



# Curriculum Policy



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## **Curriculum Aims (Intent)**

We are ambitious for what our students can and will achieve. Central to our purpose as a school is the curriculum that helps structure the experience students receive each day. We aspire that our curriculum is inspirational and motivational helping students of whatever background to understand and access the vast range of opportunities open to them within and beyond Furze Platt Senior School.

Our aim is to provide students with a curriculum that is stimulating, varied and relevant. Our inclusive school gives each student a broad balanced curriculum which is responsive to individual needs and which provides them with the knowledge, skills and attributes necessary for success in further study, in the workplace, and as active participants in all aspects of their lives.

This policy supports the values and visions of Furze Platt Senior School. Through our curriculum we aim to ensure that students:

- enjoy stimulating, challenging and rewarding learning experiences no matter what their social backgrounds may be;
- develop self-esteem, self-worth and self-confidence;
- develop positive attitudes to learning together with deep and sustained knowledge and understanding;
- experience a broad range of subjects, content, ideas and concepts in Years 7 and 8, leading to more specialised study in Years 9-13;
- have the opportunity to undertake, as far as possible the full suite of English Baccalaureate qualifications at Key Stage 4;
- experience effective and varying teaching methods to provide diversity within the curriculum;
- have their individual needs met in order that they can access the curriculum, or that alternative arrangements are in place where required;
- develop strong personal moral values, respect for religious values and an understanding of other races, beliefs and ways of life;
- promote character education and develop the foundations for lifelong learning, fulfilling employment, and active citizenship;
- are able to make choices for Key Stage 4, post 16 and are well qualified to progress to higher education, apprenticeships and employment.

We are lucky to have skilled subject specialists sharing their knowledge and skills with our students. These highly skilled professionals are responsible for the organisation, delivery and implementation of subject curriculum at Furze Platt Senior School.

Together with Senior Leaders and governors, our Heads of Department monitor the impact of the curriculum upon student learning and progress to ensure Furze Platt Senior School provides a depth and range opportunities within and beyond the classroom and examination syllabi for our students.

## **1. School policies**

1.1. This policy has been created in accordance with, and will be implemented alongside, the following documents:

- Marking and Feedback Policy
- Home Learning Policy
- Statutory Guidance for Sex and Relationships Education;

## **2. Roles and responsibilities**

2.1. The Governing Body is responsible for:

- Ensuring that the statutory and non-statutory elements of the curriculum reflect the strategic aims and ethos of the school.
- Working with the Headteacher and other Senior Leaders to monitor and evaluate the impact of the curriculum.

2.2. Headteacher is responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects which the school chooses to offer, are organised to reflect the aims and ethos of the school.
- Alongside the Senior Leadership Team, Subject Leaders and Heads of House, ensuring that all aspects of the curriculum include how it will be organised, delivered and assessed in order to ascertain impact.
- Ensuring there is adequate time available for teaching the curriculum effectively.
- Where appropriate, ensuring the individual needs of students are met, for example those with SEND.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and students are adequately informed of progress and attainment.
- Ensuring the Governing Body is informed of aspects relating to the curriculum.
- Ensuring all staff members, in particular Subject Leaders and Heads of House, are aware of their responsibilities in relation to this policy.

2.3. The Senior Leadership Team are responsible for:

- Working alongside the Headteacher, Subject Leaders and Heads of House to design the curriculum, including how it will be organised, delivered and assessed, and how it will cater for students' individual needs.
- Holding Subject Leaders to account for student progress and attainment across a year group.
- Collating and analysing student assessment data and implementing interventions where necessary.
- Ensuring the continuity and progression from year group to year group by working with Subject Leaders to measure impact.

