

EDENFIELD GIRLS HIGH SCHOOL [EGHS]

Curriculum Policy

Intent

1. Introduction

1.1 Edenfield Girls High School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of School life.

1.2 Our aim is to meet the needs of young people by preparing them for adult and working life in the 21st century.

1.3 The educational vision and curriculum design for Edenfield Girls High School recognises that:

- The world of 2050 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation but more.
- 18+ year olds will still be at an early stage of learning.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

1.4 Edenfield Girls High School's curriculum policy is based on the following aims, to:

- Promote British Values (Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths)
- Have students at its heart, placing their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Be inclusive and accessible; irrespective of current/prior ability.
- To ensure that the curriculum incorporates statutory requirements, including the Equality Act of 2010, and the protected characteristics; disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, yet is flexible and relevant to student's needs.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

2. Curriculum Aims

2.1 The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

2.2 Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- have and be able to use high quality personal, learning and thinking skills (plts) and become independent learners.
- have and be able to use high quality functional skills, including key literacy, numeracy and computing skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

3. **The curriculum outcomes**

3.1 Our curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education.
- fulfil statutory requirements.
- enable students to fulfil their potential.
- meet the needs of young people of all abilities at the school.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity, coherence and 'cultural capital'.
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.
- develop a specific curriculum for key stage 3 (years 7, 8 and 9) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- design a key stage 4 curriculum which meets the needs of students, parents and wider society.
- In addition to benefitting from other secondary and primary schools in the area we hope to develop a culture of continuous collaboration with them and also benefit them wherever possible.

Implementation (Also refer to Appendix A)

4. **Roles and responsibilities**

4.1 The Head teacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school

and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.

- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Head Teacher and governors annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the school's standard curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum (reviewed annually).
- the governing body is advised on statutory targets in order to make informed decisions.

4.2 The governing body will ensure that:

- it considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

4.3 The Head teacher and/or her representatives for KS3 and KS4 will ensure that:

- they have an oversight of curriculum structure and delivery within their key stage
- detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with subject teachers (and as the school expands Heads of Department/key stage coordinators) on a regular basis and that actions are taken where necessary to improve these.
- The Head teacher together with subject teachers (and eventually as the school expands Heads of department/ key stage coordinators) will ensure that:
 - long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
 - schemes of learning encourage progression at least in line with national standards.
 - there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
 - appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
 - where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
 - assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
 - they keep the Head teacher informed of proposed changes to curriculum delivery.
 - all relevant information/data is shared with the Head teacher. This includes meeting deadlines related to exam entries etc.
 - student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
 - She shares practice with other colleagues in terms of curriculum design and delivery (during planned cooperative planning meetings)
 - oversee cpd needs (together with governors) with regard to curriculum planning and delivery.

4.4 Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students (This will be made available by the Head teacher).
- share and exchange information about best practice amongst their colleagues in different schools and through external networks (including relevant online forums), resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies (Local businesses, mentors, volunteers) to provide an appropriate range of curriculum opportunities.

4.5 Students will:

- be treated as partners in their learning, contributing (where appropriate) to the design of the curriculum (Via annual pupil voice surveys as well as elected school council representatives).
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly (through planned intervention where appropriate – during lunch, after school or in some cases removal from the French lesson if necessary).
- receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5 (Via teacher information, an independent careers advisor and mentors).

4.6 Parents and carers will:

- be consulted about their children's learning and in planning their future education (via parents' evenings, yearly open evenings, x3 reviews over the year and end of year reports etc.).
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it (Parents will be given a summary of the curriculum in each subject area near the start of the academic year at a curriculum evening where subject staff will also present. There will also be a half termly newsletter sent out to parents.)
- have the opportunity to raise any issues, concerns or positive feedback by speaking to the Head teacher in person before or after school or by appointment during school hours. In addition, their views will be canvassed via an annual questionnaire.

Impact

5 Monitoring, evaluation and review

5.1 The governing body will receive an annual report from the Headteacher on:

- The standards reached in each subject compared with national and local benchmarks. KS2 results will be used to measure starting points and set end of year and eventually GCSE targets. Regular analysis of review/report data measured against targets.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over

time, compared with national and local benchmarks (refer to eventual FFT Data and records of the school's own eventual GCSE results from year to year).

- the number of students for whom the curriculum was dis-applied and the arrangements which were made.

5.2 The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school

6 Islamic Education

As a faith school we are committed to support the personal faith journey of our pupils through an exciting, relevant and inspiring programme of Religious Education throughout all five years of their education. This aspect of the curriculum will result in a GCSE Religious Studies qualification as well as Religious Education programme which supports both the individuals understanding of their own and others' faith (or indeed those of no faith) and their spiritual, moral and social development (PSHE).

7 Extra curricular

Once the school has settled into routines, we will introduce various extracurricular opportunities (such as after school coding club, home economics, gardening club, sports clubs and eventually D of E Award etc.).

Our pupils will be supported by (vetted) mentors from various professions who are not school based. They will come into school several times through the year to meet those whom they will mentor. They will check on pupil progress, wellbeing and look over pupils' exercise books to check for consistent high standards of presentation and work. Pupils will also be able to get advice and support from these mentors.

Pupils will have ample opportunities to become familiar with public institutions. Visits will be organised to local magistrate courts. We will also organise for the local MP, police community support officers and the fire brigade to come in as speak to children during extended assemblies through the academic year. In addition, pupils will learn about democracy and parliament through the PSHE curriculum and through opportunities to question the local MP and/or elected councillors. We will also establish links with the multifaith forum in Blackburn and arrange visits to places of worship belonging to other faiths.

Appendix A: Class sizes and subject periods

In years 7-11 the number of students in each class/year group will be an average of 20. The school will start with a year 7 class only and will build up each year (over 4 years) and eventually have pupils in each year group.

The school day will at 8.45am and end at 3.30pm and consists of seven lessons (6 which are 50 minutes long and 1 which is 30 minutes long) split by two breaks one at 10.40 am (15 mins) and one at 12.15 pm (45 mins). On Fridays we will finish at 12pm.

Years 7, 8 and 9 students have the following number of periods per subject per week:

Key Stage 3

Year 7, Year 8 and Year 9

SUBJECT	PERIODS
English	4
Maths	4
Science (one lesson each in Physics, Chemistry and Biology)	3
PE	2
Art/Islamic Studies	2
Computing (x1 50 min period and x1 30 min period)	2
Languages (Arabic x4 – 3 of which are 50 min periods and one on Fridays is 60 mins, French x1)	5
History	1
Geography	1
RE	1
Quran (x4 30 min periods and x1 50 min period)	5
PSHE	1

GCSE Choices: Our commitment to providing a curriculum which reflects the English Baccalaureate range of subjects means that, in addition to the core subjects of Maths, English and Science, students take a MFL (Arabic), and either History or Geography at GCSE Level.

As the school and its expertise expand over the years, we will endeavour to include an even wider choice of GCSE subjects to choose from.

Key Stage 4

Year 10

SUBJECT	PERIODS
English	5
Maths	5
Science	9
PE	2
RE/PSHE	1
3 Option subjects including (Geography, History, RE, Computer Science, Arabic)	3

Year 11

SUBJECT	PERIODS
English	5
Maths	5
Science	9
PE	2
RE/PSHE	1
3 Option subjects including (Geography, History, RE, Computer Science, Arabic)	3

NOTE: If needed some students may have a personalised timetable that includes a more concentrated focus on core subjects to improve their literacy and numeracy.