



Kesteven and Sleaford High School
A Robert Carre Trust School

Curriculum Policy

INTENT

Robert Carre Trust (RCT) Curriculum Statement

The Curriculum Statement has been agreed by the Trustees as the ‘touchstone’ against which any evaluation of the curriculum is made (evaluation of both provision and impact) and any review and subsequent development of the curriculum is undertaken. The statement provides a clear articulation, for schools who may wish to join the RCT, of what the RCT stands for, in educational terms, and, therefore, what a school within the RCT would need to subscribe to and demonstrate alignment with.

It is our ambition that all students leave RCT schools having achieved their academic potential as well as being fully prepared for their next stage in education, or for work, and having acquired an enthusiasm for lifelong-learning.

All RCT schools provide a broad, balanced and relevant curriculum to offer the very best academic (and where appropriate vocational) progression pathways and to ensure that the learning needs of each child are taken into account and that the development of the whole child is addressed.

Our commitment is to offer a broad range of opportunities for all students to gain experiences, learning outside the classroom as well as within. The provision of a curriculum which provides enrichment through cultural and sporting pursuits is a key feature of the RCT curriculum offer and we seek to continue to extend the partnerships are developed locally, nationally and internationally to extend these opportunities.

By encouraging **creativity alongside application, honesty, sensitivity, compassion and moral and spiritual self-awareness** we believe that we will ensure that our students will develop the capacity to meet the challenges of the modern world and lead happy, healthy and fulfilling lives, making the best of their talents.

The curriculum provided by RCT schools will actively seek to support the development of students’ abilities in the following key areas: **creative thinking, effective participation, reflective learning, independence, resilience, tolerance of diversity, curiosity, self-management and team work.**



We believe that the supportive and welcoming atmosphere of RCT schools helps our students enjoy learning, achieve well and develop good relationships with others. We seek to combine this with challenge to encourage students to take increasing responsibility for themselves and for others around them as they grow and develop.

RCT schools provide environments in which young people are expected to work hard, behave well, demonstrate responsibility and discipline, and share in the caring ethos and community values of their school.

The curriculum refers to the total learning experience which students have during their time at this school and is designed to reflect the ethos and values of this school. Teaching and Learning is a key focus and the curriculum is delivered with commitment and enthusiasm. The professional expertise of staff combined with high quality pastoral care combines to create an outstanding learning experience across the key stages. The school has high expectations of both the students and the standard of teaching across the curriculum.

The wider curriculum offer (including co-curricular and extra-curricular activity) aims to:

- Create a learning environment which fosters curiosity and enthusiasm;
- Create a learning environment where pupils feel secure, confident and can realise their potential;
- Ensure teaching helps students build knowledge and skills over time;
- Encourage the development of high levels of spiritual and moral values related to self-discipline, responsibility and respect;
- Promote independent thinking and a desire for life-long learning;
- Ensure that students develop the essential literacy, numeracy and communication skills necessary for the modern world;
- Use assessment and feedback as both a formative and summative tool
- Encourage and facilitate the development of a variety of skills through extra-curricular activity.
- Enables students to pursue future courses of study or employment commensurate with their interest and abilities.

IMPLEMENTATION

KSHS is committed to providing a rigorous academic and intellectual education which will challenge and engage students. The aim is to provide all students with a secure foundation on which to continue into Higher Education and into careers of their choice. As 80% of students are expected to pursue university degree courses, whilst others access higher level apprenticeships or career pathways, a focus on a broad, balanced and facilitating curriculum is on offer.

A broad, well balanced curriculum is vital preparation for the future. The school aims to ensure that all pupils will study the following subjects at KS4:

- English Language and English Literature
- Mathematics
- Science (Triple or Combined at GCSE)

- A Language Subject – French or German, or both
- A Humanities Subject – History and/or Geography

Also PE (Physical Education) and PSHE (Personal, Social and Health Education) which will include aspects of careers guidance will be taught to all Key Stage 4 students. They will also study Ethics, Philosophy and Religion (EPR), which leads towards a qualification at GCSE level. It is rare for a student not to study this spread of subjects but deviations are made from this model in the interests of individual students in liaison with parents, teachers and the SEND department.