#### 2.4. Subject Leaders are responsible for:

- Highlighting the value and potential of their subject within and beyond our community.
- The organisation, delivery and implementation of their curriculum.
- Ensuring each subject area supports, enriches and extends students' learning experiences at Furze Platt Senior School.
- Developing assessment expectations and calendar within their area, ensuring common standards for marking and feedback with records kept as needed.
- Reviewing how their subject area can benefit the aims and objectives of the whole school, specifically with regard to developing students' character and broader learning skills.
- Reviewing changes within their subject area and advising on their implementation in the curriculum.
- Monitoring the teaching and learning of their subject area, providing support for staff where necessary.
- Ensuring the curriculum in their subject area is planned to support all teaching staff in delivering the syllabus.
- Ensuring the continuity and progression of the curriculum from year to year and key stage to key stage.
- Encouraging staff to provide effective learning opportunities for students.
- Helping to develop colleagues' expertise in their subject area.
- Organising the deployment of resources.
- Ensuring there is consistency in the delivery of their subject area.
- Communicating developments in their subject area to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in their subject area.
- Advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities.
- To work with the SLT to monitor the impact of the curriculum evaluating learning in their subject area and developing the curriculum for the benefit of future students.
- Collating assessment data and setting new priorities for the development of their subject area in subsequent years.
- Communicating curriculum and assessment information to the Headteacher, Senior Leadership Team, Heads of House parents and carers where required.

#### 2.5. Heads of House are responsible for:

- Working alongside the Headteacher, Subject Leaders and Heads of House to design the curriculum, in particular how it can cater for students' individual needs.
- Using staff, parents and carers' feedback, along with assessment data, to support individuals and implement interventions where necessary.
- Ensuring the continuity and progression from year to year and key stage to key stage by working with Subject Leaders.

2.6. Classroom teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Ensuring progression of students' skills, with due regard to the subject syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are set to cover the content of the curriculum.
- Liaising with subject leaders about key topics, resources and support for individual students.
- Monitoring the progress of students in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is required to enhance their knowledge and skills.
- Sharing best practice amongst colleagues.
- Working in partnership with other agencies to provide an appropriate range of curriculum opportunities.

2.7. The SENCO is responsible for:

- Liaising with the Senior Leadership Team, Subject Leaders and Heads of House in order to implement and develop the curriculum throughout the school.
- Organising and providing training for staff regarding the curriculum for students with SEND.
- Deploying Learning Support Assistants to support curriculum delivery.
- Advising staff how best to support students' needs.
- Advising staff on the inclusion of curriculum objectives in students' individual education plans.
- Advising staff on the use of teaching assistants in order to meet students' needs.
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### **3. KS3 curriculum organisation**

3.1. During KS3, students are taught in five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.

3.2. All students follow a 2-year Key Stage 3. In Years 7 and 8 students take a broad range of subjects: English; Mathematics; combined Science; two foreign languages, Art, Design Technology, Food Technology, Games, Geography, History, Music, Drama, Philosophy and Religion, and PSHE.

3.3. Furze Platt Senior School moved to a two year Key Stage 3 in September 2015. The reasons behind this decision were:

- To enable a broader range of learning experiences in Key Stage 4.
- To facilitate additional options to be taught in Key Stage 4 thus enabling students to select a broader range of GCSEs including those in the arts and technology.
- To accelerate progress in Year 9.

3.4. The table below outlines the subjects that are taught during Year 7 and 8.

Year 7	Year 8
<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• Art</li> <li>• Computing</li> <li>• Product Design</li> <li>• Food and Nutrition</li> <li>• Drama</li> <li>• Dance</li> <li>• MFL – French, German and Spanish</li> <li>• History</li> <li>• Geography</li> <li>• Music</li> <li>• PE</li> <li>• Philosophy and Religion</li> <li>• PSHE</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• Art</li> <li>• Computing</li> <li>• Product Design</li> <li>• Food and Nutrition</li> <li>• Drama</li> <li>• Dance</li> <li>• MFL – French, German and Spanish</li> <li>• History</li> <li>• Geography</li> <li>• Music</li> <li>• PE</li> <li>• Philosophy and Religion</li> <li>• PSHE</li> </ul>

3.5 The content of each subject taught at Years [7 and 8](#) is available from each department.

3.6 Students are taught in mixed ability groups with the exception of maths which is set based on prior attainment information and internal assessments; Subject Leaders and classroom teachers are responsible for reviewing throughout the year and may move students into different sets as appropriate.

3.7 Throughout KS3, students receive a set number of lessons per subject based on the fortnightly organisation of the curriculum.

