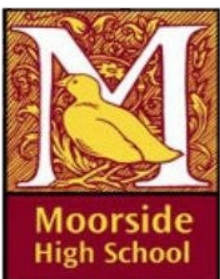




# Moorside High School

## Curriculum Policy

rev. 2022.05



**Date Reviewed:** May 2022

**Date of Next Review:** May 2023

**Reviewed by:** Teaching and Learning Committee

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## Aims of the Curriculum

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

To provide a broad and balanced curriculum which helps young people make sense of the world in which they live, and which develops the skills they need to succeed in life.

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.

## What are we trying to achieve?

- 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.

In Key Stage 3, our curriculum has been designed with a broad suite of traditional subjects. The themes adopted by subjects are based on the cross curricular dimensions. These are mapped out to ensure full and well-timed coverage. 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.

We have moved to focus on key processes as well as key concepts and we have focused on the development of skills in lessons. Teaching strategies such as collective memory, reading images and fortune lines have been demonstrated and adopted by subjects. Kagan structures have also been demonstrated to promote effective participation. Personal Learning and Thinking Skills are developed through subjects; there is a real focus on these skills through the 5 PSHE challenge 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 three key Teaching and Learning priorities this year are to develop and enhance the use of 'feed forward' sheets as a form of assessment and to inform planning, to continue to develop VIPERS to continue with our whole-school literacy drive, and thirdly, to develop strategies in 'retrieval' to aid pupils' memory of learnt knowledge.

Our Key Stage 4 starts in Year 9 for all subjects to enable a fuller, consolidated and mastery approach to learning. It also allows us to be more synoptic in our coverage. The additional year allows the time to deepen understanding, practice skills through repetition 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.

Pupils also study vocational based courses in ICT. On average approximately 80% of each cohort study a full suite of EBAC 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 Key Stage 3, pupils are placed in teaching groups based on ability. They are taught all subjects in these teaching groups apart from Technology and PE, where the year group is divided into two bands so that group size can be reduced to ensure Health and Safety requirements are met.

Pupils are placed in teaching groups, initially based on Key Stage 2 results, and subsequently using internal tests and exams. These are reviewed termly.

In Year 9 English, Maths and Science can set pupils within a band but for all foundation subjects pupils continue to be taught in teaching groups, based upon English setting.

### HX is highest ability and F lowest ability

Class	Approx. size
HX	30
HY	30
H1	30
H2	30
I1	18-25
I2	18-25
F/I3	12-15

*\*In the year 7 of 2021/22 we will have a year group of 165*

## Key Stage 4 Curriculum

Key Stage 4 pupils are split into two bands for Core subjects and these subjects then set within the band. There are seven sets for English, Maths, Science, ICT, Citizenship/RE and PE. Option blocks are then organised so that we can, whenever possible, create sets for optional subjects. Due to the Government's EBAC initiative, sets 1-4 do the English Baccalaureate (so must opt for a language and either History/Geography) – they therefore have a free choice.

This keeps us in a positive position when considering the governments EBAC targets of 75% by 2022 and 90% by 2025, even though our curriculum remains broad and accessible to all students. Set 5 must do 'a humanity' but sets 6 and 7 have free choice of all subjects.

## Statutory Curriculum

English, Maths, Science, Computing / IT, PE, RE, Citizenship, Sex Education, Careers and Work-Related Learning are the compulsory subjects, some of which can be taught across-the-curriculum.

## The Entitlement Areas

Provision must be made to allow pupils to opt for a minimum of one course from each of Arts/DT subjects, Humanities and MFL. Our 'Pathways' choices enable this requirement to be met. To enable some flexibility of choice at Key Stage 4, some market research is necessary and several models for option pools are floated to see which has the best fit with pupil choices, considering staffing and timetabling constraints.

In 2020 we started running Computer Science within the option blocks as an additional subject. This will be continuing for the second year.

## 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. Additionally, PP<sup>3</sup> pupils may also receive one-to-one tutoring for English and Maths which will be negotiated in a similar way.

