

Curriculum Policy

WHY do we have this policy and why is it relevant?

The curriculum policy sets out how we will organise and deliver learning for students at Cirencester Kingshill School. It is important that the curriculum reflects the school aim of delivering excellent teaching and ambitious learning. The curriculum encompasses the physical design of the curriculum offer, the learning intentions of the curriculum and also the delivery of the curriculum.

Statement of Intent

Cirencester Kingshill school is ambitious for all students regardless of their starting point; there is no narrowing of the curriculum offer and we offer a broad and balanced curriculum to our students. The curriculum is designed to support learners of all abilities to make excellent progress. Subject leaders have identified the core knowledge and skills that students will need to meet ambitious academic targets and prepare students for now and for life beyond Kingshill. Attention is paid to designing and sequencing learning so that students know and remember more. Retrieval activities, linked to knowledge organisers for each subject, are used for homework and starts of lessons to support students become fluent with the core knowledge within each subject area. Reading is prioritised with specific phonics-based support for early readers, alongside use of tutor-group reading programmes designed to promote reading fluency and a lifelong love of reading. Assessment is used to gauge the impact of the curriculum and identify areas for further curriculum development or re-teaching.

Academic success has great value in our society, and we are committed to delivering excellent teaching and learning to help our students unlock their potential. Our curriculum is designed to challenge, inspire, and support every student, fostering a love of learning and a commitment to excellence.

Below are the key principles that guide our curriculum:

- **Broad and Balanced:** We offer a diverse range of subjects to ensure students receive a well-rounded education, encompassing academic, creative, and practical disciplines.
 - AT KS3 students study a wide range of subjects: English, Mathematics, Science, Humanities (History, Geography, Religious Studies), Modern Foreign Languages, Arts (Music, Drama, Art), and Technology (ICT, 3D Design, Food and Nutrition, Textiles).
- **Inclusivity and Accessibility:** Our curriculum is designed to meet the needs of all students, providing support and differentiation to ensure that every learner can succeed.
 - We offer tailored support for students with Special Educational Needs (SEN), including in-class support, specialised resources, and individual learning plans.
- **High Expectations:** We set ambitious targets for all students, encouraging them to strive for excellence and reach their full potential.
 - Advanced learners are provided with opportunities for extension work, such as participation in the UK Mathematics Trust (UKMT) challenges. All students are encouraged to set challenging personal academic goals and regularly review their progress.
- **Cultural and Moral Development:** We emphasise the importance of cultural awareness, respect, and moral values, helping students to become responsible, well-rounded individuals.
 - Through the Religious Studies curriculum and Personal, Social, Health and Economic (PSHE) education, students explore diverse cultures and ethical issues, such as human

rights, environmental stewardship, and equality. This is further supported by themed assemblies and guest speakers.

- **Creativity and Innovation:** We encourage creativity and innovation across the curriculum, fostering an environment where students can explore new ideas and approaches.
 - In Art, students explore various media, from traditional painting to street art, encouraging innovative expression. The ICT curriculum includes coding and robotics, allowing students to create and program their own projects.
- **Global Awareness:** Our curriculum promotes an understanding of global issues and encourages students to think about their role in the wider world.
 - Geography lessons cover global issues such as climate change and sustainability, while Modern Foreign Languages include cultural studies of the countries where the languages are spoken.
- **Strong Literacy and Numeracy Foundations:** We prioritise the development of strong literacy and numeracy skills, which are essential for success across all areas of learning.
 - Twice weekly tutor time reading sessions and a focus on vocabulary expansion support literacy, while problem-solving exercises in Mathematics reinforce numeracy skills. We also run a reading phonics program for students who need extra support.
- **Physical and Mental Well-being:** We are committed to supporting the physical and mental well-being of our students through a balanced curriculum that includes physical education, personal development, and emotional support.
 - Our PE curriculum includes a variety of sports, from traditional team games to yoga and dance, promoting physical health. Mental well-being is supported through PSHE lessons on stress management, mindfulness sessions, and access to school counselors.
- **Preparation for the Future:** We prepare students for life beyond school, whether that be further education, apprenticeships, or entering the workforce, by providing them with the skills, knowledge, and confidence they need to succeed.
 - Careers education is embedded across the curriculum, with students attending workshops on CV writing, interview skills, and work experience placements. We also offer information on vocational courses and apprenticeships, alongside traditional academic pathways with visits to universities and higher education establishments.
- **Community and Partnership:** We value our connections with the local community and work in partnership with parents, carers, and external organisations to enrich our curriculum and enhance the learning experience.
 - We regularly invite local professionals to give talks and workshops, and students participate in community service projects as part of the Duke of Edinburgh award. Our Sports Leaders work with primary school children as do our Year 9 students as part of their language studies.

Legal Framework

This policy reflects the requirements for academies to provide a broad and balanced curriculum (Academies Act 2010) and the school chooses to follow the National Curriculum programmes of study.

It also reflects requirements for inclusion and equality as set out in the Special Needs and Disability Code of Practice 2014 and the Equality Act 2010.

Linked Policies and Key Documents

This policy should be read in conjunction with, and has been informed through, reference to:

Assessment Policy

Teaching and Learning Policy

SEN Policy

Equalities Policy

Definitions

Curriculum refers to the physical design of the whole school curriculum offer; the intent of the school in terms of what it wishes the curriculum to deliver; the implementation of the curriculum in terms of how students are taught so that they can access it and learn how to use and remember more of the curriculum; the way we measure the impact of the curriculum intent on students.

