

The overriding **ethos of the curriculum** in the classroom is that **all subjects are equally valued** in providing our young people with an **enjoyable learning experience that develops knowledge, sparks curiosity and raises aspirations**. Our curriculum, both the taught curriculum and students' wider school experiences, is rooted in the promotion of **British values and respect for others**, and seeks to resolve inequality and promote limitless ambition. It also places a strong emphasis on the development of **independence, self-direction and resilience** amongst all learners. Promoting **creativity, appreciation of culture and innovation** through the curriculum is central to our ethos, encouraging students to embark upon a journey which reflects and nurtures their unique talents. This is achieved by offering a broad range of subjects that are delivered through **inspirational resources and quality teaching** across all curriculum areas – empowering students to ask questions, seek out answers and think outside the box. **We are ambitious in our belief that no students should be held back.**

Good attainment and progress of students is of fundamental importance in preparing our young people for their education and employment beyond high school. Regular and robust assessment provides opportunities for students to apply their learning and allows teachers to adapt teaching where necessary to make content stick. Careful planning of the curriculum seeks to support long term retention rather than short term performance, and students revisit and embed valuable skills across the key stages, re-engaging with content at a deeper level as they progress to reinforce prior learning and strengthen understanding and confidence.

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 is implemented through ensuring that in lessons at all key stages and for students of all abilities, exposure to extended written texts and speaking activities will be central to the learning experience, both with classwork and homework.

Students follow an exciting **Key Stage Three** curriculum in Years 7, 8 and 9 which has been designed to stimulate and inspire students to build on the work covered in primary school, whilst enhancing and refining essential skills and making connection between subject matter. Our curriculum is intended to prioritise the growth of a **broad and rich general knowledge** through exposure to well-planned, age-related core content, factual information and powerful language. High quality teaching and vivid learning experiences, which are carefully and imaginatively sequenced, contribute to students' acquisition of knowledge. During Key Stage Three it is our ambition that students grow in confidence and develop skills of application and flexibility of thinking, capturing their creative imaginations and developing their talents.

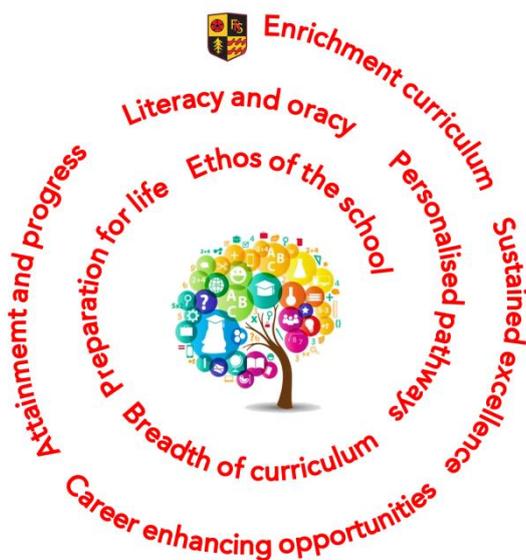
As they embark on a more personalised **Key Stage Four** curriculum in Years 10 and 11, students have laid solid foundations for study in a suite of subjects which they have chosen to pursue for GCSE or vocational qualification. Formby High School is fully inclusive, offering a curriculum that meets 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 the knowledge, skills and understanding to succeed in their courses alongside achieving a sense of personal fulfilment.

Our **Sixth Form** curriculum continues the learning journey with a greater emphasis on personalisation through the FHS Baccalaureate, embracing a more scholarly ethos and promoting the value of independent learning and research. In addition, we place great importance on our

enrichment offer, encouraging students to take on new activities, make a positive contribution to the wider school and community, and flex their leadership muscles in a range of diverse opportunities.

The wider **school enrichment curriculum** is intended to encourage belonging and a sense that wider opportunities, within and beyond the classroom, exist and are equally valued. A broad range of enhancement and extra-curricular activities are provided, allowing students access to opportunities that cater for all interests and abilities. These are implemented with a clear focus on the importance of giving young people a chance to shine and develop skills that are often not accurately measured in the classroom setting, such as leadership and teamwork. This will also help to improve students' 'mental wealth', promoting positivity, reducing levels of anxiety and providing a healthier work-life balance, all of which are important dimension of success.

The **overall impact of the curriculum** at Formby High School will be sustained excellence in terms of knowledge acquisition and application, academic achievement and the development of **rounded young people who are thoroughly prepared for life in a rapidly changing world** – a world where transferable skills, including communication, technology, creativity and problem solving, will help them stand out from the crowd. Students' cultural capital, outcomes and the characteristics they develop will be a cause for celebration and there will be clear evidence of progression towards career enhancing opportunities in employment, education and training.



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