3.8 The delivery of the KS3 curriculum is shown below across Years 7 and 8.

Subject	En	Ma	Sc	PE	MFL1	MFL2	Hi	Gg	PR	Cp	Ar	Te	DrDa	Mu	PSHE
Year 7	7	7	6	4	3	3	3	3	2	2	2	2	3	1	2
Year 8	6	7	6	4	3	3	3	3	2	2	2	3	3	1	2

#### **4 KS4 curriculum organisation**

4.1 During KS4, students are taught in five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.

4.2 Year 9 follow a 3-year Key Stage 4. The new Year 9 curriculum consists of: English; Mathematics; Combined or Separate Sciences; Games; PSHE and RE; and four option choices, including vocational option courses that are delivered on site.

4.3 The table below outlines the subjects that are taught during KS4:

Key Stage 4	
Core subjects	
<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• Games</li> <li>• PSHE</li> </ul>	
Optional subjects	
<ul style="list-style-type: none"> <li>• Art and design</li> <li>• Business studies</li> <li>• Computing</li> <li>• ICT</li> <li>• Product Design</li> <li>• Drama</li> <li>• Dance</li> <li>• Food and Nutrition</li> <li>• German</li> <li>• French</li> <li>• Spanish</li> <li>• Geography</li> <li>• History</li> <li>• Philosophy and Religion</li> <li>• Music</li> <li>• Child Development</li> <li>• PE</li> <li>• Health and Fitness</li> <li>• Travel and Tourism</li> <li>• Duke of Edinburgh</li> </ul>	

4.4 The content of each subject taught in Years 9, 10 and 11 is available from Subject Leaders.

4.5 In KS4, students are predominantly taught in mixed ability sets based upon option choices. However, maths does set and Science groups are based on whether students are doing Triple or Combined options.

4.6 Throughout KS4, students receive a set number of lessons per subject based on the fortnightly organisation of the curriculum. The delivery of the KS4 curriculum is shown below across Years 10 and 11:

Subject	En	Ma	Sc	PE	PSHE	Option	Option	Option	Option
Year 9	8	8	8	4	2	5	5	5	5
Year 10	9	8	12*	3	2	4*	4*	4*	4*
Year 11	9	8	12*	3	2	4*	4*	4*	4*

\* Students taking combined Science have two less hours of Science, and one more hour two option subjects.

## **5 Post-16 curriculum**

5.1 Furze Platt Senior School offers post-16 education for students who want to undertake qualifications at this level.

5.2 In order to maximise student choice, qualification success and progression to universities and careers of their choice, since 2016 we will operate a pathways model:

- Applied Pathway - three applied A-Level or applied vocational qualifications;
- Academic Pathway – three linear A-Level qualifications
- Extended Pathway – three linear A-Level qualifications plus either a one-year AS-Level or the Extended Project Qualification.

Students are also offered a recreational sport session or community service session each week. Independent study periods are timetabled for all students.

5.3 In addition to the core curriculum outlined above, students have the opportunity to engage in a wide range of cross- and extra-curricular opportunities at all Key Stages

5.4 Students must have achieved certain entry requirements for each of the pathways.

5.5 The following subjects are available for students in Years 12 and 13:

- English language and literature
- Mathematics
- Biology
- Chemistry
- Physics
- Art
- Business Studies
- Drama
- Economics
- Geography
- History
- Media Studies Cambridge National Level 3
- MFL – French, German or Spanish
- Music
- PE
- Drama and Theatre Studies
- Economics
- Government and Politics
- Sociology
- Psychology
- Criminology
- Product Design
- Business BTEC
- Sports Level 3 BTEC

- ICT BTEC

5.6 During sixth-form, lessons are taught as 60-minute lessons per day – students may have between 3-5 lessons a day and are provided with ‘study periods’ in between these lessons where they can undertake their own study. The timetable is organised fortnightly.

## **6 Personal Social and Health Education (PSHE) and Social, Moral Spiritual and Cultural Awareness (SMSC)**

6.1 The school will fulfil its statutory and non-statutory duties, in order to ensure that students:

- Develop healthy, safe lifestyles, both in the real and the online world.
- Develop good relationships, respecting others and themselves.
- Take responsibility for their finances and begin to ensure their future economic well-being.
- Make a positive contribution to the school and society.

