

# Curriculum Policy

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**Formby High School**  
*Determined To Achieve*

## Aims

This policy sets out how Formby High School has developed the curriculum for students across all Key Stages. It explains how each pathway allows students to maximise their potential and prepare for the future.

## Curriculum Statement

Please see the Formby High School Curriculum Statement in Appendix One of this policy document.

## Curriculum Overview

We offer a broad, balanced, relevant, differentiated and inclusive curriculum to all students. At Key Stage 3 and Key Stage 4, the curriculum reflects the National Curriculum programmes of study and all other statutory requirements.

## Key Stage Three

From September 2017, students joining Formby High School in Year 7 follow a broad curriculum, which offers opportunities to explore a wide range of subjects and skills. It prepares them thoroughly for the rigours of Key Stage 4, the new GCSEs and EBacc expectations whilst retaining opportunities in creative and technological subjects. The Key Stage 3 curriculum allows students to develop the skills and knowledge required to succeed at GCSE. More specifically, the features of the curriculum include:

- Providing a refined knowledge base supported by 'knowledge organisers' in all subjects
- Clear identification and development of the required subject specific skills for all students.
- Strong connections between classroom based learning and homework, independent learning and thinking skills.
- Regular 'Assessment Points' to test and monitor students' knowledge of subject content and depth of understanding, informing teachers' planning.
- Frequent reporting and feedback opportunities.

In order to reflect our vision for Key Stage 4, with its significant shift towards preparation for the increased challenge, depth and content for new GCSE specifications, Years 7 and 8 is approached in a similar way. Whilst we acknowledge the increased challenge and rigour of new GCSE courses, we also wish to maintain a diverse and inspiring curriculum upon entry to Formby High School. It is vital that we promote and develop essential skills from the outset, ensuring students have the necessary knowledge recall and evaluative and analytical skills to progress and be 'GCSE ready' by the end of Year 8 when they will take their options.

A Key Stage 3 curriculum map for each subject, including the knowledge and skills students will acquire, can be found at the Key Stage 3 section of the school website.

## Interim Year 9 Curriculum

Our current Year 9 curriculum operates as a pre-GCSE year, providing subject areas with flexibility in delivery. Some subjects begin teaching the GCSE curriculum in earnest from the start of the year whereas others may choose to work with students on developing their skills to ensure they are 'GCSE ready' by the end of Year 9. We offer options across creative and practical subjects (Art, Cooking and Nutrition, Dance, Design Technology, Drama and Music) in order to allow students to specialise and upskill earlier and make more informed and meaningful GCSE choices.

## Key Stage 4

At Key Stage 4, students are guided formally towards a more personalised curriculum which meets their individual needs and aspirations. There are four clear and diverse pathways and the curriculum offered ensures that there are clear progression routes to enable students to continue their post-16 education at Formby High School or other local providers, and to prepare them for higher education, vocational training and the world of work.

Our curriculum is reviewed annually and developed to meet the requirements of current national guidelines.

KEY STAGE FOUR CORE CURRICULUM											
GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE				GCSE MATHEMATICS				SCIENCE (GCSE SEPARATE SCIENCES, GCSE TRILOGY SCIENCE or GCSE BIOLOGY)			
PSHEE / CAREERS				GCSE RELIGIOUS STUDIES				HEALTH FITNESS & WELLBEING			
KEY STAGE FOUR OPTION COURSES											
GCSE BUSINESS STUDIES			GCSE COMPUTER SCIENCE			GCSE DANCE			GCSE DRAMA		
GCSE FRENCH			GCSE FINE ART			GCSE FOOD & NUTRITION			GCSE GEOGRAPHY		
GCSE HISTORY			GCSE MUSIC			GCSE PHYSICAL EDUCATION			GCSE SEPARATE SCIENCES (BIOLOGY, CHEMISTRY AND PHYSICS)		
GCSE SPANISH			OCR CREATIVE iMEDIA			BTEC ENGINEERING					

