, employer visits, and Labour market information. These are delivered through dedicated curriculum time each week, alongside form tutor periods, assemblies, careers fairs, and enrichment days.

- **Strand 4:** explicit linkage of the taught curriculum to careers, including an emphasis on Science, Technology, Engineering and Mathematics (STEM) to raise aspirations, but is provided across the full range of subjects.

### Appendix A: Time allocations by subject by year group (for academic year 2022-23).

The table below provides a summary of the subjects studied in each year group and the number of periods per week allocated to each one.

YEAR 7	30 ppw	YEAR 8	30 ppw	YEAR 9	30 ppw	YEAR 10	30 ppw	YEAR 11	32 ppw
English	5	English	4	English	4	English	5	English	6
Maths	5	Maths	4	Maths	4	Maths	5	Maths	6
Science	4	Science	4	Science	4	Science	5	Science	6
PSHE / RE	1	PSHE/RE	1	PSHE/RE	1				
RS	1	RS	2	RS (GCSE)	3	GCSE RS/PSHE	4		
PE	2	PE	2	PE	2	PE	2	PE	2
History	2	History	2	History	2				
Geography	2	Geography	2	Geography	2				
MFL	2	MFL	3	MFL	2				
Computing	1	Computing	1	Computing	1				
Drama	1	Drama	1	Drama	1	Option A	3	Option 1	4
Music	1	Music	1	Music	1	Option B	3	Option 2	4
Art	1	Art	1	Art	1	Option C	3	Option 3	4
Food, DT and Textiles is taught in a carousel.	2	Food, DT and Textiles is taught in a carousel.	2	Food, DT and Photography taught in 3-way carousel.	2				