

Kineton High School and Sixth Form

Curriculum Statement 2020/21*

Principles

Our curriculum is based on the principle that young people need **knowledge** about the world in order to make sense of it; **understand** it and be **independent** adults able to improve and affect society positively. Every young person leaves the school with set of **academic qualifications** that enables them to have choice about their futures. Alongside this, our curriculum prepares students for life beyond school by developing **skills** such as resilience, independence and an awareness of the world they will enter. This includes the understanding of **British Values** and a willingness to engage in and learn about **ethical, philosophical and religious issues** with maturity, respect and tolerance.

The **extracurricular opportunities** offered by the school are varied. We expect and support all our students to participate in fundraising, community activities, teambuilding, educational trips and memorable experiences.

In 2020/21; some of our actions and implementation may be affected or impeded by the arrangements and guidance in relation to the coronavirus pandemic

Purpose

The curriculum has been developed with two core purposes:

1. **To teach and develop the skills required for successful adulthood in modern British society and beyond.**
2. **To teach the knowledge and content required to successfully leave the school with high currency qualifications enabling students to enter the next phase of their choice.**

Each subject has identified the body of knowledge it sees as the most powerful topics for our students to understand. At KS3 this complements the more rigid knowledge specified in the KS4 and 5 specifications. Schemes of learning have The National Curriculum (DFE 2014) at their heart but recognise the skills, assessment styles and content required in new Level 2 (GCSE) and Level 3 (A Level) specifications. Schemes of learning have been planned in order to maximize opportunities to assess and ensure that students have learnt well and can remember and apply their new knowledge and skills.

Aims

We aim to develop a curriculum that supports the key values of the school:

Honesty

Ambition

Support

Respect

Equality (and equity)

In addition, we aim to:

- Challenge all students through the implementation of our curriculum regardless of prior attainment
- Be fully inclusive whilst ensuring the curriculum is suited to the needs of the child
- Offer students pathways that cater for their aspirations and educational requirements
- Retain the breadth offered at KS3 whilst enabling students to try KS4 subjects in Year 9
- Enhance the formal curriculum through a varied extra-curricular offer and opportunities to gain Cultural capital through memorable experiences.

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The school encourages and supports its disadvantaged students to participate in activities that will enhance their aspirations and confidence to learn as well as complementing their academic progress.

Organisation (implementation)

KS3 Curriculum Model 2020:

All students follow a broad range of subjects aligned to the National Curriculum in Years 7 and 8. The majority of subjects are taught in mixed ability groupings with Mathematics being taught in groups based on prior attainment in maths after an internal assessment. These sets are fluid and students can easily move between them.

There are 50 lessons in a fortnightly timetable (Character and Culture is taught on a rolling lesson each fortnight). The subjects are allocated as is shown below in each year group/ Key stage:

Year 7	Lessons per fortnight	Grouping arrangement
English	7	Mixed
Mathematics	6	Set by ability after initial assessment
Science	6	Mixed
Art	3	Mixed
Computing	2	Mixed
Design Technology	4	Mixed
Drama	2	Mixed
Geography	4	Mixed
History	4	Mixed
MFL (Spanish or French)	4	Mixed
Music	2	Mixed
PE	4	Mixed
Character and Culture	Rolling lesson	Mixed
RE	2	Mixed
Total	50	

Year 8	Lessons per fortnight	Grouping arrangement
English	7	Mixed
Mathematics	6	Set by ability
Science	6	Mixed
Art	3	Mixed
Computing	2	Mixed
Design Technology	4	Mixed
Drama	2	Mixed
Geography	4	Mixed
History	4	Mixed
MFL (Spanish or French)	4	Not set for majority taught in single sex groupings. Lower group created to support those who find MFL most challenging
Music	2	Mixed

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PE	4	Mixed
Character and Culture	Rolling lesson	Mixed
RE	2	Mixed
Total	50	

Key Stage 4:

Year 9 is a transition year between KS3 and 4. It sees the starts of GCSE programmes of study and where students are able to opt for a range of subjects within blocks of subject choices. This enables them to retain a broad range of subjects whilst sampling the GCSE/ level 2 pathway. The core subjects are integral throughout the key stage. Students go on to choose 4 options to study alongside the core. They are advised to choose a broad range and the EBACC suite is promoted for the majority of students.

