

# The Levett School



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Positivity | Determination | Reflection | Integrity

## Secondary Curriculum Policy

<i>Policy agreed by Governors on:</i>	
<i>Review date for Governors:</i>	
<i>Allocated Group/Person to Review:</i>	
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	05/10/20

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB

Upper School, Lansdowne Road, Intake, Doncaster, DN2 6QN



Doncaster  
Council

## Secondary Curriculum

### 1. The Curriculum Aims

#### Our curriculum aims/intends to:

- The curriculum is the way in which we are going to develop a broad band of knowledge that exposes pupils to different ways of looking at the world, future learning and employment.
- We aim to tailor education to individual need, interest and aptitude to fulfil every pupil's potential.
- Every pupil will have access to a rich, broad, balanced and differentiated curriculum.
- We will use diverse teaching strategies to develop the talents of each pupil and teachers will use the flexibilities that already exist to ally high standards in the basics with opportunities for enrichment and creativity.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.

#### Our Common Values and Purpose are:

- The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, is broad, inspiring and challenging.
- The curriculum embraces the social and emotional development of learners whilst it creatively delivers a programme for opportunities of academics, thinking and innovation.
- The aims of the curriculum are to increase pupil's **knowledge** i.e. key concepts in mathematics, **skills** i.e. the ability to use the acquired knowledge, **understanding** as they grow and develop and become more aware of the world around them and fostering **positive attitudes** to the work they do at school.
- We endeavour to provide a planned and structured curriculum to ensure that learning is continuous and personalised. The result being that the pupils make good progress with the development of their learning. Our goal is to ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation and that meaningful links are made between subjects in our half termly themes.
- The curriculum will engage the pupil's interest, encourage and motivate them to want to learn.
- It will be stimulating and offer pupils first-hand experience to reinforce their learning and to underpin their growing knowledge, skills, understanding and attitudes.

## **2. Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## **3. Roles and Responsibilities**

### **3.1 The Governing Board**

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN).
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

### **3.2 Deputy Head Teacher of Teaching and Learning**

The Deputy Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw pupils from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN.

### **3.3 KS3 Curriculum Manager**

The Curriculum Manager is responsible for ensuring that this curriculum is implemented in accordance with this policy.

They will ensure:

- To lead, manage and develop the curriculum throughout the primary phase.
- To manage a team ensuring best practice across identified areas of the curriculum.
- Collaborate with staff on short, medium and long term planning to develop the curriculum in relation to, teaching, resources and personalised provisions.

- Work alongside the Deputy Head of Teaching and Learning to develop whole school strategies and policies.
- Evaluate the teaching and learning of curriculum through monitoring activities including, lesson observations, working and planning scrutiny, pupil discussions and leading staff training

### **3.4 Subject Leaders**

Now that the subject leaders are in place, we are undergoing and developing their role to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.
- The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.
- It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.
- They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.
- Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work.
- All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

### **3.5 Class Teachers and Teaching Assistants**

Class teachers and teaching assistants ensure that the curriculum is well-planned and delivered and that the aims are achieved for each class. Class teachers regularly review and, if necessary, update curriculum planning.

### **4.1 Broad Guidelines**

From Year 7 - 9 the curriculum consists of:

- The National Curriculum; the programmes of study for each subject are used as the basis for the long term curriculum overview, schemes of work and medium term plans.
- Doncaster's syllabus for RE.
- PSHE associations PSHE programme including Relationships and Sex Education (RSE).
- JASS Awards, ASDAN Awards, Sports Leaders Level 1, AQA unit awards.

From Year 7 - 9 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- Visitors, including: artists, emergency services, musicians, careers advisors and employers, Youth Offending service.

- The use of the school grounds, the locality and the wider environment.
- Enrichment weeks to focus on covering Foundation subjects.
- Educational visits.
- Support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

## **4.2 Structure**

The KS3 curriculum is taught in year groups with differentiation as necessary. Classrooms are subject based and pupils move around the school for their lessons. Class sizes are small and supported by Teaching Assistants. Pupils take part in different interventions throughout the day to support their needs away from the class group.

