



CURRICULUM STATEMENT

September 2020

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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**.

BRIDGING THE GAP BETWEEN KEY STAGES 3 AND 4

Students follow a broad two-year Key Stage Three curriculum that prioritises developing the necessary knowledge, skills and understanding to prepare them for the challenges of GCSEs. 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.

In Year 9, students embark on a Discovery Year which allows them to experience a wide variety of subjects before they make their final GCSE choices. This additional breadth of learning allows students to cover a broader range of content in a number of specialist areas, capturing their creative imaginations and developing unique talents. Our Discovery Year will also enable students to reflect on their experiences with greater confidence and clarity around these subjects. Students are encouraged to capitalise upon the extra-curricular and enrichment opportunities that do so much to enhance and enliven their school experience. 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.

As they then enter Key Stage Four, students are better informed and prepared for study in a suite of subjects which they have chosen to pursue for GCSE or vocational qualification. Formby High School is fully inclusive, offering a curriculum that meets the needs of each individual and enables every student to succeed. Students will be inspired by their teachers and, through their learning in all subjects, will develop creative flair, confidence and enquiring minds.

ACCESS TO LEARNING IN AND OUT OF SCHOOL

As we enter into a new normal of work in and out of school, we have taken care to ensure students have access to high quality learning both in the classroom and if they find themselves working independently at home. This may be as a result of quarantining, personal circumstances or local/regional lockdown.

Curriculum and Subject Leaders have planned carefully to ensure students have access to equal experiences across both scenarios, which follow a model which supports input, application and reflection across all subjects. Teacher input allows for new materials and concepts to be presented imaginatively and clearly. Students will then be guided into a wide variety of tasks and activities designed to apply, extend and reflect upon their learning.

Our remote curriculum is accessible through two main digital portals.

In the event of a **year group 'bubble' closure**, lessons for individual teaching groups will be set by their class teachers using the Class Charts app.

For **individual student absences**, links to the weekly 'shadow curriculum' will be posted on the 'Remote Classroom' page our school website. This might include:

- hyperlinked 'Loom' videos to summarise the subject learning for the fortnight – a guide to the content to be explored, rather than full lessons
- directions to specific folder/file locations on the S:Drive in order that students can access materials
- directions to complete online learning through the Oak National Academy or BBC Bitesize