Year 9	Lessons per fortnight	Grouping arrangement
English	8	Banded according to target grade
Mathematics	7	Set by ability
Science	9	Set by ability
Expressive Arts/ DT	(3 x) 3	Mixed
Humanities	(2 x) 3	Mixed
MFL (Spanish or French)	3	Mixed
New subjects	(2 x) 2	Mixed
PE	2	Mixed
Philosophy & Ethics	1	Mixed
Character and Culture	Rolling lesson	Mixed
Total	50	

Additional Support and SEN

Literacy catch up lessons will take place through a withdrawal programme and early morning intervention

The Expressive Arts/ DT Suite (3 of these subjects will be studied)

- Art and Design
- Drama
- Music
- Food Preparation and Nutrition
- Graphics
- Resistant Materials

The Humanities Suite (2 of these subjects will be studied)

- Geography
- History
- Religious Studies

The 'New Experiences' Suite (2 of these subjects will be studied)

- Business Studies (Enterprise and marketing)
- Computer Science
- Media
- Sport (leading to GCSE PE or BTEC Sport)

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Year 10 (2019/20)	Lessons per fortnight	Grouping arrangement	Year 11 (2019/20)	Lessons per fortnight	Grouping arrangement
English	8	Banded according to target grade	English	8	Banded according to target grade
Mathematics	9	Set by ability	Mathematics	8	Set by ability
Science	9	Set by ability	Science	9	Set by ability
PE	4	Not set	Additional Maths/English/Science	2	Set in Science
Character and Culture	1	Not set	Additional PE/Science	1	Set in Science
4 x options	(4 x) 5	Not set	PE	2	Not set
			Character and Culture	Rolling lesson	Not set
			4 x options	(4 x) 5	

Level 2 Qualifications

GCSE	English Language, English Literature, Mathematics, Statistics, History, Geography, RE, Chemistry, Biology, Physics, Combined Science* , Art, Media Studies, Drama, Product Design: Resistant materials or Graphics, Food, PE, Computing, French, Spanish
Vocational courses	Btec Music, Sports Studies, Cambridge Tech: Enterprise and Marketing, Btec Health and Social Care (Y10 option for Sept. 2020)

In years 10 and 11 students choose 4 additional subjects to study alongside the emboldened core subjects. Students will follow the combined (double) science award. If students opt for Triple Science, they choose 3 additional subjects.

➤ Additional Support and SEN

The curriculum aims to be fully inclusive and all teachers are considered to be teachers of SEN. Students are educated in mainstream classrooms with their peers. There are intervention programmes delivered in the mornings and through additional literacy catch up. These may be individual or in small groups. All students have a full choice of subjects through the option process and advice is given regarding suitability for courses. This ensures that there is a good breadth of provision and personal interests and ambitions are accounted for. The use of students 'Toolkits' ensures that learning needs can be accommodated when planning delivery of the curriculum. There are regularly reviewed and monitored using the plan-assess-do-review approach.

➤ Literacy provision

For some students, there is the need to enhance or boost literacy skills in order that they can cope with the demands of the curriculum. Additional literacy skills are delivered through a withdrawal from lessons within the main curriculum or through a functional-skills (level 1) option in KS4 to

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complement the level qualification in English. All teachers are teachers of literacy and reading ages are tracked in years 7-9 through the use of the Accelerated reading programme.

➤ **Alternative provision**

Very occasionally, a student may be educated by an off-site provider for part of their curriculum. This is closely monitored and reviewed to ensure it meets the needs of the student and that progress is being made. A 'revolving' door approach is taken whereby a return to mainstream curriculum is a desirable outcome unless the school is unable to deliver the course, eg. Vocational qualification at College. Within this bespoke curriculum, a consideration is taken of the need to study the core curriculum at level 2 alongside level 1 and 2 qualifications. In September 2020, a small group of students will be involved in a programme in school aimed at supporting engagement in learning; promoting employability skills and successfully completing modules from the ASDAN level 1 qualifications. This will continue alongside the full suite of subjects studied at GCSE or equivalent.

