



FALINGE  
PARK  
HIGH  
SCHOOL

# Curriculum Policy

**Date: September 2018**

## Document Control

<b>Organisation</b>	Falinge Park High School
<b>Title</b>	Curriculum Policy
<b>Author</b>	Andrew Fell
<b>Filename</b>	
<b>Owner</b>	
<b>Subject</b>	
<b>Review date</b>	

## Revision History

<b>Revision Date</b>	<b>Revised by</b>	<b>Previous Version</b>	<b>Description of Revision</b>
18/07/2018	A. Fell		Updated

## Document Approvals

This document requires the following approvals:

<b>Approval Sought From</b>	<b>Name</b>	<b>Date</b>
SLT		
Governors	P. Young ( Chair of Governors )	

## Document Distribution

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SLT	Leadership Team	
Pupil and Curriculum sub-committee of Governors	Attached	

At Falinge Park High School, our core purpose is to create a compelling learning experience within a culture of creativity and consistency. Compelling learning is engrossing, irresistible and creative. It is like a book you can't put down. It is gripping, riveting, enthralling, absorbing and thrilling. It is characterised by curiosity, relevance and rigour. It secures high levels of attainment, celebrates a wealth of achievements and is both inclusive and challenging. We believe in creativity as defined by the opportunity to develop ideas, solve problems, hone skills and increase knowledge, understanding and the ability to apply through quality educational processes – those of research, planning, application, questioning, iteration and evaluation. We value the personal and social development of all our students as paramount.

The purpose of our curriculum is as follows:

- Year 7 – To provide a supportive transition, develop as team players and build the foundations for the future at FPHS
- Year 8 – To open the doors and develop the responsibility and confidence as learners and thinkers
- Year 9 – To develop potential in all and become expert communicators
- Year 10 – To unlock potential through specialist pathways and through developing a sense of community and active citizenship
- Year 11 – To develop the leadership of learning and become experts in their specialist areas

The curriculum is not confined to the classroom. It encompasses every aspect of our pupils' experience whilst being a member of our community. The curriculum is defined by the available provision from the first time a pupil steps through the school gates to the final time they leave at the end of Year 11. There are three types of curricula we offer – there is the taught curriculum delivered through schemes of learning, the assessed curriculum which is underpinned by formative and summative processes and internal and external outcomes for pupils and the learned curriculum which is the 'what' and the 'how' pupils develop during their time at FPHS. The learned curriculum, sometimes called 'hidden', is defined as what is derived from the taught and the assessed curricula. It is the attitudes and behaviours displayed, the day-to-day decision making, the development of viewpoints, the appreciation of the world we live in today, the sense of belonging to the school community and the opportunity to form relationships. Whilst the learned curriculum can at times happen by chance, for example the opinions on a given subject covered in the classroom could be widely varied and potentially controversial, we believe that it should happen by design. Through My FPHS, a unique offer underpinned by the core values of our school, we provide pupils the chance to take part in visits, courses, events and activities that are extra to their timetabled curriculum. It also supports the development of formal vocabulary which we believe is crucial in unlocking academic and social potential.

