



CURRICULUM STATEMENT

January 2019

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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 in 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 be **sustained excellence** in terms of academic achievement and the development of rounded young people who are **thoroughly prepared for life beyond the school gates**. Students' cultural capital, outcomes and the characteristics they develop 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 opportunities for all students to progress, and a major focus on programmes of study that are new and challenging. This provides an opportunity to build on the work covered in primary school, whilst enhancing and refining essential skills and knowledge. 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.