Wider Learning:

➤ **Religious Education**

Through KS3, students have one RE lesson per week, engaging with a wide range of topics in line with the Warwickshire SACRE agreed syllabus. In Year 7 the topics that are studied include Philosophical Questions, Religious Festivals, and History of God. In Year 8, students will focus on a different religion and a core value within it, each half term. The KS3 scheme of learning has been designed to help students develop their understanding and tolerance of a range of religious and non-religious perspectives. Students are also encouraged to develop their critical thinking, debating and evaluative skills.

At KS4, RE is available to study as a GCSE option. As well as this, the statutory RE provision is met through a weekly Philosophy and Ethics lesson through Year 9 and 10. The scheme of learning focuses on debating a range of ethical issues; in addition, philosophical theories and global and local citizenship. In 2020/21 RE is delivered to Y11 through assemblies, and flexible learning day workshops, which focus on the students' Social, Moral, Spiritual and Cultural development. This is similar to the approach taken in the sixth form.

➤ **Careers and work related learning**

The Careers and Work Experience programme from Years 7 to 13 is taught through the Character and Culture curriculum.

The Character and Culture curriculum includes careers schemes of work, in each year group, from year 7 through to Year 11. The programme content covers self-development through careers and work-related education, careers exploration and careers management. The schemes of work are positioned within the academic year to ensure that students receive timely and supportive CEIAG at key transition points. This includes support with the Options process in Years 8 & 9, preparing for work experience and post 16 and post 18 pathway choices. All year 10 students will participate in our Work Experience Programme and Business and Enterprise Activities Week. Visits to colleges, careers events and outside speakers will be arranged according to the needs of individuals or targeted groups of students.

All Key Stage Four students will receive one or more one to one careers interviews to help support them in their post-16 pathway choices. All students in Key Stages 3 and 4 have the opportunity to request individual careers interviews. Tutors can also request an interview for students for whom they think it would be beneficial. Students at risk of falling into a NEET category or those who lack aspirations are given priority.

As a part of the year 12 and 13 Study Programmes, students receive CEIAG through timetabled lessons, once per fortnight, delivered by their tutors. Here they will explore the full range of options and opportunities open **20/21 curriculum planning is affected by Coronavirus Pandemic and alterations may be made in response to analysis of gaps in learning and government guidelines*

to them, continue with self-development through careers and work related learning and develop their knowledge and understanding of careers management. Students are supported throughout Sixth Form by their tutors and all have the opportunity to request one to one careers guidance meetings. Support is given for applications to University or other pathways via individual expert guidance. There is a dedicated tutor responsible for guiding students through the UCAS system.

In addition, students of all ages (depending on focus of presentation) are invited to Business Breakfasts where employers and employees meet with students to share their experiences and give advice and guidance on achieving career goals.

Due to the 2020 pandemic there is likely to be significant alteration to the planned programme of work experience opportunities. This school will endeavor to secure online opportunities and other virtual experiences where these aren't possible.

➤ **Extra-curricular activities**

Enrichment is a key part of the student curriculum experience at Kineton High School. There are varied and wide opportunities for getting involved across the key stages. Learning in these experiences enhances and 'joins-up' the main curriculum and take up is strong. The school considers participation in extra-curricular activities vital to developing skills for life and encourages students to get involved. Out of hours learning includes activities such as: Sports clubs, Debate club, Science, Maths and English Clubs; Musical Society.; Duke of Edinburgh award scheme (the school has extremely high numbers undergo this challenge at all levels) Students are also encouraged to go on the vast array of trips that are offered in the school; financial barriers to these memorable experiences are overcome wherever possible. Recent trips (2018/19) include; numerous theatre visits; Poetry Slam competition and workshops at Compton Verney; Imperial War Museum; Iceland; Team building trips such as the Y9 Devon trip; Art and Photography trips; Languages trips to Spain and France; Cadburys' world; Food and Nutrition trip to Chinese supermarket; cultural visits to New York and an expedition to Peru with Camps International.

Character and Culture

All students undertake Character and Culture from Y7-Y13. The aim of the Character and Culture curriculum is to help develop every individual holistically so that they leave school with the skills and attributes required to be a respectful and active member of society.

