

Curriculum Policy



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 and 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, engaging 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. In addition to the taught academic curriculum, students have a broad range of personal development and wider enrichment opportunities in order to prepare them well for the challenges of the modern world and life beyond school.

Key Stage 3

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 allows them to develop a broad body of rich knowledge, prepares them thoroughly for their future lives and lays the foundations to succeed required to succeed at GCSE. More specifically, the features of the curriculum include:

- Inspiring, carefully planned and sequenced content based on the Key Stage 3 National Curriculum
- 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 formative and summative assessment to test and monitor students' knowledge of subject content and depth of understanding, informing teachers' planning
- Frequent reporting and feedback opportunities

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

Key Stage 3 extends across Years 7, 8 and 9 where students study all National Curriculum subjects. In keeping with the character and ethos of the school, the creative arts curriculum is made broader through the teaching of Drama to all students (aligned to the delivery of the English curriculum) and the opportunity to learn Dance through the PE curriculum in Years 7, 8 and 9. In addition, students' love of reading is developed and promoted through the delivery of a fortnightly reading lesson for all students in Years 7 and 8.

Students study the following subjects in Years 7, 8 and 9, comprising compulsory and non-compulsory subjects:

ENGLISH	MATHEMATICS	SCIENCE	ART
COMPUTING	DESIGN TECHNOLOGY (INC. COOKING & NUTRITION)	DRAMA (ALIGNED TO THE ENGLISH CURRICULUM)	GEOGRAPHY
HISTORY	MODERN LANGUAGES (SPANISH)	MUSIC	PHYSICAL EDUCATION (INC. DANCE)
READING (YEARS 7 & 8)	RESPECT (PSHEE) / CITIZENSHIP / CAREERS		

At Key Stage 3, students have 50 taught lessons per fortnight, each one hour in length, and the curriculum is organised as set out in the diagram below:

We operate a 50 lesson timetable cycle over two weeks

	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	50
YEAR 7	ENGLISH (INC. DRAMA)								MATHS							SCIENCE						HISTORY				GEOGRAPHY				SPANISH		COMPUTING		DT COURSE (Art and Food)		MUSIC		RAVE		PE		READING	RESPECT							
YEAR 8	ENGLISH (INC. DRAMA)								MATHS							SCIENCE						HISTORY				GEOGRAPHY				SPANISH		COMPUTING		DT COURSE (DT and Food)		MUSIC		ART		RAVE		PE		READING	RESPECT					
YEAR 9	ENGLISH (INC. DRAMA)								MATHS							SCIENCE						HISTORY				GEOGRAPHY		SPANISH		COMPUTING / Creative Media		DT COURSE (DT and Food)		ART		MUSIC		RELIGIOUS STUDIES (GCSE)				PE		RESPECT						

Key Stage 4

At Key Stage 4, students are guided formally towards a more personalised curriculum which meets their individual needs, interests and aspirations. There are three pathways, enabling students to choose from a range of GCSE and vocational courses to study alongside their core curriculum. The curriculum offered ensures that, regardless of starting point, there are clear progression routes to enable all 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.

Pathway One											
GCSE ENGLISH LANGUAGE & LITERATURE	GCSE MATHS	GCSE SCIENCE (Separates or Trilogy)	GCSE RELIGIOUS STUDIES	EBACC GCSE OPTION HUMANITIES	EBACC GCSE OPTION MFL	GCSE OPTION	GCSE OPTION	GCSE OPTION	GCSE OPTION	HEALTH, FITNESS & WELL-BEING	RESPECT
Pathway Two											
GCSE ENGLISH LANGUAGE & LITERATURE	GCSE MATHS	GCSE SCIENCE (Separates or Trilogy)	GCSE RELIGIOUS STUDIES	EBACC GCSE OPTION Separate Science Geography, History, French, Spanish Computer Science	GCSE OPTION	GCSE OPTION	GCSE OPTION	GCSE OPTION	GCSE OPTION	HEALTH, FITNESS & WELL-BEING	RESPECT
Pathway Three											
GCSE ENGLISH LANGUAGE & LITERATURE	GCSE MATHS	GCSE SCIENCE (Separates or Trilogy)	GCSE RELIGIOUS STUDIES	VOCATIONAL COURSE	VOCATIONAL COURSE	GCSE OPTION	GCSE OPTION	GCSE OPTION	GCSE OPTION	HEALTH, FITNESS & WELL-BEING	RESPECT

In addition to the Core Curriculum (set out in the table below), there are a broad range of options choices with conditions applied to these choices dependent upon the Curriculum Pathway onto which they are guided. During Year 9 students receive important information, advice and guidance to enable them to make informed choices about their options subjects. The 'options courses' table below illustrates the breadth of courses offered which provide a good balance between academic and vocational qualifications and the opportunity for students to pursue subjects that suit their skills, interests and plans for future education.

