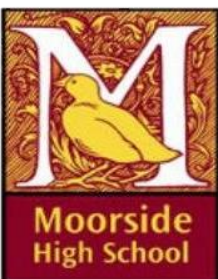




# Moorside High School

## Curriculum Policy

rev. Sept 2024



**Date Reviewed:** September 2024  
**Date of Next Review:** September 2025  
**Reviewed by:** Quality of Education Governors

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## Aims of the Curriculum

*“Curriculum is the main substance to Education”* | Ofsted 2019

At Moorside, we're all about excellence! We push our students to achieve their full potential and go even further. With a focus on academic achievement, we provide opportunities that set our students up for success. We aim high to exceed beyond expectations.

Our curriculum goes beyond the classroom. We develop skills such as critical thinking, creativity, and adaptability to enable students to succeed. Students engage in a range of enrichment opportunities that challenge and inspire.

Students enjoy school and leave Moorside with a strong moral compass rooted in the British values of mutual respect, tolerance, and personal responsibility. We empower and inspire our students to reach their full potential and make a positive impact in their local, national, and global communities.

## Intent

- Pupils achieving the highest standards possible at key stages 3 and 4 as well as being prepared well for the transition to Post 16 studies.
- Pupils becoming more resilient and skilful at reasoning, information processing, enquiring, creative thinking, evaluating, and problem solving.
- Pupils developing the real-life skills to be more creative, independent, and reflective learners and to be more effective team workers and effective self-managers.

- Pupils being more effective participators in the local and global community.
- Pupil being engaged and motivated and see the relevance of their learning in modern society.

We want our pupils to become:

- Successful and positive learners who enjoy, progress, and achieve well and with a positive mind set.
- Confident individuals who live safe, healthy, and fulfilled lives
- Responsible and active citizens who make a positive contribution to society and their environment.
- Proud to achieve well and see inspiration in celebrating success.

## Implementation

In Key Stage 3, our curriculum has been designed with a broad suite of traditional subjects. Students study Maths, English, Science, French and German, History, Geography, RE, Drama, Art, Technology, PE, Music. Progression maps have been designed to ensure both a secure transition to Key Stage 4 and to enable skills to be transferred and applied across the curriculum.

Our focus in lessons is on key processes and skills as well as knowledge and concepts. Teaching strategies such as collective memory, reading images and fortune lines have been demonstrated and adopted by subjects. Personal Learning and Thinking Skills are developed through subjects; there is a real focus on these skills through the 5 Personal Development Days which occur throughout the year. These are calendared and incorporate Careers education and guidance, and curriculum pathways. Our Key Stage 3 curriculum develops the skills required in time for a positive start to the Key Stage 4 curriculum in Year 9.

Our key Teaching and Learning priorities this year are to continue to build mastery into the curriculum, focus on literacy and in particular reading and ensure there is a 'golden thread' focussed on RADY students running throughout all that we do. For our KS3 curriculum our focus is to incorporate the use of digital skills in a coherent and progressive way so that students build confidence in their abilities.

Our Key Stage 4 starts in Year 9 for all subjects to enable a mastery approach to learning. It also allows us to be more synoptic in our coverage. The additional year allows the time to deepen understanding, incorporate deliberate practice skills and consolidation tasks so that learning can move towards the 'long term' memory stage. We offer a broad mixture of traditional GCSE subjects as well as vocational and BTEC courses in Sport, Technology, Hospitality and Catering, and Music.

Our current Year 11 pupils also study vocational based courses in ICT. In each cohort an increasing majority of students study a full suite of EBacc subjects. For a small number of pupils there is an opportunity to access a more vocational curriculum with time built in to support the development of key functional skills including numeracy and literacy, which are required for them to be successful post-16. Market research during the options process helps us to tailor the curriculum to the changing needs of our pupils.

## **How do we organise our Curriculum?**

In KS3 pupils are placed into carefully stratified mixed attainment teaching groups. In Year 7 all subjects are delivered in these teaching groups. In Year 8, all subjects are delivered in these teaching groups apart from Art, Technology and PE where the year group is divided into two bands so that the group size can be reduced to ensure Health and safety requirements are met.

The stratified groups are constructed to ensure the same proportion of higher, middle, and lower attainers are included in each group as well as an equally proportioned RADY and SEND pupils.

## Year 7

Class	Approx. size
H	23
I	23
J	23
K	24
L	23
M	23
N	24

## Year 8

Class	Approx. size
H	25
I	28
J	28
K	24
L	26
M	26

## Key Stage 4 Curriculum

In Year 9 pupils are placed into carefully stratified mixed attainment teaching groups. All Core subjects are delivered in these teaching groups. Option blocks are mixed attainment groups. All students take 'humanity' subject. In our current Year 9 cohort 119 out of 158 (75%)

students' study for the English Baccalaureate qualifications taking both a humanity and a language.

Years 10 & 11 pupils are split into two bands for Core subjects and these subjects then set within the band. There are six sets for English, Maths, Science, ICT (Y11 only), RE and PE. Option blocks are then organised so that we can, whenever possible, create sets for optional subjects. Students in sets 1-4 study for the English Baccalaureate qualifications (so must opt for a language and History or Geography). Set 5 must opt for 'a humanity' but sets 6 and 7 have free choice of all subjects. This ensures we are making progress towards the Government's EBacc target of 90% by 2025, while the curriculum remains broad and accessible to all students.