The Character and Culture curriculum is delivered through 4 specialist teams:

- Relationship and Sex Education
- Healthy Lifestyles
- Employability
- Citizenship

Within each of these 4 areas pupils will acquire the knowledge, skills and understanding to:

- Develop effective and safe relationships
- Develop independence and responsibility
- Develop self-awareness, confidence and positive self-esteem
- Learn to keep themselves and others safe
- Learn to respect the differences between people
- Learn how to live a healthier and safer lifestyle
- Make a positive contribution to society

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The curriculum is also supported through a number of flexible learning days whereby students are able to build on and apply the skills and knowledge learned in lessons. These days often include visits from guest speakers or organisations such as St Johns’ Ambulance; The Fire Service; The RSC.

KS5 Curriculum

The Sixth Form curriculum offers a broad variety of opportunities for a wide range of abilities and interests. It is designed to ensure that students are able to tailor their pathway according to their interests and ability. It includes a combination of traditional ‘facilitating’ A Levels alongside vocational/ applied courses. In addition to their curriculum studies, Sixth Form students take on many leadership roles within the school and act as role models to the wider school community.

Sixth form courses running in 2019/20:

	Year 13 (A Level unless stated)	Year 12 A (Level unless stated)	
<p>Home learning</p> <p>Home learning School will be Teams.</p> <p>Purpose:</p> <p>When set home learning integral part of learning can be used to previous previous to develop key knowledge. much encourages engage with parents and their learning.</p>	Art	Art	<p>at Kineton High set through</p> <p>appropriately forms an every student’s experience. It consolidate learning, check learning or even skills and new Furthermore homework students to their peers, other adults in</p>
	Biology	Biology	
	Business (L3 Camb Tech)	Business (L3 Camb Tech)	
	Business Studies	Business Studies	
	Chemistry	Chemistry	
	ICT (L3 Camb Tech)	Computing	
	Drama (BTEC)	Drama (BTEC)	
	English Language	English Language	
	English Literature	English Literature	
	Further Maths	Further Maths	
	Geography	Geography	
	History	History	
	L3 EPQ (Y13)	L3 EPQ (Y12)	
	Maths	Maths	
	PE	Sport Btec L3	
	Photography	Photography	
Physics	Physics		
Psychology	Psychology		
Sociology	Sociology		
Music (BTEC)			

In order to be purposeful home learning must be appropriate to the student, however, this can be through a range of outcomes as well as a range of tasks. One of the most important elements of home learning is the self discipline, organisation and perseverance that students develop through it.

How much home learning should be expected?

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At Kineton High School we acknowledge that the amount of time spent on home learning will vary from individual to individual and from subject to subject, not least due to individual aptitude in, and engagement with, different tasks. However, as a guideline, the following amounts of homework are expected per subject:

Year 7 and 8: a minimum of 20 minutes (per subject per fortnight). ILTs will be set in: Art, History, Geography, ICT, DT, Science

Year 9: 30 minutes

Year 10 and 11: 40 minutes

Year 12 and 13: 1 hours additional work per hour taught.

Assessment and reporting

Students are assessed during lessons through teaching strategies and low stakes testing. Through personalised marking and feedback within lessons and through written comments. The school uses the F (feedback) A (action) R (response) approach to encourage students to act upon gaps in knowledge or understanding and to help them embed learning. This will be carried out in line with curriculum plans devised by the subjects.

Summative tests or assessments take place in order to give teachers the information required to provide current levels and predictions three time per year per year group. The dates are published in the school calendar each year (approximately termly) and parents receive a short (interim) report, which also provides information about their child's attitude to learning.

Quality Assurance

Kineton High School ensures that the implementation of the curriculum is matched to its aims and purpose and is consistently delivered through a range of quality assurance processes. These are identified on a whole school QA calendar. Activities such as the ones cited below all support in ensuring that the school strives to enact the intentions and purpose laid out at the start of this statement.

- Student focus groups
- Book looks and work trawls
- Staff reviews and training days
- Lesson drop-ins/ learning walks
- Observations
- Curriculum reviews and exam analyses

Kineton High School Autumn 2020

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