



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.

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 develop the partnerships 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.
- Enable 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 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 students. They will also study Ethics and Philosophy (EP), 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, EP, PSHE and PE. Subject content of each reflects the national curriculum extended as appropriate at a pace fitting for our able students.

All learners including those with SEND are given access to the full KS3 curriculum employing adaptive teaching strategies. An adapted curriculum (usually a reduction in the number of subjects studied) is developed for some learners following consultation with the SEND department, Head of Year and Assistant Headteacher (Curriculum) as well as parents and the student.

A library lesson in Year 7 develops confidence and enjoyment in reading a wide range of genres. Across all subjects learners are encouraged to read widely.

Subject Leaders review the Schemes of Learning regularly to reflect societal developments, as well as statutory changes, for example the curriculum review in PSHE which facilitated explicit teaching around 'consent' for each year group.

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 A
Option B
Option C
Option D
PE
EP
PSHE

Core Subjects

English, English Literature, Mathematics, Biology, Chemistry, Physics, French and/or German, History and/or Geography, PE, EP and PSHE (stand alone lessons in Yr7-10 alongside the tutor time programme for these year groups with drop down days, tutor time and assemblies for Year 11.)

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 timetabler builds an 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 GCSE subjects from:

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

Curriculum adaptations are made on an individual basis for SEND students if required. Previous adaptations have included the removal of the requirement to study a modern foreign language or a reduction in the number of option subjects studied in order to provide opportunity to access learning support or to provide time for them to consolidate their learning at an appropriate pace.

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, must attend Enrichment sessions throughout Year 12 and participate in a full programme of IAG (Information, Advice and Guidance), including 1:1 careers advice and work experience opportunities.

Careers education

The school will work to encompass careers education and guidance into subjects across the curriculum. The school will engage with and ensure pupils have access to local employers, businesses and professional networks and providers of post-14, post-16 and post-18 education and training, including visiting speakers with whom pupils can relate.

Personal Development

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 through subjects. Subject contributions to Personal Development are mapped through schemes of learning.

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 Personal Development tutor programme and is enhanced through other 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. The school takes particular pride in its completion rates in the Duke of Edinburgh Award at all three levels as well as students' involvement in national programmes such as NCS each year. See Appendix 3.

IMPACT

Roles and Responsibilities

The Headteacher, 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 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 Local Governance Tier is 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 consent as part of the RSE and PSHE curriculum)

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 **Local Governance Tier** 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 Headteacher 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 2024-25
2. Year 9 Options 2024
3. Lunchtime and Afterschool Clubs

Reviewed by GW/JSm

Approved by the KSHS Local Governors on 20 June 2024

Review date: June 2025 (Annual)


Kesteven & Sleaford High School - Curriculum Model 2024-25

Y7	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ge	EP	EP	Ps	PE	PE	PE	PE	Hi	Hi	Hi	Gg	Gg	Gg	IT	IT	IT	Ag	Ag	Ag	Te/Ag	Te/Ag	Dr	Dr	Ar	Ar	Mu	Mu		
Y8	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ge	EP	EP	Ps	PE	PE	PE	PE	Hi	Hi	Hi	Gg	Gg	Gg	IT	IT	IT	Ag	Ag	Ag	Te/Ag	Te/Ag	Dr	Dr	Ar	Ar	Mu	Mu	Ge	Ge
Y9	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ge	EP	EP	Ps	PE	PE	PE	PE	Hi	Hi	Hi	Gg	Gg	Gg	IT	IT	IT	Ag	Ag	Ag	Te/Ag	Te/Ag	Dr	Dr	Ar	Ar	Mu	Mu	Ge	Ge
Y10	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ge	EP	EP	Ps	PE	PE	PE	PE	Hi	Hi	Hi	Gg	Gg	Gg	IT	IT	IT	Ag	Ag	Ag	Te/Ag	Te/Ag	Dr	Dr	Ar	Ar	Mu	Mu	Ge	Ge
Y11	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ge	EP	EP	Ps	PE	PE	PE	PE	Hi	Hi	Hi	Gg	Gg	Gg	IT	IT	IT	Ag	Ag	Ag	Te/Ag	Te/Ag	Dr	Dr	Ar	Ar	Mu	Mu	Ge	Ge


Ma = Maths
 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/Ag = Technology/Art Graphics
 Dr = Drama
 Ar = Art
 Mu = Music

SC = Science (CH/PH/Bi)
 Opt = Option Block
 Bi = Biology
 Ch = Chemistry
 Ph = Physics

Appendix 1



Year 9 Options 2024



Name: _____ **Form: 9**__

A	B	C	D
History	Geography	History	History
Geography	French	French	Geography
French	German	German	Business Studies
Computing	Fine Art	Drama	Food
Art Graphics	PE	Business Studies	Textiles
Drama		Music	German