Key Stage 3

The Key Stage 3 curriculum offers a diverse range of subjects as well as the traditional core subjects (see Appendix 1 Curriculum Model, two-week model). The Curriculum offer is reviewed regularly.

Subjects currently studied are: English, Mathematics, Science, French, German, History, Geography, Design and Technology, Drama, IT, Computing, Art, Music, EPR, PSHE and PE. Subject content of each reflects the national curriculum (and further if appropriate). The coordinator for PSHE reviews the lesson content regularly to reflect shifting societal changes and developments, for example the review this year verified that the teaching around ‘consent’ for each year group was robust and that recent reflections on colonialism were highlighted.

Key Stage 4

The Key Stage 4 curriculum is made up of a combination of core subjects and optional subjects.

English
English Literature
Mathematics
Biology
Chemistry
Physics (incl. Science tutorial)
Option 1
Option 2
Option 3
Option 4
PE
EPR – Core
PSHE

Core Subjects

English, English Literature, Mathematics, Biology, Chemistry, Physics, French and/or German, History and/or Geography.

Further information about the subjects taught is available on the Curriculum Section on the school website.

Options Process

The options process begins with students being offered free choice in four option blocks; these selections are then checked to ensure the broad and balanced curriculum offer at KS4 is maintained. The timetable builds and option form which fits most students' requirements of that year. The option form is designed so that students can study both of the languages and both of the humanities subjects if required. See Appendix 2.

Alongside the compulsory elements of the Key Stage 4 curriculum, students can select a further two subjects from:

Food and Nutrition, PE, Computing, Graphic Communication, Fine Art, Drama, Design and Technology: Textiles and Business Studies. This selection is regularly reviewed and adapted to ensure it meets student demand.

Key Stage 5

At key stage 5 students can opt for subjects which are offered in the 'Sleaford Joint Sixth Form'. Students can apply for these courses through the SJSF application process which is managed across the Robert Carre Trust. Students may be based at either school in the Trust. A prospectus of courses can be found in the 6th Form section on the school website. In addition students can access EPQ, Enrichment sessions and participate in a full programme of IAG, including 1:1 careers advice and work experience opportunities.

Spiritual, Moral, Social and Cultural Education

We provide a broad curriculum for Spiritual, Social and Cultural Education which is delivered across a variety of subjects including a structured PSHE programme, assembly and tutor time, as well as contributions from Religious Studies and Modern Foreign Languages across key stage 3 and 4.

British Values

The breadth of the curriculum and the compulsory core subjects provide many opportunities for students to explore the concept of Britishness. This is achieved through specific PSHE units of work, the school assembly and tutor programme and is enhanced through other core subjects, particularly Religious Studies and our humanities subjects. British Values as well as the Spiritual, Moral, Social and Cultural Curriculum (SMSC) are mapped across subjects and can be found in each subject's Schemes of Learning.

Extra-Curricular and Co-Curricular Provision

A variety of extra-curricular activities are offered and students across all key stages are encouraged to participate. See Appendix 3.

IMPACT

Roles and Responsibilities

The Head of School, Assistant Headteacher – Curriculum, the SLT and the Governors will ensure that:

- All statutory elements of the curriculum and those subjects, which the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual students will be met. This can be found in the Subjects' Schemes of Learning
- The amount of time provided for teaching the curriculum is adequate
- The effectiveness of the delivery of the curriculum and its impact on student outcomes (which include, but are not exclusively measured by, external examination results) will be monitored via the whole school Quality Assurance programme. This includes lesson observation and lesson visits, student work scrutiny, student voice activity, Peer Review programmes across the Trust and with other school partners, data analysis, whole school and departmental SEF processes and improvement planning
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from relevant elements of the school curriculum
- The procedures for assessment meet all legal requirements and students and their parents/carers receive regular information to show how much progress the students are making and what is required to help them make progress
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum:
- The curriculum is reviewed in the light of shifting societal change and developments (e.g., the review of the teaching of sexual content as part of the RSE and PSHE curriculum in the light of the Everyone's Invited findings)

Curriculum Leaders will ensure that:

