



Curriculum Policy

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Curriculum Aims

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 ambitious and aspirational, helping students of any 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 and 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 in Key Stage 3, leading to more specialised study in Key Stage 4;
- 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
- Relationships and Sex Education Policy
- Careers Policy

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 Progress, 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 are aware of their responsibilities in relation to this policy.

2.3. The Senior Leadership Team is responsible for:

- Working alongside the Headteacher and Subject Leaders to design the curriculum intent, including how it will be sequenced, delivered and assessed, and how it will cater for students' individual needs.
- Monitoring the implementation of the curriculum.
- Ensuring the curriculum meets the needs of all students.
- 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:

- Deciding the knowledge and skills that they want students to learn and remember.
- Planning the sequencing of their subject's curriculum.
- Ensuring that their curriculum is clearly mapped and articulated.
- Ensuring that their curriculum is at least as broad and is more ambitious than the National Curriculum.
- Ensuring that there are a wide range of enrichment opportunities in their subject area.
- Ensuring that their curriculum maximises the opportunity for work related and careers education for all students.
- Planning a curriculum that builds on prior learning from KS2.
- Implementing Furze Platt's Literacy Policy in their curriculum.
- Adapting the Key Stage 3 and 4 curriculum to embed Laptops for Learning.
- 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 curriculum.
- 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 Progress, parents and carers where required.
- Highlighting the value and potential of their subject within and beyond our community.

2.5. Classroom teachers are responsible for:

- Working with subject leaders to plan and sequence the curriculum.
- Ensuring they implement the curriculum plan effectively, taking into account students' knowledge.
- 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 to parents in line with the data collection points outlined in the school calendar.
- 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.

2.6. The SENCO is responsible for:

- Liaising with the Senior Leadership Team, Subject Leaders and Heads of Progress 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.

3. Curriculum organisation

Most subjects have a 5-year curriculum that runs from years 7 to 11. This offers continuity of progression and allows some GCSE themes and topics to be introduced earlier thus ensuring our students are GCSE ready at the start of year 10.

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

4. Key Stage 3

14.1 All students follow a 3-year Key Stage 3. 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.

14.2 All students are taught Computing in Year 7.

- 14.3 All students can opt to study one foreign language for Year 9, with the aim of studying this at GCSE. Some students will opt to continue studying two languages.
- 14.4 The content of each subject taught in Key Stage 3 is mapped by each department and is made available on the school's web site.
- 14.5 Students are taught in mixed ability groups. Subject Leaders and classroom teachers are responsible for reviewing classes throughout the year and may move students into different classes in consultation with the SLT.

5 Key Stage 4

- 5.1 Students in Years 10 and 11 follow a 2-year Key Stage 4. Which consists of English; Mathematics; Combined or Separate Sciences; Games; PSHE; and up to four option choices, including vocational option courses that are delivered on site.
- 5.2 The content of each subject taught in Years 10 and 11 is available from Subject Leaders.
- 5.3 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 Separate or Combined options.

6 Post-16 curriculum

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

6.2 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 pathway qualifications;
- Applied+ pathway – two applied pathway qualifications one of which must be a BTEC and one additional academic pathway A-Level.
- Academic Pathway – three A-Level qualifications.
- Extended Pathway – three A-Level qualifications plus either a one-year AS-Level or the Extended Project Qualification.
- Extended+ pathway – four A-Levels or applied pathway qualifications.

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

6.3 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

6.4 Students must have achieved certain entry requirements for each of the pathways as well as meeting the entry requirements for specific courses.

6.5 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 teacher supervised study periods in between these lessons where they can undertake their own study.

7 Personal Social and Health Education (PSHE) and Social, Moral Spiritual and Cultural Awareness (SMSC)

7.1 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.

7.2 The programmes for PSHE and SMSC are implemented through: discrete PSHE, Philosophy and Religion and Religious Studies lessons in Years 7-11; other subject lessons; school assemblies and the tutorial programme and the involvement of outside organisations and speakers.

7.3 PSHE lessons are taught by the student's tutor during a calendared hour each week. These are overseen by the Head of PSHE.

8 Citizenship, including the upholding of fundamental British values

8.1 Citizenship is a core aspect of the school's curriculum. 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.

8.2 All subject areas play a part in ensuring students understand fundamental British values.

8.3 Citizenship is overseen by the Head of PSHE. The programme is implemented through PSHE lessons from Year 7-11; other lessons in subjects across the curriculum; students taking on leadership roles or who influence younger students through activities such as peer mentoring; students influencing school decisions through focus groups, student panel interviews and the School Council and student involvement in house challenges.

9 Relationships, Sex and Health Education

9.3 The school's statutory duty to cover Relationships, Sex and Health 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 Relationships and Sex Education policy.

9.4 Other subject areas also cover aspects of Relationships, sex and health education including but not limited to Science, Food and nutrition and Child Development.

10 Religious Studies

10.3 The school considers it essential for all students to have a good understanding of different religious beliefs and practices. Religious Studies is a compulsory part of the Furze Platt curriculum in Key Stages 3. Religious Studies is taught through Philosophy and Religion in Years 7, 8 and 9 and students can choose to take the Religious Studies GCSE in Years 10-11. Religious Studies is also taught through school assemblies, the tutorial system, and PSHE in Years 10-11. The school follows the Pan-Berkshire Locally Agreed Syllabus 2018-2023.

11 Careers Education, Information, Advice and Guidance (CEIAG)

11.3 The Careers Education, Information, Advice and Guidance (CEIAG) at Furze Platt aims to offer students a variety of ways to acquire knowledge and skills in order to make informed career and future choices. We structure our careers provision around the 8 Gatsby benchmarks recommended in the strategy and listed below:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

11.4 All students from Years 7-13 benefit from high-quality impartial careers provision. 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).

11.5 The programme is implemented through discrete careers and options lessons from Years 8-11 which take place in PSHE lessons, 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 in Key Stage 4, 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, the Careers Leader 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.

12 Laptops for Learning

- 12.1 Furze Platt are committed to the Laptops for Learning scheme. The school will develop a curriculum that will use the laptops to enrich and extend learning for all learners in the classroom.
- 12.2 Subject leader's will adapt their subject curriculum to embed laptop for learning resources and ensure consistency across their department area. Sharing good practice in their department.
- 12.3 Subject leader's will review the department curriculum to evaluate the effectiveness of the laptop resources for learning.
- 12.4 Subject leader's and SLT will ensure consistency in the delivery of the Laptops for Learning curriculum in department areas through quality assurance.

13 Equality and diversity

- 13.1 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.
- 13.2 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.
- 13.3 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.
- 13.4 All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.
- ..13.5 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.

14. Monitoring and review

- 14.1 This policy will be reviewed every year by the Headteacher in conjunction with the Governing Body and Senior Leadership Team.
- 14.2 Any changes made to this policy will be communicated to all members of staff.
- 14.3 All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.
- 14.4 The schedule review date for the policy is September 2024.