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 (unless exceptional circumstances apply).

KEY STAGE FOUR CORE CURRICULUM		
GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE	GCSE MATHEMATICS	SCIENCE (GCSE SEPARATE SCIENCES or GCSE TRILOGY SCIENCE)
RESPECT (PSHEE) / CITIZENSHIP / 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	EDUQAS HOSPITALITY & CATERING	GCSE GEOGRAPHY
GCSE HISTORY	GCSE MUSIC	GCSE PHYSICAL EDUCATION	GCSE SEPARATE SCIENCES (BIOLOGY, CHEMISTRY AND PHYSICS)
GCSE SPANISH	OCR CREATIVE iMEDIA	BTEC ENGINEERING	

The Key Stage 4 curriculum is taught over two years during Years 10 and 11, entitling students to receive the recommended hours of teaching in each subject. As with Key Stage 3, the curriculum is delivered across 50 teaching periods per fortnight, each one hour in length. The organisation of the curriculum timetable is outlined in the diagram below.

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	50
	1	ENGLISH	MATHS				SCIENCE (SS & arts 1-5) 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		RESPECT																			
	2	ENGLISH	MATHS				SCIENCE (SS & arts 1-5) Separate Science or Combined Trilogy Science GCSE								GCSE EBACC OPTION			GCSE OPTION			GCSE OPTION			GCSE OPTION			RELIGIOUS STUDIES (GCSE)			HEALTH, FITNESS & WELLBEING		RESPECT																			
	3	ENGLISH	MATHS				SCIENCE (SS & arts 1-5) Separate Science or Combined Trilogy Science GCSE								VOCATIONAL COURSE			VOCATIONAL COURSE			GCSE OPTION			EXTRA ENGLISH / MATHS			RELIGIOUS STUDIES (GCSE)			HEALTH, FITNESS & WELLBEING		RESPECT																			

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	50
	1	ENGLISH	MATHS				SCIENCE (SS & arts 1-5) Separate Science or Combined Trilogy Science GCSE								GCSE EBACC HUMS OPTION			GCSE EBACC MFL OPTION			GCSE OPTION			GCSE OPTION			HEALTH, FITNESS & WELLBEING		RESPECT																						
	2	ENGLISH	MATHS				SCIENCE (SS & arts 1-5) Separate Science or Combined Trilogy Science GCSE								GCSE EBACC OPTION			GCSE OPTION			GCSE OPTION			GCSE OPTION			HEALTH, FITNESS & WELLBEING		RESPECT																						
	3	ENGLISH	MATHS				SCIENCE (art 5) GCSE Synergy Science								VOCATIONAL COURSE			VOCATIONAL COURSE			GCSE OPTION			EXTRA ENGLISH / MATHS			HEALTH, FITNESS & WELLBEING		RESPECT																						

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 meet their individual needs, interests and aspirations. Each pathway has clearly defined entry requirements based on attainment at Key Stage 4. The curriculum offered at Key Stage 5 includes a range of academic A Levels and Level 3 vocational 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. The Key Stage 5 curriculum also allows for students to re-sit GCSE English and/or 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 vocational courses
PATHWAY FOUR	Three Level 3 vocational courses

KEY STAGE 5 COURSES			
A LEVEL ART	A LEVEL BIOLOGY	A LEVEL CHEMISTRY	A LEVEL DRAMA (THEATRE STUDIES)
A LEVEL ECONOMICS	A LEVEL ENGLISH LANG/LIT	A LEVEL ENGLISH LITERATURE	A LEVEL FILM STUDIES
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 (PHILOSOPHY & ETHICS)	A LEVEL SPANISH	LEVEL 3 BTEC BUSINESS
LEVEL 3 BTEC COMPUTER SCIENCE	LEVEL 3 BTEC PERFORMING ARTS (DANCE)	LEVEL 3 OCR DIGITAL MEDIA	LEVEL 3 BTEC ENGINEERING
LEVEL 3 BTEC SPORT			