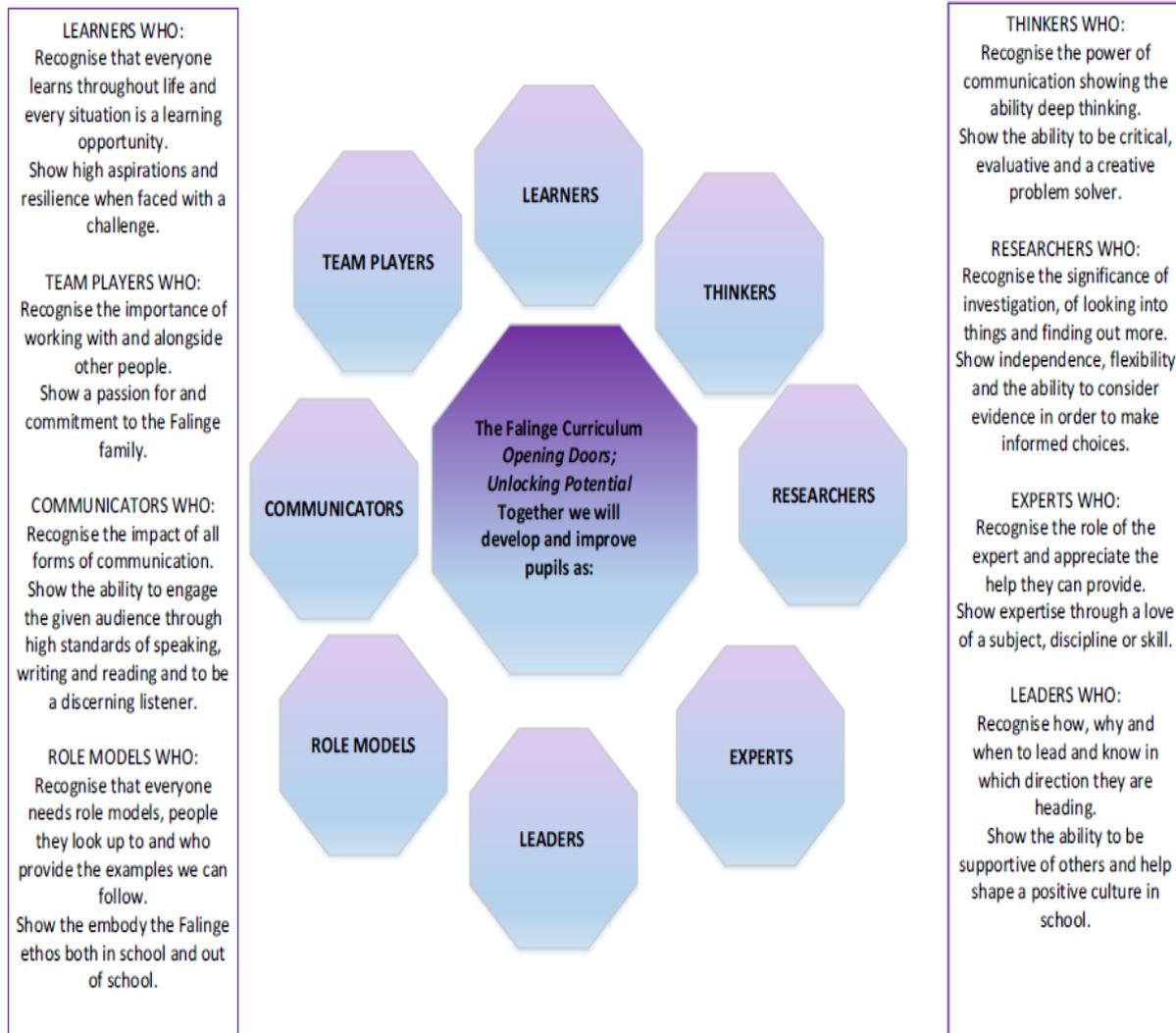
Our KS3 curriculum is underpinned by the following principles:

- To be coherent and consistent, designed to develop creative thinkers
- To invest in and extend students' cultural capital
- To be academically and aspirationally challenging
- To provide an enriched experience of education

Fundamental to our curriculum is the development of knowledge, understanding, skills and the ability to apply. It is inclusive in providing equality of opportunity for all. Throughout KS3, the breadth and depth of study ensures pupils are equipped with what they need to be successful, both academically and socially. It aims to provide academic rigour, aspirations for success and an understanding of the world we live in today. It also imbues social and moral values and an appreciation of community that are important to being a successful citizen. Our KS4 provision allows pupils to follow an academic curriculum but also caters for those whose needs are met through approved high quality vocational courses or through individualised provision specifically designed to develop life skills. Where necessary, we work in partnership with external providers to offer an alternative curriculum; this entails key qualifications in English and Mathematics alongside the opportunity to develop more specialised vocational skills. For a small minority of pupils, it provides a more appropriate learning environment which meets their specific needs. As a school, we retain responsibility for these pupils in relation to attainment, achievement, progress, attendance and overall safety. Monitoring visits are conducted on a regular basis by the attendance team and Heads of Year where appropriate.

Alongside being underpinned by our philosophy and a set of key principles, the curriculum is further defined by cross curricular links, the promotion of values and consistent approaches to developing proficient learners. Our Science, Technology, Mathematics and Art faculties combine to provide access to STEAM projects which allow for the development and celebration of problem solving skills and innovation. Lunchtime clubs and community-based challenges (involving parents) also provide the chance for pupils to develop an appreciation and understanding of what is often a vocation in life. PSHE helps establish core values that are central to developing emotional and moral understanding and opportunities to improve literacy and numeracy are presented across the curriculum. More details in relation to PSHE, Citizenship, literacy and numeracy are provided further in this document.