YEAR 10 PATHWAYS	↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
	1	ENGLISH	MATHS			SCIENCE (SS & sets 1-4) Separate Science or Combined Trilogy Science GCSE							GCSE EBACC HUMS OPTION			GCSE EBACC MFL OPTION			GCSE OPTION			GCSE OPTION			RELIGIOUS STUDIES (GCSE)		HEALTH, FITNESS & WELLBEING		PSHE																					
	2	ENGLISH	MATHS			SCIENCE (SS & sets 1-4) Separate Science or Combined Trilogy Science GCSE							GCSE EBACC OPTION			GCSE OPTION			GCSE OPTION			GCSE OPTION			RELIGIOUS STUDIES (GCSE)		HEALTH, FITNESS & WELLBEING		PSHE																					
	3	ENGLISH	MATHS			SCIENCE (set 5) Single GCSE Biology course over 2 years				STUDY SUPPORT			OCR Creative iMedia			GCSE EBACC OPTION			GCSE OPTION			GCSE OPTION			RELIGIOUS STUDIES (GCSE)		HEALTH, FITNESS & WELLBEING		PSHE																					
	4	ENGLISH	MATHS			SCIENCE (set 5) Single GCSE Biology course over 2 years				STUDY SUPPORT			OCR Creative iMedia			GCSE OPTION			SOUTHPORT COLLEGE course 2 afternoons OR alternative vocational course in school			EXTRA ENGLISH / MATHS			RELIGIOUS STUDIES (GCSE)		HEALTH, FITNESS & WELLBEING		PSHE																					

YEAR 11 PATHWAYS	↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
	1	ENGLISH	MATHS			SCIENCE (SS & sets 1-4) Separate Science or Combined Trilogy Science GCSE							GCSE EBACC HUMS OPTION			GCSE EBACC MFL OPTION			GCSE OPTION			GCSE OPTION			RS		HEALTH, FITNESS & WELLBEING		PSHE																					
	2	ENGLISH	MATHS			SCIENCE (SS & sets 1-4) Separate Science or Combined Trilogy Science GCSE							GCSE EBACC OPTION			GCSE OPTION			GCSE OPTION			GCSE OPTION			RS		HEALTH, FITNESS & WELLBEING		PSHE																					
	3	ENGLISH	MATHS			SCIENCE (set 5) Single GCSE Biology course over 2 years				STUDY SUPPORT			OCR Creative iMedia			GCSE EBACC OPTION			GCSE OPTION			GCSE OPTION			RS		HEALTH, FITNESS & WELLBEING		PSHE																					
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As students enter Key Stage 4, we aim to provide a personalised curriculum, allowing students to follow an appropriate pathway and, where necessary, working with external agencies to ensure appropriate course provision. We engage students and parents in decisions regarding their options choices at 'landmark moments' throughout their school career. All students are entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework or controlled assessment completion.

Our formal curriculum offer is supplemented by a range of additional opportunities which aim to further enhance, stimulate and engage our students in new experiences. These include careers enterprise days, curriculum enhancement activities, field trips, educational visits and cultural events.

## Key Stage 5

At Key Stage 5, students may follow one of four pathways which meets their individual needs and aspirations. Each pathway has clearly defined entry requirements. The curriculum offered at Key Stage 5 includes a range of academic A Levels and vocational Level 3 BTEC qualifications and ensures that there are clear progression routes to enable students to continue their post-18 education in higher education, vocational training or by entering the world of work. Students are also offered the opportunity to resit GCSE English and Mathematics if required.

KEY STAGE 5 PATHWAYS			
PATHWAY ONE	Four A Level courses		
PATHWAY TWO	Three A Level courses		
PATHWAY THREE	Three A Level / Level 3 BTEC courses		
PATHWAY FOUR	Three Level 3 BTEC courses		
KEY STAGE 5 COURSES			
A LEVEL ART	A LEVEL BIOLOGY	A LEVEL CHEMISTRY	A LEVEL DRAMA
A LEVEL ENGLISH LANG/LIT	A LEVEL ENGLISH LITERATURE	A LEVEL FILM STUDIES	A LEVEL FRENCH
A LEVEL FURTHER MATHS	A LEVEL GEOGRAPHY	A LEVEL HISTORY	A LEVEL MATHEMATICS
A LEVEL MUSIC	A LEVEL MUSIC TECHNOLOGY	A LEVEL PHYSICAL EDUCATION	A LEVEL PHYSICS
A LEVEL POLITICS	A LEVEL RELIGIOUS STUDIES	A LEVEL SPANISH	LEVEL 3 BTEC BUSINESS
LEVEL 3 BTEC ENGINEERING	LEVEL 3 BTEC DANCE	LEVEL 3 BTEC ICT	LEVEL 3 BTEC SPORT

