

Dean Trust Rose Bridge

Curriculum Policy 2021-22

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3.0		
4.0		

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Signature of Chairman of Local Governing Body:	

1. Introduction

The purpose of this policy is to allow parents and carers to have a clear overview of the Key Stage 3 and Key Stage 4 curriculum on offer at Dean Trust Rose Bridge. In this document there is also reference to a number of other supporting policies which offer important information regarding assessment, literacy and homework.

1.1. Intent

There are four interconnected and equally important values that shape our curriculum. The curriculum is designed and delivered with the intention that all Dean Trust Rose Bridge pupils become: Powerfully knowledgeable; Global citizens; Healthy in mind, body and soul; Ambitious and aspirational.

Knowledge is at the core of the curriculum offer which aims to keep breadth and depth throughout KS3 before pupils pick their KS4 pathway from a healthy variety of optional subjects. This offer has the core subjects of English, Mathematics and Sciences at the centre but also heavily promotes the English Baccalaureate subjects of Geography, History and Spanish. The key skills of literacy, numeracy and communication are promoted in every lesson; high standards in all three are promoted by all teaching and non-teaching staff.

The curriculum is carefully planned and sequenced towards all pupils gaining cumulatively sufficient knowledge and skills. The school also ensures that the curriculum intent is balanced with the responsibility to furnish our pupils with the qualifications they will need to be a successful part of society. Each pupil is encouraged to think of themselves as a 'Global citizen' by developing respect for themselves, their environment and employing good manners to treat the environment and others how they would like to be treated. Each pupil is encouraged to be healthy in mind, body and soul through making healthy and safe lifestyle choices, developing confidence and resilience, adapting to changing circumstances, managing emotions, attitudes and behaviours appropriately and investing in personal relationships. The

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intent of the curriculum offer is ambitious and aspirational by challenging expectations and 'the status quo' and recognising that every individual has huge potential. Curriculum planning is underpinned by cross trust 'Threshold Concepts' in essential knowledge and skills. Curriculum Intent documents demonstrate how work is sequenced and interleaves with other subject areas and supports the delivery of the Personal Development Curriculum.

1.2.

Teachers provide high quality delivery of the curriculum. All teaching staff engage in regular training, data informed teaching, and professional learning. The approach is cumulative, measured, context driven and takes reference to current and up to date research. The quality of lessons is closely monitored through an extensive and supportive quality assurance programme. The quality of pupil work is also closely scrutinised throughout the year.

Teachers are committed to the ongoing delivery of literacy and numeracy across the curriculum. The development of learner independence, resilience, resourcefulness, reflectiveness and reciprocity, as well as metacognition programme is delivered via weekly activities by form tutors. The use of the online learning platforms Class Charts and Google Classroom develops pupils to be confident in organising their own learning. Implementation is well communicated to our parents and carers through a multi-platform approach.

1.3 Impact

Teachers use both formative and summative assessments to track pupils progress as well as incorporating clear termly assessment points that provide evidence of the progress in learning. Teachers use the data from assessments to plan interventions within lessons that remove barriers to improved progress. Assessment information will be shared with pupils and with parents at Parents Evenings.

Teachers will provide feedback on learning in line with subject marking policies, that is clear to the pupil and informs them of what they have done well and also what they need to improve so that they can move on in their learning

There is a rigorous moderation and quality assurance cycle that supports assessment points.

Please refer to the separate Assessment Policy on the website for more information on the use of assessment across the school.