## **Statutory curriculum**

Compulsory subjects are English, Maths, Science, Computing / IT, PE, RE. These subjects are taught in discrete subject lessons. Additionally, Citizenship, Sex Education, Careers and Work-Related Learning are compulsory subjects taught across-the-curriculum.

Careers provision, RSE, Citizenship, Enterprise and Personal Development are delivered through timetabled PSHE lessons. These lessons are weekly for students in all year groups and the content is delivered by tutor teams to ensure full coverage of the statutory requirements of the curriculum.

## **The Entitlement Areas**

Our 'Pathways' choices enable the requirement for pupils to opt for a minimum of one course from each of Arts/DT subjects, Humanities and MFL to be met. To enable some flexibility of choice at Key Stage 4, students are asked to rank order their option preferences in each option block and every effort is made to accommodate students first choices where possible taking into account staffing and timetabling constraints.



## Support / Withdrawal Teaching

Students on the SEN Register who require additional one-to-one tutoring to meet their needs may be withdrawn from specific lessons to access support from SENSS<sup>1</sup> tutors, TAs<sup>2</sup>, or Dyslexia Institute staff. These periods will be negotiated with staff and where possible, withdrawal from a specific subject will not take place for periods longer than a half term block.

<sup>1</sup> Special Educational Needs Support Staff    <sup>2</sup> Teaching Assistants    <sup>3</sup> Pupil Premium

## 2024-25 Proposed Curriculum Model

The proposed models show the subject and number of lessons over a two-week timetable, with a total of 50 lessons over the fortnight. All students also participate in 2 periods of PSHE over the fortnight.

**Year 7 (160 pupils)** Highlighted classes are split into 4 smaller classes of 20 based upon 3 of the sets.

H	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
I	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
J	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
K	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
L	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
M	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
N	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4

**Year 8 (160 pupils)** Highlighted classes are split into 4 smaller classes of 20 based upon 3 of the sets.

H	Ma 7	En7	<b>Dt2</b>	<b>Ft2</b>	<b>Ar2</b>	<b>Mu 2</b>	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
I	Ma 7	En7	<b>Dt2</b>	<b>Ft2</b>	<b>Ar2</b>	<b>Mu 2</b>	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
J	Ma 7	En7	<b>Dt2</b>	<b>Ft2</b>	<b>Ar2</b>	<b>Mu 2</b>	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
K	Ma 7	En7	<b>Dt2</b>	<b>Ft2</b>	<b>Ar2</b>	<b>Mu 2</b>	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
L	Ma 7	En7	<b>Dt2</b>	<b>Ft2</b>	<b>Ar2</b>	<b>Mu 2</b>	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4
M	Ma 7	En7	<b>Dt2</b>	<b>Ft2</b>	<b>Ar2</b>	<b>Mu 2</b>	sc6	it2	Dm 1	Gn3	Fr2	re2	Gy3	Hi3	pe4

## Year 9 (158 pupils)

H	Ma7	En7	b3c3p3	pe3	Re2	<b>W</b> Gy Gn Gn Hi Hi Hi	<b>X</b> Bm Bp Gy Gy Gn Gn Hi Hi Pd	<b>Y</b> Ar Bs Cs Dm Ho Bp Pe Tt	<b>Z</b> Ar Hs It Mu Bp Pe Pd Py Py
I	Ma7	En7	b3c3p3	pe3	Re2				
J	Ma7	En7	b3c3p3	pe3	Re2				
K	Ma7	En7	b3c3p3	pe3	Re2				
L	Ma7	En7	b3c3p3	pe3	Re2				
M	Ma7	En7	b3c3p3	pe3	Re2				
						4	4	4	4

## Year 10 (158 pupils)

H	Ma7	En7	b3c3p3	Pe2	Re2	<b>V</b> Bs Cz Gn Gn Gy GY Hi Hi Pd	<b>W</b> Ar Bp Gy Gn Gn Hi Hi	<b>X</b> Ar Bp Bs Dm Eg Gy Hs Pe	<b>Y</b> Ar Fs Ho It Mu Pd Py	<b>Z</b> Bs Cs Ho Bm Bp Pe Py Tt
I	Ma7	En7	b3c3p3	Pe2	Re2					
J	Ma7	En7	b3c3p3	Pe2	Re2					
K	Ma7	En7	b3c3p3	Pe2	Re2					
L	Ma7	En7	b3c3p3	Pe2	Re2					
M	Ma7	En7	b3c3p3	Pe2	Re2					
						4	4	4	4	4



## Year 11 (145 pupils)

H	ma8	en8	b3c3p3	lt3	Pe2	re3	X	Y	Z
I	ma8	en8	b3c3p3	lt3	Pe2	re3	Ar	En	Ar
J	ma8	en8	b3c3p3	lt3	Pe2	re3	Bp	Gy	Bp
K	ma8	en8	b3c3p3	lt3	Pe2	re3	Cn	Gn	Cs
L	ma8	en8	b3c3p3	lt3	Pe2	re3	Gy	Gn	Dm
							Gn	Gn	Ho
							Gn	Hi	Mu
							Hi	Hi	Pd
							Hi	Hi	Pd
									Pe
							5	5	5