Our Sixth Form offer includes a programme of enrichment activities which includes the Extended Project Qualification, the Arts Award, Duke of Edinburgh Gold Award, sports leadership and community service. In September 2017, we launched a more formal 'FHS Baccalureate' programme to draw together curriculum and enrichment elements under one umbrella structure.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
SIXTH FORM	YEAR 12	OPTION BLOCK A					OPTION BLOCK B					OPTION BLOCK C					OPTION BLOCK D					ENRICHMENT	GCSE ENGLISH RESIT	GCSE MATHS RESIT	INDEPENDENT STUDY																									
	YEAR 13	OPTION BLOCK A					OPTION BLOCK B					OPTION BLOCK C					OPTION BLOCK D					ENRICHMENT	GCSE ENGLISH RESIT	GCSE MATHS RESIT	INDEPENDENT STUDY																									

## Curriculum Support and Personalisation

Support for students with Special Educational Needs, and those for whom English is an additional language, is provided by a team of dedicated teachers and Teaching Assistants with additional support from external providers if required.

- In Years 7, 8 and 9, some students are withdrawn from Modern Foreign Languages in order to receive additional support in literacy and numeracy.
- In Years 10 and 11, students who follow pathways 3 and 4 take a reduced combination of subjects, with an emphasis on vocational qualifications and work related learning, and receive additional support in English and Mathematics.

Opportunities also exist to ensure the most able are adequately stretched and challenged, both during lessons and through the curriculum enrichment programme. Examples of opportunities for this cohort of students include GCSE Further Mathematics, UKMT Maths Challenges, Key Stage 3 Reading Challenge, GCSE Astronomy, additional GCSE and A Level foreign languages, masterclasses and university visits.

### **Students who are withdrawn from Religious Studies**

Students who are withdrawn from Religious Studies at parental request complete a structured programme of study provided by the Curriculum Leader for RAVE. This includes elements of the PSHEE and Citizenship curriculum and promotes positive values, SMSC and wider general knowledge. Students complete this work either within the classroom or in the School Hall at the discretion of the school. In the case of students who are withdrawn for pastoral reasons, the lesson time is used to provide appropriate support according to individual needs.

### **Roles and Responsibilities**

The Headteacher has overall responsibility for the planning and organisation of the curriculum, reporting to the Governing Body, and providing the strategic direction and development of the curriculum.

The role of the **Senior Assistant Headteacher** (with responsibility for Curriculum) is to:

- Lead on the implementation and delivery of the Curriculum Policy across the school, ensuring the curriculum provides accessible opportunities for all students.
- Maintain up to date curriculum models reflecting to organisation of the curriculum across each key stage, providing detailed planning to the timetabler.
- Work with the Headteacher to ensure accurate and cost-effective annual staffing plans and projections; regularly reviewing the curriculum, courses and qualifications.
- Ensure the curriculum is accurately represented on the school website, with high quality documentation and communication to all stakeholders.
- Keep staff up to date with national developments / curriculum policy.