6.2 The programmes for PSHE and SMSC are implemented through: discrete PSHE and Philosophy and Religion (RE) lessons in Years 7-11; other subject lessons; school assemblies and the tutorial programme; the involvement of outside organisations and speakers; and special events during collapsed-timetable days.

## **7 Citizenship, including the upholding of fundamental British values**

7.1 The school fulfils its statutory Citizenship duties to ensure students:

- Understand the rule of law, individual liberty, and mutual respect and tolerance.
- Understand the role of government and political processes.
- Learn to make informed personal and political decisions.

7.2 Citizenship is overseen by the head of PSHE, Citizenship and Careers. The programme is implemented through discrete Citizenship or Core lessons from Year 7-11; other lessons in subjects such as History; events during collapsed-timetable days; students taking on leadership roles or influence younger students through activities such as peer mentoring; students influencing school decisions through focus groups, student panel interviews and the School Council; student involvement in house challenges and mock elections.

## **8 Sex and Relationships Education**

8.1 The school's statutory duty to cover Sex and Relationships Education is fulfilled via PSHE lessons and includes: physical development; emotional development; relationships; online dangers including the dangers of pornography and sexting; marriage; sexual behaviour and the possible consequences; sexual health including HIV and AIDS, and other STIs; contraception; reproduction; cultural and religious issues; sources of advice and the law and sexual relationships. Further details can be found in the Sex and Relationships Policy.

## **9 Religious Education**

9.1 The school considers it essential for all students to have a good understanding of different religious beliefs and practices. Religious Education is a compulsory part of the Furze Platt curriculum in Key Stages 3 and 4. RE is taught through Philosophy and Religion in Years 7 and 8, and students can choose RE GCSE in Years 9-11. RE is also taught through school assemblies, the tutorial system, and PSHE and RE lessons in Years 9-11. The school follows the recommendations of RBWM's Standing Advisory Council on Religious Education.

## **10 Careers Education, Information, Advice and Guidance (CEIAG)**

10.1 All students from Years 8-13 benefit from high-quality careers provision that is independent, impartial, aspirational and inspirational. The level and intensity of provision will vary according to student age and individual need, including whether students are in receipt of Pupil Premium, have SEN status, or are in danger of becoming NEET (not in education, employment or training).

10.2 CEIAG is overseen by the Head of PSHE Citizenship and Careers. The programme is implemented through discrete careers and options lessons from Years 8-11 a Careers and Higher Education Fair for Years 9 -13, taster sessions to ensure students are fully informed of their GCSE choices, plus a Year 9 Options Evening, visits to Oxford University for the most able, university visits for all GCSE students, visits to local colleges for open evenings and taster days, discrete opportunities to develop enterprise and other business related skills including work experience in Year 12 , opportunities for students to engage with local businesses and role models, both in and out of school, careers mentoring for all students provided by Form Tutors, group and individual careers interviews with school staff, Adviza staff and other outside organisations, dedicated support in Years 12 and 13 for those intending to go to university, and for those entering other forms of education employment or training including apprenticeships.

## **11. Equal opportunities**

11.1 Furze Platt Senior School ensures that all students, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstance, will have equal access to the curriculum.

11.2 Where it is inappropriate for a student to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the student's needs and alternative arrangements involving extra support will be provided where necessary.

11.3 The school offers additional support for students with various learning needs. For the Majority of students the class teacher provides this. However, for students with specific learning needs our Learning Support and Shine staff provide specialist interventions.

11.4 All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.

..11.5 The school aims to provide more academically able students with the opportunity to extend their thinking through extension activities, e.g. problem solving, discussion exercises, investigative work and research.

## **12. Monitoring and review**

12.1 This policy will be reviewed every 3 years by the Headteacher in conjunction with the Governing Body and Senior Leadership Team.

12.2 Any changes made to this policy will be communicated to all members of staff.

12.3 All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.

12.4 The schedule review date for the policy is September 2022.

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