



# Ulverston Victoria High School

## POLICIES

# Curriculum Policy

| Author/Owner:                | Sub-Committee:           | Ratified/Reviewed by Governors: | Chair of Governors Signature: |
|------------------------------|--------------------------|---------------------------------|-------------------------------|
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| Mr M Hardwick<br>Headteacher | Pastoral &<br>Curriculum | 4 <sup>th</sup> July 2018       | <i>J M Wilkin (Mrs)</i>       |

## Curriculum Policy

Our curriculum is designed to foster curiosity and a desire for learning in all students regardless of their backgrounds, strengths and needs. It aims to develop resilience and creativity, and cultivate well-rounded, intelligent and socially-aware students.

All students have access to a broad, balanced and rich curriculum which has an emphasis on the critical importance of knowledge acquisition. We want our students to remember and connect learning. The curriculum provides students with an introduction to the knowledge that they need to be educated citizens, and it helps to engender an appreciation of human creativity and achievement.

At UVHS, our curriculum aims to:

- Meet statutory rules and, consequently, meet the spirit of government philosophy
- To secure solid foundations for future learning at every stage of education or employment locally, nationally, and internationally.
- To give a broad and balanced experience for our children.
- Develop students' individuality and mould them into successful citizens with a responsibility for their actions.
- Be adaptive to ensure that all children access the curriculum and achieve well no matter their starting point.
- Attract students to the school at KS3 and KS5.
- Secure excellent results for all our young people.

The Curriculum provides opportunities to meet the aspirations and intentions of all students and prepares them for a wide range of destinations. It goes beyond the national requirements and is rooted in our own locality and context.

Research around memory and how children learn best has been used to inform our curriculum planning. Knowledge and skills are sequenced so knowledge is taught in a sensible order allowing for regular revisiting and retrieval of knowledge as the complexity and depth build over time. Carefully considered and memorable learning activities help students to embed and use knowledge effectively as well as develop their understanding of key concepts. Lessons engage and challenge all students to apply their knowledge fluently.

Students are guided to become independent learners and are encouraged to work collaboratively. They are encouraged to take risks, think for themselves, to learn from their mistakes and take ownership of their learning.

Developing students' fluency, confidence and enjoyment in reading are integral to our aims of securing good foundations for future learning and securing excellent results for our young people which allow them to access the further education and employment they choose.

The curriculum is designed to meet the needs of students in different Year Groups.

At Key Stage 3, all students study English, maths, science, two languages, history, geography, BPE, PE, art, drama, music, design technology and computing. In Year 9, students can opt to increase the time they spend on the arts, languages or technology while maintaining a broad and rich academic curriculum.

At Key Stage 4, students take a core offer which includes a compulsory Humanity along with a free choice of up to three other GCSEs taken from 12 subjects.

At Key Stage 5, students choose three or occasionally four A Levels to start with. Subjects are chosen from 14 A Level courses offered.

Students are taught in mixed-ability groups in some subjects or in dynamic groups determined by their aptitude, in some other subjects such as Mathematics.

#### 4. **The Year 7 Curriculum**

- Maths is set from October Half Term.
- English has one high aptitude group and a number of mixed ability groups in each half year group from October Half Term
- The remaining subjects are taught in mixed ability forms.
- Technology is a carousel of Food & Nutrition, Textiles and Technology.
- This curriculum is designed to be broad, yet give adequate time for Ebacc subjects.
- Special literacy and numeracy withdrawal sessions remove small groups of children from some subjects.

#### 5. **The Year 8 Curriculum**

- Maths, English, Languages, Science and Humanities are grouped with one high aptitude group and a number of mixed ability groups in each half year group from October Half Term.
- The remaining subjects are taught in mixed ability forms.
- Technology is a carousel of Food & Nutrition, Textiles and Technology.
- This curriculum is designed to be broad, yet give adequate time for Ebacc subjects.
- Special literacy and numeracy withdrawal sessions remove small groups of children from some subjects.

#### 6. **The Year 9 Curriculum**

- Maths is set by ability.
- BPE, Art, German, Music, Technology and Drama are taught in mixed ability groups.
- The remaining subjects are grouped by ability, each having one high aptitude group and a number of mixed ability groups in each half year group.
- There is an option to choose four subjects from: Art, Computer Science, iMedia, Drama, Food & Nutrition, French, German, Spanish or Music for all students. All students study either iMedia or Computer Science.
- This curriculum is designed to be broad, yet give adequate time for Ebacc subjects.
- Special literacy and numeracy withdrawal sessions remove small groups of children from some subjects.

## 7. **The Year 10 Curriculum**

- Maths, English and Science are set by ability.
- BPE and PE are taught in mixed ability form groups.
- All students study four option subjects which must include Geography or History. See table below.
- Some students are removed from option sessions for additional English and Maths support in Study + lessons.

## 8. **The Year 11 Curriculum**

- All students study Maths, English and Science which are set by ability.
- BPE and PE are taught in mixed ability forms.
- All students study four option subjects one of which must be an Ebacc subject (French, German, Separate Science, Geography, History or Computer Science) for which they are taught for 4 periods instead of 3.
- Some students are removed from option sessions for additional English and Maths support in Study + lessons.

## 9. **Post 16 Curriculum**

- In most cases, in Year 12, three option subjects are studied, with the intention of carrying this into Year 13.
  - 4 subjects can be studied by the most able students.
  - Enrichment Tutoring allows students to access activities such as Extended Project Qualification (EPQ) and Duke of Edinburgh - Gold. Subject tutorials are also scheduled at this time.
10. The school will make appropriate provision for students with special educational needs and the most able throughout their school lives, within the resources available.
11. Assessment will take place at regular intervals in the normal course of teaching. GCSEs will be taken at end of Key Stage 4.
12. Where it is appropriate students are encouraged to consider the possibility of staying on post-16 at Ulverston Victoria High School. We will endeavour to provide a wide range of courses for students who have suitable entry qualifications. We will advise students of the minimum GCSE standards likely to lead to success in the various courses on offer.
13. Students who meet the other entry requirements for entry into Ulverston Victoria High School's Sixth Form, may, in exceptional circumstances be offered a place without a 5 grade in GCSE English or Mathematics.
14. The curriculum is regarded as dynamic, rather than static. As such it will be monitored, evaluated and reviewed on a regular basis, through annual and mid-year reviews with the Acting Headteacher. Curriculum planning will have long term and short term aims and objectives, and it will be necessary to set priorities in order that the school may develop and respond as it should. The School Leadership Team, Subject Leaders and Pastoral Leaders have a responsibility for formulating, monitoring and evaluating through the faculty and the pastoral year development planning process.
15. Curriculum planning will involve discussion and consultation, not only with those within the school – students and staff, but also for example, with those outside the school – parents, the Governors and the wider community as appropriate.

16. The school will seek to establish a workable timetable that utilises the teaching staff to best effect and maximises the learning opportunities for all students. It will maintain proper standards of professional performance.
17. The academic curriculum will be supported outside the classroom, by means of residential experiences, trips out, fieldwork, attendance at conferences, etc.
18. Our School Prospectuses are freely available to parents and interested parties.
19. Anyone dissatisfied with any aspect of the curriculum should approach the school in the first instance. However, the Governors committee dealing with the curriculum will assist, should the need arise. Should there be a conflict of interest at any stage between the school and a particular student or parent; the Governors believe that the school should do its best to accommodate the best interests of the student where that is feasible and practical and not affecting the efficient education of all students.