2. Curriculum Overview

2.1 Key Stage 3

The Key Stage 3 curriculum is broad and balanced, providing skills and understanding in a wide range of subjects helping pupils identify where their best interests and achievements are. Pupils receive 30 lessons a week, each comprising of 50 minutes. The table below displays how they are split:

Curriculum Model 2021-22

	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
7	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	His	His	Geo	Geo	Dra	Mu	PE	PE	PE	ART	TECH	TECH	RE	Sp	Sp	PSHE
8	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	His	His	Geo	Geo	Dra	Mu	PE	PE	PE	ART	TECH	TECH	RE	Sp	Sp	PSHE
9	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	His	His	Geo	Geo	Dra	Mu	PE	PE	PE	ART	TECH	TECH	RE	Sp	Sp	PSHE
10	Ma	Ma	Ma	Ma	Sta	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	PE	PE	OPT A	OPT A	OPT A	OP B	OP B	OP B	OP C	OP C	OP C	OP D	OP D	OP D

Year 9 - Pathways

At the end of Year 9, pupils are asked to pick up to 4 option subjects to continue study into Years 10 & 11. Pupils are required to continue with History or Geography as a compulsory GCSE option. In 2021/22 over 58% of the cohort will study Spanish in KS4 as part of the schools Ebacc offer. Pupils that have a Key Stage 2 standardised score of over 100 in both English and maths and are on the Secure or Advanced pathway in Spanish are expected to follow this aspirational pathway.

2.2 Key Stage 4 - Year 10 & 11

Every pupil will study at least eight Level 2 qualifications in KS4. The compulsory subjects comprise of GCSEs in English Language and Literature, Maths, Combined Science with statutory lessons in Core PE. Pupils must choose either History or Geography. Pupils will then pick a further three options. Options include Digital IT, Child Development, Health & Social Care, Cambridge National Sport, Physical Education, Music, Performing Arts, Photography, Art and Graphic Design, Religious Education, Citizenship, Spanish and Design and Technology.

In total, pupils work towards achieving a minimum of eight qualifications at Key Stage 4. There is also opportunity for pupils to study an extra subject after school in some subject areas if they wish to do so. Some pupils may study Statistics alongside maths GCSE.

2.3 Work Related Learning

Dean Trust Rose Bridge understands the importance of preparing our young people for the world of work and the value of experiences in a vocational setting. There are a range of vocational subjects including Health and Social Care, Hospitality and Catering, Hair and Beauty, Construction and Child Development. BTEC qualifications also provide an insight into different sectors of employment. Links with employers are used to enhance the delivery our curriculum.

2.4 PSHE

Personal, Social, Health and Economic (PSHE) is combined with Citizenship and Careers education in specialist sessions throughout Key Stage 3 & 4. This includes statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. Key statutory content is interleaved throughout the KS3 and KS4 curriculum content in areas such as Science, Physical Education, Religious Education, Sports Studies and Digital IT. Timetabled KS3 PSHE lessons, form time and additional PSHE days timetabled throughout the academic year also

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support the delivery of content. The PSHE programme is designed to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Social, moral, spiritual and cultural guidance is embedded throughout the whole school curriculum and contributes to our holistic approach to individual pupils and their wellbeing.

2.5 Religious Education

All pupils study Religious Education through Key Stage 3 and it is a GCSE option in KS4.

Dean Trust Rose Bridge follow the Wigan Locally Agreed Syllabus for KS3 and Edexcel specification B Religious Studies (Christianity and Islam) at KS4. The right of parents to withdraw their children from religious education (RE) lessons is set out in section 71 of The School Standards and Framework Act 1998

(School Standards and Framework Act 1998: regulation 71, [legislation.gov.ukhttp://www.legislation.gov.uk/ukpga/1998/31/section/71](http://www.legislation.gov.uk/ukpga/1998/31/section/71)).

2.6 Careers Guidance

Careers education, information, advice and guidance is provided to pupils from Years 7-11. This is studied in the form of planned sessions, the use of pastoral time, lunchtime drop ins 1:1 interviews and various events. There are strong links with Further Education Colleges, Sixth Forms, Training Providers and Universities. Opportunities to engage with the world of work are also planned for within an individual subject's curriculum delivery as well as practice interviews and careers appointments in Year 11.

3. Assessment

Please see the separate Assessment and Teaching & Learning Policies on the school's website for more details on feedback and assessment.