Our curriculum provides an education rich in experience and opportunity to improve and develop as:



We believe our curriculum extends to include the entire experience provided for pupils whilst they are members of our learning community. This includes:

- Learning time both formal and informal
- Extra-curricular experiences
- The hidden or learned curriculum of who we are, the way we see the world and what we think, say and do

Our curriculum fulfils the requirements of the national curriculum; a broad and balanced provision. As an inclusive school, we fulfil the requirements of the 2014 SEND Code of Practice to ensure access and opportunity for all. We have a number of EAL pupils whose needs are met through planned language development opportunities, where there is a gradual increase in consistency, range and accuracy. Effective use is made of proficiency codes to tailor need and to provide appropriate support and challenge so that these pupils are placed in classes suited to their cognitive ability and potential for academic and social development. KS3 is designed to build on and to develop the

foundations laid at KS2, ensuring there is support and challenge in order to secure academic progress in relation to age expectation. Each subject area has defined excellence at key points of schemes of learning and at the end of each year group. Assessment, both formative and summative, is used to ensure curriculum constructs and concepts are being delivered to the required depth and support high quality planning so that teaching is responsive and learning visible. It aims to prepare all pupils for the rigours of KS4 courses, including the breadth of content and required depth of knowledge and understanding. It also equips pupils with the skills to succeed in the modern day workplace:

- Flexibility
- Problem solving
- Ability to access, select and analyse information from appropriate sources
- Ability to write accurately and well
- Ability to present and communicate orally
- Technological literacy

Our KS4 curriculum provision runs throughout the course of year 10 and year 11 and is designed to meet the needs of all our pupils. Every pupil follows a core curriculum including examined courses in English, Mathematics, Science and RE alongside core PE and PSHE. We offer the opportunity for pupils to study three option courses. These are largely GCSEs but there are vocational equivalent courses in Health and Social Care, Sports Studies, Performing Arts, Music and Creative iMedia. All pupils have the opportunity to study a combination of courses that fulfils the EBacc. We understand the range of skills and breadth of knowledge such a suite can offer but whilst recognising the government target of 75% of pupils studying such a combination by 2022, we do not insist that any pupil follows this. We provide consistent and impartial information, advice and guidance in support of the KS4 options process; this is delivered by a small number of senior leaders where parents are invited to attend. These interviews are precluded by an information evening where subject leaders and teachers, pastoral leaders, our careers advisor and representatives from local post 16 provision are available for pupils and their families to seek advice, gain information and form an idea of the best route to take. We do not promote the options process as being the beginning of a pathway into a specific career, rather it being a foundation for future success and stepping stone to post 16 provision. We do ask pupils to consider potential future ambitions but emphasise the importance of broad and balanced and the opportunity to maximise potential here. A small number study Life Skills; a bespoke course tailored to the specific needs these pupils. This is determined on need, be it academic, pastoral or social, led by the Assistant Headteacher in charge of the Access and Achievement faculty.

Safeguarding is a non-negotiable. Everything we do has the safety of our pupils at its core. This translates into the content, coverage and adopted approach of schemes of learning, the purpose and design of in-school and out-of-school extra-curricular activities and the way the fundamental principles of our curriculum provision underpins

the way adults relate to pupils in subject-based learning environments and during other structured learning experiences such as vertical tutor time and assemblies. Effective PSHE (which includes RSE and drug awareness) provision is a key component of our approach in adequately safeguarding our students and we actively promote personal safety when online or using social media both through schemes of learning and through year group assemblies. Our Acceptable Use Policy ensures staff awareness is maintained and procedures implemented consistently. Through regular staff training, we ensure that all adults are fully conversant with the PREVENT strategy and that advice and guidance is provided where necessary. We believe in tackling issues such as radicalisation or the holding of extreme views in a safe and transparent environment where beliefs and viewpoints can be shared and challenged. This issue is highlighted and discussed explicitly during Year 10 PSHE but the building blocks of self-awareness and the understanding of societal pressures is developed across schemes of learning from Year 7 onwards; this begins with topics such as bullying and peer pressure. Schemes of learning in some subject areas, such as English, RE and History, also allow for the discussion of such issues. Understanding is further enriched through assemblies and 'dropdown' days and tutor time allows for further discussion and reflection in a safe, learning focused environment. Through skilful questioning and carefully designed lessons, pupils are given the chance to develop an understanding of modern day life and an appreciation of cultural backgrounds and religious beliefs.