## 2021-22 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.

### Year 7 (165 pupils)

Band Y	HX	ma8	en8	dt4 mu4	sc6	ar2	it2	cz2	gn4	re2	gy4	hi 4	pe4
	HY	ma8	en8		sc6	ar2	it2	cz2	gn4	re2	gy4	hi 4	pe4
	H1	ma8	en8		sc6	ar2	it2	cz2	gn4	re2	gy4	hi 4	pe4
Band S	H2	ma8	en8	dt4 mu4	sc6	ar2	it2	cz2	gn4	re2	gy4	hi 4	pe4
	I1	ma8	en10		sc6	ar2	it2	cz2	gn2	re2	gy4	hi 4	pe4
	I2	ma8	en10		sc6	ar2	it2	cz2	gn2	re2	gy4	hi 4	pe4
	F	ma8	en10		sc6	ar2	it2	cz2	gn2	re2	gy4	hi 4	pe4

*DT and Music run a rotation in the same 4-lesson timetabled slots during each academic year.*

<sup>1</sup> Special Educational Needs Support Staff

<sup>2</sup> Teaching Assistants

<sup>3</sup> Pupil Premium



## Year 8 (165 pupils)

Band Y	HX	ma8	en8	dt4 mu4	sc6	ar2	it3	cz2	gn3	re2	gy4	hi 4	pe4
	HY	ma8	en8		sc6	ar2	it3	cz2	gn3	re2	gy4	hi 4	pe4
	H1	ma8	en8		sc6	ar2	it3	cz2	gn3	re2	gy4	hi 4	pe4
Band S	H2	ma8	en8	dt4 mu4	sc6	ar2	it3	cz2	gn3	re2	gy4	hi 4	pe4
	I1	ma8	en9		sc6	ar2	it3	cz2	gn2	re2	gy4	hi 4	pe4
	I2	ma8	en9		sc6	ar2	it3	cz2	gn2	re2	gy4	hi 4	pe4
	F	ma8	en9		sc6	ar2	it3	cz2	gn2	re2	gy4	hi 4	pe4

*DT and Music run a rotation in the same 4-lesson timetabled slots during each academic year.*

## Year 9 (143 pupils)

Band R	T1	ma8	en8	b3c3p3	it3	pe3	re3	Ar Bp Gn Gn Gy Hi Bm Cn Hi	En Gn Gy Hi Hi Gn Gy	Ar Mu Pe Pd Dm Cs Bp Bp Ho
	T2	ma8	en8	sc10	it3	pe3	re3			
	T3	ma8	en8	sc10	it3	pe3	re3			
Band S	T4	ma8	en8	sc10	it3	pe3	re3			
	T5	ma8	en8	sc10	it3	pe3	re3			
	T6	ma8	en8	sc10	it3	pe3	re3			
	T7	ma8	en8	sc10	it3	pe3	re3			

## Year 10 (161 pupils)

Band R	T1	ma8	en8	b3c3p3	it4	pe3	re3	Ar Bp Gn Gn Gy Hi Hi Bm Cn Hi	En Gn Gy Hi Hi Gn Gy Ar Mu	Pe Pd Pd Dm Cz Cs Bp Bp
	T2	ma8	en8	sc9	it4	pe3	re3			
	T3	ma8	en8	sc9	it4	pe3	re3			
Band S	T4	ma8	en8	sc9	it4	pe3	re3			
	T5	ma8	en8	sc9	it4	pe3	re3			
	T6	ma8	en8	sc9	it4	pe3	re3			
	T7	ma8	en8	sc9	it4	pe3	re3			

## Year 11 (154 pupils)

Band R	T1	ma8	en8	b3c3p4	it4	pe2	re3	Ar Bp Cz Cn Gn Gn Gy Hi Hi	En Gn Gy Gy Hi Hi Gn	Ar Bp Ho Mu Pe Pd Pd Ar Dm Em
	T2	ma8	en8	sc9	it4	pe3	re3			
	T3	ma8	en8	sc9	it4	pe3	re3			
Band S	T4	ma8	en8	sc9	it4	pe3	re3			
	T5	ma8	en8	sc9	it4	pe3	re3			
	T6	ma8	en8	sc9	it4	pe3	re3			
	T7	ma8	en8	sc9	it4	pe3	re3			