3.1. Key Stage 3 assessment

In Key Stage 3 pupils' knowledge and skills of key threshold concepts are assessed using one of the following descriptors:

- **Advanced** - used where pupils are demonstrating knowledge and skills well above expectations for the year group
- **Secure** - used where pupils are demonstrating knowledge and skills in line with expectations for the year group
- **Developing** - used where pupils are demonstrating knowledge and skills slightly below expectations for the year group
- **Foundation** - used where pupils are demonstrating knowledge and skills well below expectations for the year group

Key Stage 2 standardised scores will be categorised in the following way and will be used as a start point to measure progress from.

Score	Descriptor
110-120	Advanced
100-109	Secure

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90-99	Developing
80-89	Foundation

A pupil who arrives with a standardised score of 115 will have displayed a high level of academic ability at Key Stage 2 and would therefore be categorised as 'Advanced'. To make expected progress and to remain on trajectory for success at Key Stage 4 they would need to maintain excellence throughout Key Stage 3.

3.2 Key Stage 4 assessment

Key Stage 4 assessment is against GCSE or Technical Award national specifications.

GCSE Qualifications use a 9-1 grading system.

4. Pupil Groupings

4.1 Tutor Groups

In year groups pupils are put into one of five tutor groups. Pupils are split between two equal and mixed ability bands named 'X' and 'Y' bands. These groupings are decided upon as part of transition work with primary schools.

4.2 Teaching Sets

When pupils arrive at Dean Trust Rose Bridge in Year 7 they are organised into a number of different groupings for lessons. In PE pupils are set according to their practical ability in the subject following a half term of baseline assessment. For all other subjects' pupils are taught in a teaching group, set on ability. In Year 7 this has been driven by a pupils' average Key Stage 2 standardised score in the SATs tests. Due to the cancellation of Key Stage 2 SATs exams in 2020 and the lack of available data to use to set pupils, it has been decided that pupils' CAT data and teacher assessments should be used to group pupils. This has been driven by English, maths and science.

At the start of Year 7, different standardised scores will be used to set appropriate baseline levels of which to measure progress from in Key Stage 3 and set targets towards for Key Stage 4. In Years 8 and 9 a similar model applies; however, the setting of the main teaching group is driven by a pupil's ability in English, pupils are set independently for Maths based on their ability in Maths and similarly pupils are set in Year 9 for Science. In KS3 pupils are set for Technology which means that pupils experience a carousel of Technology subjects throughout the year.

In Key Stage 4 pupils are taught in ability groupings for English, Maths and Science and where numbers permit this is the case too in the optional subjects.

The school will baseline and set targets across all subjects based on the following rationale:

<u>Subject</u>	<u>Baseline Data</u>
English	Key Stage 2 Reading score
Mathematics	Key Stage 2 Mathematics Score
All other subjects	Key Stage 2 Average score of Reading and Mathematics

It is recognised in school that SATS results are only a measure of academic ability in the core subjects, and cannot measure a child's flair, talent and practical ability in some subjects. For

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this reason, Art and Design, Drama, Music and PE, conduct baseline testing in the first half term of Year 7. These are used as the starting point for which pupils are measured from in Key Stage 3. Due to the nature of accountability measures in school targets in these subjects are set using the Key Stage 2 average for Key Stage 4.

Baselining will not be used formally by the school to measure progress and attainment in Key Stage 4. Departments may still choose to use this information informally.

4.3 SEND

The learning support team work in class to support teachers and pupils, they deliver targeted group work and provide 1:1 intervention. This support continues throughout the key stages and is tailored to the age, ability and special educational needs of every pupil. Learning Support Assistants work collaboratively with teaching staff to ensure excellent subject knowledge, whilst sharing in-depth knowledge and experience of the needs of the pupils they support. Further details of this provision can be found in the Special Educational Needs Policy on the school website.

5. Literacy and Numeracy

Please refer to the separate Literacy and Numeracy policies on the school website for details on how these particular areas of focus are addressed across the curriculum.

6. Homework

Dean Trust Rose Bridge uses Google Classroom and 100% books to set homework and independent learning. For more detail on homework policy please refer to the Teaching & Learning policy on the school website.