The role of **Curriculum and Subject Leaders** is to:

- Keep up to date and review developments in their subject, at both national and local level, ensuring development planning links to whole-school curriculum objectives.
- Regularly monitor and review the plans for all teachers, ensuring that all classes are taught the full requirements of the curriculum.
- Examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used and that planning leads to a broad and balanced curriculum which takes into account the needs of different learners.
- Ensure the curriculum is adequately resourced and monitor the way in which resources are stored and managed.
- Ensure that both formative and summative assessments are used to promote learning.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

The role of the **Subject Teachers** is to:

- Keep up to date with developments in their subject, at both national and local level, ensuring lesson planning links to whole-school objectives.
- Plan and deliver lessons that meet the full requirements of the curriculum.
- Differentiate the curriculum, using appropriate teaching strategies that take into account the needs of different learners.
- Use resources effectively in order to deliver the aims of the curriculum.
- Plan for and use both formative and summative assessments to monitor and track student progress.

- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

The implementation of this policy is monitored through whole school, departmental and pastoral self-review, and by the Governing Body.

## Formby High School Curriculum Statement

The overriding principle of the curriculum in the classroom is that all subjects are equally valued in providing our young people with an enjoyable learning experience, developing their minds and raising aspiration. The **ethos of the school** is promoted and enhanced through the curriculum that is rooted in the promotion of British values, equality of opportunity and respect for others. The curriculum also places a strong emphasis on the development of independence, self-direction and resilience amongst all learners and its content will always remain responsive to the needs of the local economy.

There is **breadth to the curriculum** which is intended to allow **personalised pathways** at Key Stages 3, 4 and 5. This will be implemented by affording students the opportunity to study a diverse range of subjects at Key Stage 3 and by maintaining a healthy choice of four options when moving from Key Stage 3 to 4. Promoting creativity, culture and innovation across the curriculum is central to our ethos. This is achieved by offering a range of discrete creative subjects but also through inspirational resources and teaching across all curriculum areas – empowering students to ask questions, seek out answers and think outside the box. The most able students are given wider opportunities to maximise their potential through a number of accredited ‘challenge’ programmes.

The **attainment and progress of students** is of fundamental importance preparing our young people for their education and employment beyond high school. The curriculum is intended to help prepare students well for public examinations by instilling a wide range of core knowledge, factual information and language from a wide variety of subjects. This will be implemented through high quality teaching and learning and robust assessment, providing opportunities for students to make content stick, whilst also giving them the chance to take risks and learn from failures.

The curriculum places high importance on the **development of literacy and oracy** skills for all students, with the clear intention of enhancing their ability to communicate effectively. It is the responsibility of all teachers in all subjects to help students develop their vocabulary as a way of improving the fluency of their writing and speaking. This will be implemented by ensuring that, in lessons at all key stages and on all pathways, exposure to extended written text will be central to the learning experience, both with classwork and homework.

The **enrichment curriculum** is intended to encourage belonging and a sense that wider opportunities, beyond the classroom, exist and are equally valued. A broad range of extra-curricular activities are provided, allowing students access to opportunities that cater for all interests and abilities. This will be implemented with a clear focus on the importance of developing the skills that are often not accurately measured in the classroom setting; such as leadership, commitment and other important life skills.

The overall impact of the curriculum at Formby High School will see **academic excellence** flourish and the **thorough preparation of students for life beyond the school gates**. Student outcomes at the end of all key stages will be excellent and there will be clear evidence of progression towards **career enhancing opportunities in employment, education and training**.

### Three-Year Key Stage 4

Formby High School has introduced a three-year Key Stage 4 with effect from September 2019, primarily to afford students enough time to study subject content in sufficient depth. The depth of learning will not only allow students to cover the content of the courses they study and enable them to be well prepared for examinations through robust assessment and low stakes testing, but will also enable a number of other ‘valuable extras’ to be accommodated such as more time for creative classroom approaches, as well as additional opportunities to reflect on and revisit their learning. Moreover, our students will have more time to pursue the extra-curricular and enrichment opportunities that do so much to enhance and enliven their school experience. With teachers having more opportunities to refine learning, our students can then grow in confidence and develop skills of application and flexibility of thinking. This will also help to reduce levels of anxiety and provide a healthier work-life balance, with students having more time to fully consolidate and embed what they learn. Key Stage 3 has been made more efficient with no time wasted repeating material already covered at primary school. The curriculum offer at Key Stage 3 remains broad and the pace of learning allows for challenge in the reviewed schemes of work and pedagogical approaches.