Typically, students are taught on four out of five days each week in Sixth Form, providing one day for independent study, work experience or volunteering. Students following a three course pathway will be taught for three of the four option blocks' timetabled lessons and students who choose to pursue four A Levels are taught across all option blocks. The organisation of the fortnightly timetable is set out in the diagram below:

		+	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	50
SIXTH FORM	YEAR 12		SUBJECT ONE									SUBJECT TWO									SUBJECT THREE									PERSONAL DEVELOPMENT	ENRICHMENT	INDEPENDENT STUDY (OR FOURTH OPTION)									STUDY AT HOME	STUDY AT HOME	STUDY AT HOME									
	YEAR 13		SUBJECT ONE									SUBJECT TWO									SUBJECT THREE									PERSONAL DEVELOPMENT	ENRICHMENT	INDEPENDENT STUDY (OR FOURTH OPTION)									GCSE ENGLISH REVISIT	GCSE MATHS REVISIT	STUDY AT HOME									

In addition to the academic / vocational curriculum, our Sixth Form offer includes a programme of enrichment activities which includes the Extended Project Qualification, Level 3 Core Mathematics, the Arts Award, Duke of Edinburgh Gold Award, Community Sports Leaders Award and community service. The overall curriculum experience is brought together into one coherent package entitled the 'FHS Baccalaureate' which students work towards achieving during their two years of study. Furthermore, students also follow a planned programme of Personal Development in order to prepare them well for life in modern Britain and progression onto relevant post-18 pathways.

RESPECT, Personal Development and Careers Education, Information, Advice and Guidance (CEIAG)

All students receive personal development teaching through the RESPECT programme (Year 7 to 11) or the Personal Development Programme (Years 12 and 13). Through these programme, students learn about a wide range of age appropriate issues which are relevant to life in modern Britain and support their preparation for life beyond school. Most aspects of personal development are taught by form tutors and, where necessary, some content is delivered by subject specialists and / or visiting speakers.

Students receive a rich programme of Careers education during their time at Formby High School through a curriculum that is designed and delivered to meet the Gatsby Benchmarks. Through this, students have the opportunity to engage in work-related learning, work experience, learn about different professions and career pathways, and meet professionals, enabling them to make informed and well-considered decisions about their future. Careers education is delivered through RESPECT lessons as well as through a wide range of curriculum enrichment, including a Careers Fair, visiting speakers / professionals and off-site activities. See the Careers Education, Information and Guidance Policy for further information.

Curriculum Support and Personalisation

Support for students with Special Educational Needs and Disabilities (SEND), and those for whom English is an additional language, is provided by our team of dedicated teachers and teaching assistants with additional support from external providers if required.

Most students with SEND pursue the full curriculum and have their needs met through High Quality Teaching in class. For an identified cohort of students who have complex needs and/or are working significantly below age related expectations, we have developed our **Reaching High** nurture programme, a unique curriculum which is underpinned by a culture of trust and encouragement to captivate our students, enabling them to benefit from highly personalised teaching in a small group setting for core subjects and embedding their basic skills to enable them to thrive. Our specialist academic teaching is combined with a needs-led Life, Learning and Employability skills curriculum through which we nurture students to excel in practical, social and emotional aspects of learning. Through collaboration with specialist vocational training centres in our local area our older students have the opportunity to learn how to transfer their skills into the workplace to ensure they leave us with a plethora of academic and holistic achievements.

Through Reaching High, a small proportion of students in Years 7, 8 and 9 are withdrawn from mainstream Modern Languages lessons in order to receive personalised, targeted literacy and numeracy teaching.

In Years 10 and 11, a handful of students continue to follow a nurture curriculum, with an emphasis on vocational qualifications and work-related learning alongside their core GCSE curriculum, 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 a Level 3 Algebra qualification, UKMT Maths Challenges, Reading Challenges, GCSE Astronomy, the Polyglot programme, 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.

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 and 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 the 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 developments to national 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.
- Through High Quality Teaching, 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 role of the **SENDCO** is to:

- Ensure suitable curriculum plans are in place for the cohort of students with complex needs who require the delivery of a specialised and personalised curriculum.
- Engage with external agencies and work-related learning providers to, where necessary, supplement the provision delivered by teachers and teaching assistants in school.
- Monitor and adapt the curriculum plans if necessary to ensure students make progress and are prepared for life beyond school.

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