- They adopt or construct a subject curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life
- The subject curriculum is coherently planned and sequenced so that students acquire the knowledge and skills for future learning and employment
- The subject area has ambitions for all learners. For some learners with high levels of special educational needs and/or disabilities - their curriculum is adjusted to meet their needs
- Teachers have good knowledge of the subject(s) and courses that they teach,
- Curriculum Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or differentiated approaches
- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate the new knowledge into larger concepts
- Teachers use assessment work well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching

- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading
- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well
- Learners are ready for the next stage of their education, employment or training. Where relevant they gain qualifications that allow them to go on to their destinations that meet their interests, aspirations and the intention of their course of study.

The **Governing Body** will ensure that:

- It is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- It considers the advice of the Head of School and the SLT when approving this curriculum policy and when setting targets
- Progress towards annual targets is monitored
- Parents/Carers receive timely reports on the progress of their child against clearly defined expectations

Appendices

1. Curriculum Model 2020-21
2. Year 9 Options 2021
3. Lunchtime and Afterschool Clubs

Reviewed by GW/JS

Approved by the KSHS Local Governing Body on 13 May 2021

Review date: May 2022 (Annual)

Appendix 1

Kesteven & Sleaford High School - Curriculum Model 2021 -22																																																			
Y7	Ma	En	Sc	Sc	Sc	Sc	Sc	Sc	Fr	Fr	Fr	Ge	Ge	Ge	EP	EP	Ps	PE	PE	PE	PE	Hi	Hi	Hi	Gg	Gg	Gg	IT	IT	Te/Ag	Te/Ag	Te/Ag	Dr	Dr	Ar	Ar	Mu	Mu													
Y8	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Fr	Fr	Fr	EP	EP	Ps	PE	PE	PE	PE	Hi	Hi	Hi	Gg	Gg	Gg	IT	IT	Te/Ag	Te/Ag	Te/Ag	Dr	Dr	Ar	Ar	Ar	Mu	Mu	Ge	Ge	Ge							
Y9	Ma	En	En	En	En	En	En	Ch	Ch	Ch	Ph	Ph	Ph	Bi	Bi	Bi	Fr	Fr	Fr	EP	EP	PE	PE	PE	PE	Hi	Hi	Hi	Gg	Gg	Gg	IT	IT	Te/Ag	Te/Ag	Te/Ag	Dr	Dr	Ar	Ar	Mu	Mu	Ge	Ge	Ge						
Y10	Ma	En	En	En	En	En	En	Ch	Ch	Ch	Ph	Ph	Ph	Bi	Bi	Bi	Sc	EP	EP	EP	PE	PE	PE	Ps	Opt A - Lang			Opt B - Humanities			Opt C			Opt D																	
Y11	Ma	En	En	En	En	En	En	Ch	Ch	Ch	Ch	Ph	Ph	Ph	Ph	Bi	Bi	Bi	Bi	EP	EP	PE	PE	PE	Opt A - Lang			Opt B - Humanities			Opt C			Opt D																	
<p>Ma = Maths SC = Science (CH/PH/Bi) En = English Fr = French Ge = German EP = Ethics and Philosophy/RS PS = PHSE PE = Physical Education HI= History Gg = Geography It = Information Technology/Computing Te = Technology Dr= Drama Ar = Art Mu = Music AG- Art Graphics</p>																																																			





Year 9 Options 2021



Name: _____

Form: 9

A	B	C	D
History	History	History	History
Geography	Geography	Art/Art Graphics	Geography
German	French	Business Studies	German
Drama	Physical Education	Drama	Textiles
Computing		Music	
Business Studies		Food and Nutrition	
Physical Education			

- a Humanities (History or Geography) subject has been selected
- a language (French or German) subject has been selected