HOW do we implement and monitor this policy?

Kingshill School offers pupils a broad and balanced curriculum in line with the recommendations of the National Curriculum. Our philosophy is in harmony with the practices encouraged by recent educational reports and avoids students having restricted career opportunities whilst encouraging progression into Further Education post 16. The decision to remove a student from any aspect of the curriculum will be made in consultation with parents/carers but the final decision will rest with the school. In Key Stage 3 we run specific, smaller groups in English and Maths, taught by subject specialists, alongside core classes to accelerate progress of identified lower prior attaining students. Students can move into or out of these groups depending on learning need. The curriculum of these groups mirrors the other classes to facilitate this movement.

The school operates a two-week timetable of five 60 minute lessons per day. Tutor time runs from 8.40 – 9.00am every day and will include assemblies as well as dedicated class and tutor reading opportunities and specific activities linked to embedding our intentional character development programme (our STEPs). Personal development and SMSC are delivered through timetabled lessons which take place once per week and the curriculum ensures students build on prior learning in each year as they progress through the school. Enrichment via our Extend programme takes place at lunchtimes and after school. There is a termly programme for this.

CURRICULUM DESIGN:

KEY STAGE 3

The Key Stage 3 curriculum is designed to enhance the learning undertaken in primary schools to support students with building the foundation for Key Stage 4 study. Subjects develop substantive and disciplinary knowledge in order to provide a rounded educational experience.

Year 7

All pupils are taught as mixed ability form groups with the exception of Mathematics, where students are placed in sets based on their prior attainment in the Key Stage 2 Standardised tests in Mathematics. The Mathematics Faculty regularly reviews the appropriateness of students within their set and organises movement between sets as required. Every effort is made to ensure that a student's form tutor teaches the class for some part of the timetable.

All pupils study:

Mathematics	Spanish	Religious Education
Science	German	Physical Education
English	Computing	Drama
Humanities (History and Geography)	Art	Music

French	Design & Technology (Food, Textiles, Resistant Materials, Graphics, Systems and Control)
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The Learning Support faculty offers extra help within lessons and students can be withdrawn for individual help. The PSHEE (Personal, Social, Health and Economic Education) course followed by all students helps to support their work in other areas by increasing awareness of personal, social and physical development.

Years 8 & 9

Students continue to study these subjects in Years 8 and 9. From the start of Year 8, students choose to study French, Spanish or German. Students have the opportunity to study a second foreign language where appropriate through after school provision.

KEY STAGE 4

Students are encouraged to select a balance of subjects to include the arts, humanities and languages. The vast majority of courses lead to GCSE and equivalent accredited qualifications. Students would typically study nine of these courses. A small number of identified students will follow fewer accredited courses in order that they receive further support from the SEND team and/or study for the ASDAN award.

Years 10 & 11

Whilst maintaining the breadth of curriculum experience, students have some choice of study through "Option" choices. The majority of courses lead to examinations at GCSE level.

All pupils study:

Mathematics	ICT (through cross-curricular work)
English Language and Literature	Work Related Learning
Physical Education	RESPECT course (comprised of elements from Religious Education, PSHEE and Citizenship)
Health Related Fitness	

*Combined Science (2 GCSEs) – Triple Award in Biology, Chemistry and Physics are available for more able Scientists.

In addition, students choose to study 4 more GCSEs (or equivalent) from the following list. This list is indicative of the offer but is subject to change depending on the staffing expertise and level of interest from students:

Spanish	Art and Design - Textiles	Music
French	Art and Design - 3D Design	Physical Education
German	Art and Design - Photography	BTEC Sport
Geography	Art	BTEC Enterprise
History	Drama	BTEC Children's Play, Learning and Development
Religious Studies	Food Preparation and Nutrition	Computing

All students have the opportunity to work towards the achievement of a Sports Leadership Award. Students with particular strengths are also able to take additional GCSEs through after-school clubs. These courses are under continual development and have included Additional Mathematics and additional Modern Foreign Languages.

Beyond the classroom

The Extend programme offers enrichment opportunities to students at lunchtimes and beyond the school day. Over 70 different sessions can be running in any given week that are designed to offer challenge, access to new opportunities, take an additional qualification or spend time meeting new friends. In addition, the school runs a number of trips and events to see productions, visit different countries, take part in sporting events, support careers aspirations, take part in music and drama performances, and support students with coursework-related aspects of study. We believe this builds belonging within the school and supports our approach to intentional character development for our students to help them be the best version of themselves.

Monitoring

Governors monitor whether the school is complying with its funding agreement and is teaching a suitably broad and balanced curriculum.

Subject and Faculty leads (who make up the Middle Leadership Team) evaluate the effectiveness of their curriculum through their self-evaluation and line management meetings. They will also monitor resourcing of the curriculum. Middle Leadership Team meetings regularly review best practice and support peer audit of the curriculum. Resultant improvement plans measure the impact of this on performance of the curriculum.

Curriculum Complaints Procedure

Under the Education Reform Act 1988, the school must make arrangements to consider parents/carers' complaints about the school's curriculum and related matters. Parents/carers are requested in the first instance to discuss any complaints or problems relating to the curriculum with the Headteacher to resolve the matter informally. If this fails, there is then a formal appeals procedure available to parents/carers.

CIRENCESTER KINGSHILL SCHOOL

Curriculum Policy

Reviewed by: T Lee (Deputy Headteacher)

Date: September 2024

Adopted by Trustees: 17 September 2024

Signed: 

Date: 17 September 2024

Next Review Date: September 2025