

## Carleton High School Curriculum Statement

“The curriculum is a framework for setting out the aims of a programme of education, including the **knowledge, understanding and skills** to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).”

### CURRICULUM INTENT

Our school curriculum has been designed paying close attention to the children, families and community we serve whilst taking note of changes to the local labour market and bigger picture.

Our central aim is to meet their needs and aspirations, allowing our students to flourish both academically and socially.

We see the curriculum as the broad mix of all the experiences gained by our students ,including assemblies, trips and visits’ other extra-curricular and enrichment experiences. See enrichment calendar

Broadly speaking our curriculum intent is to:

- Raise standards of attainment ensuring all students progress successfully.
- Produce responsible citizens who make a good contribution to society.
- Promote a love of learning so that students are successful learners with high aspirations.
- Allow for skills acquisition, alongside knowledge leading to well rounded students who can demonstrate developed thinking skills.
- Provide rich and meaningful experiences tailored to the needs of the individual which can be both flexible and responsive.
- Provide a high quality enrichment and extracurricular program.
- Embed rich knowledge acquisition through high quality teaching and learning.
- Develop confident young people capable of
- living in the modern world and well prepared for their futures with a good understanding of mental health, social media, PSHE, current affairs and careers.

#### Key Stage 3 Intent:

- Acquisition of skills, knowledge and understanding.
  - Literacy and numeracy acceleration.
  - Focus on the importance of Maths and English.
  - Broad academic experience and wide range of subjects.
  - Contemporary issues - social media, mental health, life in modern Britain.
  - Stretch and challenge for all.
  - Aspirational for all, including the disadvantaged.
  - Preparing students for their next steps - careers and education advice.
  - Enrichment through broad extra-curricular offer.
- See subject specific curriculum map and guide for students**

#### Key Stage 4 Intent:

- Wide range of academic opportunities (four GCSE options including vocational, academic, creative and technical subjects).
  - Continued focus on the importance of Maths and English.
  - Support for the ‘creative curriculum’ including Food, Technology and the Arts.
  - High importance given to ensuring an appropriate personalised curriculum.
  - Stretch and challenge for all.
  - Enrichment through broad extra-curricular offer.
  - Extensive programme of after school classes.
  - Preparing students for their next steps - careers and education advice.
- See subject specific curriculum map and guide for students**

## CURRICULUM IMPLEMENTATION

Our curriculum intent is successfully translated into practice through:

Curriculum Experiences:

- Daily lessons.
  - Weekly assembly for students featuring a carefully planned sequence of SMSC activities.
- Registration with an emphasis on increasing reading and pastoral care.
- Opportunities for SMSC and aspects of careers delivered at key points as part of curriculum time and during drop down days.
- Extensive program of after school extra-curricular and achieve sessions designed to improve attainment, confidence and character.
- Enrichment opportunities – with daily opportunities after school as well as additional opportunities outside school (trips and events)

Policy into Practice:

- Behaviour policy: helps us instil outstanding standards of behaviour across the curriculum. Promotes the conditions for successful curriculum delivery as every teacher can teach and every child has the opportunity to learn.
- Assessment policy: supporting successful assessment of curriculum delivery and feedback to students through QLA and next steps.
- Assessment practices: including formal and calendared assessment check points (mocks and assessment weeks), GL assessment and cross school moderation for National benchmarking.
- Teaching and Learning policy: encouraging pedagogical practices that include the 10 steps to success and active learning strategies
- Curriculum maps, schemes of work and long term plans: allowing teachers to know the core knowledge and skills to be taught and to follow a common assessment routine.
- KS3 Achievement bands: outlining the knowledge, skills and understanding enabling students to be successful at KS3.
- Literacy and numeracy strategies: documenting strategies used to accelerate learning for students with low KS2 results in Year 7.
- Department meetings, Teaching & Learning Group: focus on curriculum and pedagogy as well as developing leadership .
- Pupil Premium strategy: documenting the actions we take to encourage curriculum access for all of our disadvantaged students
- Enrichment booklet: improving curriculum access for all and developing a thirst for learning.
- SMSC / careers outline: updated every year to ensure coverage of relevant, contemporary issues.
- Year 8 options: students are guided towards informed choices so that they access the right elements of the curriculum

## CURRICULUM IMPACT

Curriculum impact is assessed in the following ways:

- Student outcomes
- Learning walks and observations
- Work scrutiny (including student voice)
- Student engagement in the curriculum (attitude to learning and behaviour tracking)
  - Report data
  - Head of school breakfast meetings
  - Progression post 16
  - Extra-curricular attendance
  - Disadvantaged and SEN tracking

Evidence shows impact to be strong, with:

- Excellent predicted outcomes at GCSE
- Progression evidence post 16 demonstrating low NEET figures
- Excellent behaviour for learning evident across the curriculum
- Improved reading ages along with acceleration of numeracy and literacy in Year 7 and 8