Signed:..... (Parent/Guardian) Date: / / 2021

• Please return to school no later than **Wednesday 24th February**





KSHS Clubs and Activities Timetable Summer Term 5 & 6 - 2021

	Club	Location	Time	Year Group	Staff
Monday	Library Captain	LRC/Library	Break 2	7	Mrs Gibson
	Art Club	K15	Break 2	7	Miss Cartwright
	Book Club	M8	Break 1	7	Mrs Cowell
	Year 7 Drama club	Drama Studio	Break 2	7	Mrs Thomas
	Yr10 Wellbeing (PE)	Field	Break 1	10	Mrs Hunt
After School	Art Club	K20	3:45-5.00	11 (until they leave – then open to Yr10) Yr 11	Mr Clifford
	Yr 11 Drama practice	Drama Studio	3.45-5.00	7	Mrs Thomas
	Yr 7 Yoga	Dance Studio	3:40 – 4:30	10	Miss Willers
	GCSE Practical	Sports Hall	3:40 – 4:30	7&8	Mrs McGann/Mrs Hunt
	Yr7&8 Multisports	Field	3:40 – 4:30		Mrs Stacey
Tuesday	Library Captain	Library	Break 1	10	Mrs Gibson
	Library Captain	Library	Break 2	8	Mrs Gibson
	Year 8 MFL Film Club	L1	Break 2	8	Mr Rooke
	Year 10 GCSE Drama Practice	Drama Studio	Break 1 and 2	10	Mrs Thomas
	Year 10 Girls' News Team	M11	Break 2	10	Miss Willers
	Year 9 Girls' News Team				
	Yr7 & 8 Dance	M9	Break 2	9	Mrs McMeel
	Dance Studio	Break 2	7&8	Mrs McGann	
After School	Ranger guides	Dining room	4.00 - 6.00pm	10 -11	Mrs Dye
	Yr9 & 10 Rounders	Field	3:40 – 4:30	9&10	Mrs Hunt
	Yr7 & 8 Tennis	Courts	3:40 – 4:30	7&8	Miss Machin
Wednesday	Library Captain	Library	Break 2	9	Mrs Gibson
	Business Support	V4	Break 1	10	Mrs L. Moncur

	Art Club Bingo Club	K15 V4	Break 2 Break 2	8 7A/7W (Alternate weeks)	Miss Cartwright Mrs. L. Moncur
	Yr 9 Drama Club	Drama Studio	Break 2	9	Mrs Thomas and Miss Byrne
	Yr9 Track School Choir	Field Hall	Break 2 Break 1	All	Mrs McGann Mr Mitchinson/Mrs Kasperczyk
After School	Yr7 & 8 Rounders	Field	3:40 – 4:30	7&8	Mrs McGann
	Yr9 & 10 Tennis	Courts	3:40 – 4:30	9&10	Miss Machin
Thursday	Library Captain Art Club Bingo Club	Library K15 C2	Break 1 Break 2 Break 2	10 9 7L/7F (Alternate weeks)	Mrs Gibson Miss Cartwright Mrs Livingstone
	History Club	M6	Break 2	8	Miss Gray / Mrs Constantine
	Yr8 Track School Band	Field Hall	Break 2 Break1	All	Mrs McGann Mr Mitchinson
	Italian & Spanish Club	L3- 1 st 4 weeks L2- 2 nd 4 weeks	Break 2	7	Miss Beckett/Mrs Samworth
	Championnat de Pétanque (League competition)	Field	Break 2	8	Mr Shivas
After School	Textiles Club	M4	3.45-5pm	9	Mrs Fleming
	Yr9&10 Wellbeing (PE)	Field	3:40 – 4:30	9&10	Mrs McGann
	Athletics	Field	3:40 – 4:30	All Years	Mrs McGann
	Food Club	M3	3.40 - 5pm	8	Mrs Pankhurst
	Guides	Drama Studio	4.00 - 6.00pm	7 - 9	Mys Dye
Friday	Library Captain English Clinic Yr 8 Drama Club Wildlife/Nature Club Yr7 Track	Library M10 Drama Studio S1 Field	Break 2 Break 2 Break 2 Break 2 Break 1	8 10 8 7 7	Mrs Gibson Mr Cassidy Dr Pawley? Mrs Fairhead Miss Machin
After School					
Each Day After School	Homework Club	Library	Mon-Thurs 3.35 - 5pm Friday 3.35 - 4.30pm	7-13	Mrs Gibson Mrs Oswald