We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view, recognising Britain's place within it. The key British values are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

We work alongside our local community and recognise the variety of religious beliefs within it. Pupils take part in local events and meet different members of the community to appreciate the valuable contributions they make. All faculties are aware of the importance of transmitting British values through their curriculum content. We see our curriculum as providing many opportunities for pupils to develop an understanding and appreciation of these values and for them to be translated into attitudes and behaviours displayed in all forms of learning, both structured and unstructured. The teaching of RE, in accordance with the locally agreed syllabus, reflects the fact that religious traditions in Great Britain are in the main Christian but takes into account the teaching and practices of the other principal religions represented across the country. At KS4, pupils investigate different beliefs, teachings and practices in Christianity and Islam, alongside their responses to ethical issues. In KS3, all pupils have one lesson of Citizenship per fortnight. We see this as an important aspect of developing the local, national and global awareness needed to be successful in the modern world. Active citizenship is promoted

through raising awareness of democratic processes, campaign management, the ways in which governments function and how international diplomacy. The promoting of British values across the curriculum is supported through schemes of learning but also through assemblies, vertical tutor time and other whole school initiatives. The cohesion of our school reflects the weight given to the promotion and development of such values. Pupils have the opportunity to define what these values mean and how their identity is shaped by certain values, ideologies, experiences and interests. We run a Pupil Leadership Programme which provides a framework which allows pupils to run lunchtime clubs, help and organise whole school and extra-curricular events and to promote school values through the way they conduct themselves and communicate with other pupils, staff and other stakeholders such as governors and visitor to the school.

PSHE is delivered as a discrete subject to all year groups. It is a planned programme of learning opportunities and experiences that support pupils in growing and developing as individuals, as members of families and of communities. Schemes of learning have a flexibility which allows for relevant local, national and global issues to be incorporated. Student voice surveys, such as Kirkland Rowell, are used to help inform the focus and the purpose of the content and the coverage. Its aim is to equip pupils with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, capable and responsible lives. The link between wellbeing and learning is a core principle of PSHE provision, as is providing opportunities to develop the skills needed for future success.

CEIAG is an important part of PSHE schemes of learning from Y8 onwards and complements the wider work of the school's Careers Advisor in ensuring that high aspirations and the skills needed to be successful in the modern day workplace are developed. In partnership with Positive Steps, appropriate guidance, up to date information and a range of opportunities to support pupils' development at key points throughout their education is provided. The CEIAG programme aims to prepare pupils for the ever changing opportunities, responsibilities and experiences of adult life and equips them with the skills to manage the choices, changes and transitions ahead of them. Every pupil has careers-focused interviews from both our Careers Advisor and from local businesses and employers and we design opportunities for pupils to have contact with employers, including a network evening, a mock interview and other ongoing work through the Comino foundation. We have strong links with local post-16 providers who provide information, advice and guidance during assemblies, relevant parents' evenings and as part of a programme of college visits.

Literacy, the communication skills of reading, writing, speaking and listening and numeracy, the ability to reason and to apply simple numerical concepts, are fundamental to our curriculum provision. We are committed to raising the standards of literacy and numeracy for all pupils so that they develop the skills required to cope confidently in all areas of the curriculum and to help them meet the demands of further education, employment and adult life. Opportunities within the classroom to develop the skills of literacy and numeracy are provided so that pupils become better learners,

communicators and thinkers. High quality English and Mathematics teaching is central to the development of literacy and numeracy but it is important for all subject areas to ensure that these skills are developed where relevant. Opportunities to structure and develop extended writing, the ability to understand and apply subject specific language or to contribute to a discussion present themselves across all subject areas. Similarly, the skills of problem solving, the analysis and presentation of data or the need to apply basic mathematical formulae manifest in many subjects. The development of tier two vocabulary is a whole school focus; teaching and learning briefings have helped develop pedagogical approaches, the 'Falinge reads' initiative has raised the profile of literacy and reading strategies and there is a constant focus on the use of higher level language framed more articulately and accurately. These transferable skills help provide a cohesion to the curriculum that, in turn, creates successful learners.

All Year 7 pupils follow a Creative and Literacy Learning curriculum. We see this provision as integral in underpinning the development of key skills as a learner; being able to communicate, think and reflect. It provides the opportunity to work both independently and as part of a team. The CALL curriculum complements the development of literacy and helps secure skills that translate across all curriculum areas. Links with creative and performing arts are cemented through the specific design of activities and pedagogical delivery. It also focuses on personal development, those 'softer' skills that are essential to success both in school and as a successful adult.

A curriculum cannot sit as a separate entity. It is a sum of all the parts of a school. It is underpinned by core values and a common purpose but, at the same time, is fundamental in establishing the desired ethos. It is the day-to-day classroom experiences, the opportunities to develop and showcase potential and the extra-curricular opportunities we provide. It is the way ideas and beliefs are communicated, the questions that are asked and the ways in which expectations and relationships are established and secured. It is a key part in what makes our school unique.