Pupils in Key Stage 3 follow a topic based model. Each year group has a different theme each half term and cross-curricular links (where appropriate) are made between subjects based on this theme.

To ensure progression and allow for cross-curricular links, the school has developed its own schemes of work and planning format in accordance with the National Curriculum. They promote enrichment, a range of learning styles and assessment for learning. We also aim to cater for pupil's individual needs through personalised learning. Some parts of the curriculum is taught as continuous work whilst other aspects are taught as blocked units of work.

### Timetables

Morning sessions are dedicated to Core subjects: Maths, English and Reading.

After break sessions are allocated to Science and Foundation subjects: Computing, Music, Geography, History, RE, PSHCE including Relationship and Sex Education (RSE). MFL is taught through enrichment days. Pupils also have regular SEAL sessions to support their emotional readiness to learn and Social, Emotional and Mental Well-Being (SEMH)

Afternoon sessions are: Practical learning activities which include Design Technology, Art, PE, Outdoor Learning and Interventions to support identified SEMH needs.

Sensory activities and SEND support strategies are put in place when and where they are needed for each pupil.

## **4.3 Curriculum Overview**

In KS3 we use the English text as the basis for the terms topic and try and link as many subjects as possible to this text and its themes. We ensure that the KS3 National Curriculum is covered and place emphasis on Core subjects, practical learning activities with a life skills focus and SEMH support strategies. The KS3 curriculum overview can be found on our School website under Curriculum.

## **Learning Journeys**

Each half term, teachers will put a Learning journey on the website to show what is being taught that half term. It shows all topics for the term and a brief outline of what is being taught in each subject.

## **Schemes of Work (SOW)**

Each subject has a Subject Coordinator who is currently writing a Scheme of work to ensure the National Curriculum is covered by each class. Once these are completed they will be put on the school website. This gives a clear direction to Teachers as to what to cover each half term and suggests activities and resources, which they can personalise for their pupils.

## **Medium Term Planning (MTP)**

Each Teacher will complete planning for their subjects either Termly or Half Termly dependant on: the topic content, length of half term and the needs of their pupils.

The MTP proforma includes: Learning Intentions for the term for each subject, Learning Objectives taken from: OTrack/ GCSE grid/ SOW/ NC content, some possible activities pupils can do to meet the objectives that are personalised to their needs and resources used to support and challenge the pupils – links to websites, worksheets, etc.

## **Enrichment Days and Weeks**

The Curriculum Manager has the role of organising and planning curriculum events to support the coverage of subjects or topics that have minimal focus on the weekly timetable. The aim of this is to independently focus on particular skills to increase pupil knowledge and understanding.

- Enrichment Days/ weeks include themes such as an MFL day, Keeping Safe Day, Sports Day, World Book Day, Careers Day and Maths Day, Field to Fork Day.

A wide ranges of activities are offered across these days/weeks. All staff participate in the provision of these events at some stage during the year. We also have many enrichment activities organised by external providers.

# **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

## **5.1 Spiritual, Moral, Social and Cultural Opportunities**

The staff ensure that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills and independence.

## 5.2 Self-Esteem and Self-Worth

It is our intention that weekly, celebration assemblies will be led by the curriculum manager with the aim to recognise the achievements of our pupils.

Talents of individual pupils are celebrated within class on a daily basis. The awarding of class dojo points also encourages pupils to do their best both in their schoolwork and in their behaviour towards others. The use of the SEAL (Social, Emotional Aspects Learning) materials and the PSHE curriculum aims to build pupil's self-esteem.

Pupil's work and achievement within the curriculum is celebrated and displayed around school to enable it to make a significant impact on the visual appearance of the school, to contribute to the ethos and promote confidence in our pupils.

## 6. Monitoring Arrangements

### 6.1 Assessment method

Where pupils are working below Year 6 ARE:

Where we have a detailed understanding of their Primary achievements staff continue to assess against the Primary Age Related Expectations (ARE) and record this on O Track.

