



Curriculum

This policy is reviewed bi-annually in September

Policy Reviewed	September 2024
Next Review Due	September 2026

PURPOSE

To set out the aims, principles and responsibilities of our curriculum.

THE AIMS OF OUR CURRICULUM

Stowmarket High Schools curriculum aims to develop students both academically and as well-rounded British citizens. The school's curriculum is ambitious for all students, it helps them to become successful learners, confident individuals, and responsible citizens.

The curriculum has been designed to ensure that our students will not only learn rich subject knowledge, but also develop their awareness of the world around them. For instance, the English curriculum has been designed to build skills and concepts over time. Texts have been chosen carefully so that pupils are exposed to a diverse range of texts, not only in their English lessons but during their tutor programme as well. In Year 7 & 8 students read a variety of texts, which includes Ravensgate and Noughts and Crosses. They are also exposed to Shakespeare so that they can build the schema needed for Key Stage 4.

In all year groups, students have access to a carefully planned, high-quality personal development curriculum. This allows students to become active and respectful citizens. Issues such as relationship education and emotional well-being are introduced in an age-appropriate way. The school's futures program ensures that our students are prepared for life in employment, further education, or apprenticeship.

Subject leaders have planned and sequenced learning so that students can develop, and deepen, their knowledge over time, please refer to our learning journeys. This helps our students remember and recall ideas. Subject leaders will adjust their curriculum plans when they need to.

Teachers choose activities that promote learning and engage students' interest and students are encouraged to engage in discussions through Think Pair Share. Students will start each lesson with a Do Now and complete Checkouts to demonstrate their knowledge. Subjects plan for Whole Class Feedback Opportunities and improve their work through DIRT (Purple pen work)

All our students, regardless of their gender, ability, background or disadvantage, will be given the opportunity to follow a curriculum which is broad and balanced curriculum. Every student will be expected to experience success.

CURRICULUM MODEL AND DESIGN

KEY STAGE 3

KEY STAGE 3 CURRICULUM

Year 7, 8 and 9 pupils follow our Key Stage 3 Curriculum. Students are placed in mixed ability tutor groups and for the majority of lessons they are taught in mixed abilities classes. In Mathematics, Science and Modern Foreign Languages students are set according to ability; these decisions are made by each curriculum leaders.

Sets are regularly reviewed with movement between sets occurring when appropriate. At Key Stage 3 the majority of students have 3 language lessons focusing on one language a fortnight. A small minority of students have two language lessons, and one literacy lesson a fortnight. Data from CAT4 and NGRT tests along with Key Stage 2 data determine the demographic of this group.

All students in Key Stage 3 will study:

English

Mathematics

Science

Geography

History

MFL (French)

Literacy * some students have an additional literacy lesson per fortnight

Art (Taught on a carousel with Drama, Music and ICT)

Drama (Taught on a carousel with Art, Music and ICT)

Music (Taught on a carousel with Drama, Art and ICT)

ICT (Taught on a carousel with Drama, Music and Art)

Design Technology Carousel – students will study Graphics, Food and Nutrition, Resistant Materials and Textiles on a rotation throughout the year

Core PE

PSHE (Personal, Social, Health and Economic) Education

RSC – Religious Studies and Citizenship

KEY STAGE 4

KEY STAGE 4 CURRICULUM

In KS4, we offer a more personalised and flexible, curriculum enabling everyone to find a combination of courses which complement their interests and talents. We are able to cater for the needs of all our learners from the most academically able, to those with additional educational needs by offering three curriculum pathways. All learners have the opportunity to choose from GCSE and Vocational/BTEC courses.

For the majority of lessons, teaching groups will be mixed ability. In Mathematics and Science students are set according to ability based on a range of data, with each of these curriculum areas taking responsibility for how they set students. Sets are regularly reviewed with movement between sets occurring when appropriate.

All students at Key Stage 4 study:

English
Maths
Science* (Double Award or Separate Sciences)
Core PE
PSHE
RSC (Year 10)

Current subjects/courses that students can choose as part of their Year 9 options process are:

Geography
History
French
German
ICT
Computer Science
Exam PE
V Cert Sport and Coaching
Resistant Materials
Graphics
Engineering
Textiles
Food and Nutrition
V Cert Hospitality and Catering
Art
Drama – BTEC Performing Arts
Music – BTEC Music Practice
Photography
Health and Social Care
Child Development
Business Studies
Employability for Life

Each year we look to evolve and adapt our Key Stage 4 offer so that it is appropriate for students in that particular year group.

Please Note* The school reserves the right to make the difficult decision of no longer running a subject for a particular year group if it is deemed unviable.

PATHWAYS at KEY STAGE 4

Pathway 1:

Students must study History and/or Geography, and they must study the Triple Sciences and Statistics. They will then study three other options subjects (one of which must be History and/or Geography). This will equate to 10 GCSE's or equivalent.

Pathway 2:

Students must study History and/or Geography. They will then study the Combined Sciences. They will then study four options (one of which must be History and/or Geography). This will equate to 9 GCSE's or equivalent.

Pathway 3:

Students must study History and/or Geography. They will then study the Combined Sciences. Students must study Employability for Life. They will then study three other options subjects (one of which must be History and/or Geography). This will equate to 8 GCSE's or equivalent.

CAREERS PROGRAMME

Every student from year 7 to year 11 participate in the wider Careers programme; a variety of activities that involve employer engagement are on offer as well as insights into industry. Year 7, 8 and 11 all have futures lessons delivered across the PSHE programme which encompasses understanding the world of work and how to start their journey of reflecting upon their directions and goals. They really focus on what work is and examples of careers building onto self-reflection about what their interest are and how they may develop these. Ending with the year 11 cohort having a better understanding of application, interview, and college processes. Year 9 and 10 spend 1 hour a fortnight focusing on a bespoke futures lesson. These lessons build on work in year 7 and 8 to allow them real opportunity to reflect on their goals, carry out research into the world of work and what they want to progress towards. Their progress is tracked, and support required in implemented at this stage to ensure they are prepared for year 11.

PROGRESSION AND TRANSFER BETWEEN KEY STAGES AND PROVIDERS

A member of the Senior Leadership Team oversees the Transition process, the Head of Year 7 and SENCo works with our feeder schools to ensure effective transfer of information and plays a key role in planning and monitoring the personalised transfer process for all students.

The Key Stage 3-4 transfer is overseen by the Assistant Head responsible for curriculum Lead, to ensure that students make informed and appropriate curriculum choices.

STATUTORY OBLIGATIONS –

EQUAL OPPORTUNITIES: Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, sexuality, race, disability, or belief.

DISABILITIES

In accordance with statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Equality of Opportunity Policy.

DISAPPLICATION

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes to:

- Allow a student with individual strengths to emphasise a particular curriculum area
- Allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum

Decisions about any of the above will only be made after discussion with the student and parent/carer.

SPECIAL EDUCATIONAL NEEDS (SEN)

Students with SEN access a broad, balanced and relevant curriculum which is differentiated to meet their individual needs. This is monitored and evaluated to ensure the curriculum promotes academic progress and self-esteem. Parents/carers and students are involved in decisions affecting their curriculum opportunities. Full details of the school's provision for SEN can be found in the SEN Policy and the SEN Offer, both of which are published on the school website.

MONITORING AND REVIEW

The whole curriculum is monitored by the Governing Body, specifically delegated to the Teaching and Learning Committee.

CONCERNS

Parents/carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's tutor or Head of Year. If the issue is not resolved parents/carers should contact the Headteacher in writing.