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

Signed:..... (Parent/Carer) Date: / / 2024

• Please return to school no later than **Wednesday 21 February**



KSHS Clubs and Activities Timetable Summer Term 5 & 6 - 2024

	Club	Location	Time	Year Group	Staff
Monday	Art Club	K15	Lunch	KS3	Miss Cartwright
Monday	Library Captain	LRC/Library	Lunch 12.50-1.20	All Years	Mrs Gibson
Monday	Rounders	Big Field	Lunch 12.45-13.10	Year 9&10	Mrs Stacey
Monday	Field Athletics	Back Field	Lunch 12.45-13.10	All Years	Mrs McGann
Monday	Netball	Courts	3.30 - 4.30	All Years	Mrs McGann
Monday	Young Journalists	M11	Lunch 13:00 – 13:25	All years	Miss Willers
Monday	GCSE Food Drop in session	M3	Lunch 12.50-1.15	Yr11	Mrs Pankhurst
Monday	Drama	DRS	Lunch 12.50-1.15	KS4 Rehearsal	Miss Adamson and Ms Padden
Monday	School Band	V1	Lunch 12.50-1.20	All Years	Mr Mitchinson
Monday	Art club	k14/k20	After school 3:30-4:40	Year 10&11	Mrs Brewer
Tuesday					
Tuesday	Chamber Choir	V0	Lunch 12.50-1.20	Senior Singers	Mr Mitchinson
Tuesday	Library Captain	LRC/Library	Lunch 12.50-1.20	All Years	Mrs Gibson
Tuesday	Tennis	Courts	Lunch 12.45-13.10	Year 9&10	Mrs Hunt
Tuesday	Rounders	Field	3.30-4.30	All Years	Mrs Stacey
Tuesday	German speaking practice	L1	12.50-12.20	Y10/11	Mr Rooke
Tuesday	DofE	House	15:30-16:30	9-13	Mrs Banks
Tuesday	Young Carers	House	Week 2 12:50-13:20	All years	Mrs Banks
Tuesday	Geography Working lunch	C2	Lunch 1250-1320	Y11	Mrs Livingstone
Tuesday	Gardening Club	The Veg Patch	Lunch	All Years	Miss Cartwright
Tuesday	Expressive Arts Club	K15	3:30-4:30	Years 8-11	Miss Cartwright . Mrs Milnes
Tuesday	German revision	L2	12.50-13.20	Y10/11	Mrs Samworth

Wednesday	Cricket	Field	Lunch 12.45-13.10	All Years	Mrs Hunt
Wednesday	GCSE Theory	H10	Lunch 12.55-13.20	Year 10 & 11	Mrs McGann
Wednesday	GCSE Trampoline & Badminton	Sports Hall	3.30-4.30	Year 11	Mrs Hunt / Mrs McGann
Wednesday	DofE	House	12:50-13:20	9-11	Mrs Banks
Wednesday	Forces Drop In	K16	1250-1320 Week 2	All years	Mrs Brown/Mrs Banks
Wednesday	Book Club	LRC Library	After school 3.30-4.15	Years 7-9	Mrs Gibson
Wednesday	History Working Lunch	M7	Lunch 12:45-13:15	Year 11	Miss Gray
Wednesday	Food Club	M3	3.40-5.15pm	Yr. 8-11	Mrs Pankhurst & Mrs Banks
Wednesday	Arts Award Drop-In	K15	Lunch	All years	Miss Cartwright
Wednesday	Interact	L2	Break 1 11.15-11.35	All years	Mrs Samworth
Wednesday	School Choir	V1	Lunch 12.50-1.20	All years	Mr Mitchinson Mrs Kasperczyk
Wednesday	Scribes	M9	12.50-1.20	KS4-KS5	Ms Natley
Wednesday					
Wednesday					
Thursday	Knit, Crochet and Stitch	M4	Lunch 12.50-1.20	Y7-9	Mrs Fleming
Thursday	Library Captain	LRC/Library	Lunch 12.50-1.20	All Years	Mrs Gibson
Thursday	Tennis	Courts	Lunch 12.45-13.10	Year 7 & 8	Mrs McGann
Thursday	Track Club	Big Field	Lunch 12.45-13.10	All Years	Mrs Stacey
Thursday	Tennis	Courts	3.30-4.30	All Years	Mrs Hunt
Thursday	Show Choir	V1	Lunch 12.50-1.20	All Years	Mrs Kasperczyk
Thursday					
Thursday					
Thursday					
Thursday					
Friday	Rounders	Field	Lunch 12.45-13.10	Year 7 & 8	PE Dept
Friday	GCSE Music	V1	Lunch 12.50-1.20	GCSE Music Students	Mrs Kasperczyk
Friday					
Friday	Library Captain	LRC/Library	Lunch 12.50-1.20	All Years	Mrs Gibson
Friday	Drama	DRS	Lunch 12.50-1.15	KS4 Rehearsal	Miss Adamson and Ms Padden
Friday					
Friday					
Friday					

Each Day After School	Homework Club (Sign in on the day)	Library	Monday-Thursday 3.30-4.30 Friday 3.30-4.00	Years 7-13	Mrs Gibson
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