Where we don't have this data, pupils are baselined using the BKS functional skills programme and this is translated into the appropriate ARE. Again this is recorded on O Track.

For pupils who have met Year 6 ARE: they are assessed against a GCSE grid. This gives a GCSE grade (1-9) showing what they could get if they sat their GCSE's now.

Pupils are also given an aspirational grade to work towards.

The DHT for Teaching and Learning will inform subject teachers which method to use.

Pupils progress is determined by their attitude to learning, Curriculum content covered and whether they are on target, below target or working above target.

### **Formative and Summative Assessment**

Formative assessment takes place at the end of each half term (six times a year).

Pupils assessed against O Track – Staff RAG rate the relevant ARE statements on O Track.

Pupils are assessed against GCSE grids - A work scrutiny is completed and evidence of learning and progress in books is compared to SOW and GCSE grid.

Summative Assessment is completed at the end of each full term (three times a year).

Pupils are assessed using O Track – The percentage of formative statements met are used to support the teacher to make a decision as to whether the pupil is working at the following: Beginning (B), Beginning plus (B+), Developing (D), Developing plus (D+) or Working A (AT) the Age Related Expectations for each subject.

Pupils assessed against GCSE grids - An average of the GCSE grid is taken and a GCSE grade (1-9) is given as well as stating if they are working: Beginning (B), Beginning plus (B+), Developing (D),

Developing plus (D+) or Working A (AT) the GCSE grade. E.g. 4b+ for each subject. Teachers use evidence in pupil books/ folders/ work and their professional judgement to record a GCSE grade.

### End of Year Targets

Every pupil is given an end of Year target grade by the DHT in liaison with the subject teachers to work towards. Progress is monitored towards this grade. Where pupils are not meeting their target grade then interventions are put in place to support these pupils.

Each pupils target grade is different and personalised to their needs, their academic ability and emotional readiness to learn.

For more detailed information on Assessment please refer to the Assessment Policy.

## **6.2 Pupil Progress Meetings**

Each term all teachers undertake an analysis of their data in order to assess the progress made by pupils in class. This looks at: the strengths and weaknesses of the subjects and individual pupils; Boxall data to take into account pupils SEMH development; EHCP and SEN plan progress towards outcomes and any social care issues. This meeting will then support teachers and mentors to plan next steps. For example, what pupil interventions are required and amending planning and targets.

## **6.3 Evidencing Pupil Progress**

### Pupil Progress Folders and Books

Pupils produce their own work to evidence their learning and understanding. There is a high expectation of learning and presentation. Learning journeys are an expectation to allow us to evidence clearly, progress over time. Evidence maybe recorded with the support of staff. Learning is produced in a variety of formats, with different learning strategies encouraged across the curriculum. Learning is kept in the pupils' books and pupil progress folders. Staff also annotate if the work was completed; Independently (IN) or with Support (SU) stating what the support was (e.g. scribing, prompting, key words, modelling).

For more detailed information on Evidencing Pupil Progress please refer to the Non-Negotiable Policy.

## **6.4 Monitoring Pupil Progress**

A robust procedure is in place by Senior Leadership and the Curriculum Manager to monitor the delivery of the curriculum and progress made by pupils. Weekly focused learning walks, class drop ins, lesson observations and book moderations allow the school to triangulate progress made against both academic and SEMH data. This is to ensure clear accountability of class teams and that each pupil receives the support necessary to achieve. They also have responsibility for monitoring the way in which resources are stored and managed.

## **6.5 Reporting to Parents**

A summary of progress is sent home each term to show progress towards the end of year target. This includes the progress made in each subject, behaviour, attendance and attitude to learning.

At the end of the year, a detailed report is shared with parents. This entails the end of year grade for each subject, his or her target and the attitude to learning in that subject. It gives a list of interventions that have been in place to support the pupil throughout the year, and a personalised comment from the class teacher to summarise the pupil's yearly efforts highlighting any 'WOW' moments they may have achieved.

This policy will be reviewed every year by the Deputy Head for Teaching and Learning and the Secondary Curriculum Manager. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Non- Negotiable policy
- Marking and Feedback policy

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