



Corfe Hills School

High Expectations | Exceptional Individuals

Curriculum Policy Management Policy Document

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Curriculum Aims

The School will:

1. Provide a curriculum which is broad, balanced, knowledge rich and which offers equal opportunity to all students.
2. Equip pupils with the knowledge and cultural capital they need to succeed in life.
3. Deliver a curriculum that is varied, stimulating and dynamic; developing an approach that leads to highly effective learning now and one that creates a love of learning in the future.
4. Provide open, clear and well informed guidance to enable students to make appropriate personal choices. This will include guidance regarding the benefits of the English Baccalaureate group of subjects.
5. Provide students with an understanding of the contemporary issues that face citizens in a democratic and pluralistic society (see also Spiritual, Moral, Social and Cultural Policy (SMSC) in a way that is useful to them now, a way that will stimulate their future understanding, in a way that encourages their future involvement in local, national and international issues.
6. Promote and support students' physical development and responsibility for their own health, and enable them to be active.
7. Regularly review the curriculum in a way that involves all of the stakeholders.
8. Provide the best facilities, resources and learning environment the budget will allow.
9. Enable subject teams to plan and sequence the curriculum to provide the students with the maximum possible opportunities for progress.
10. Produce and keep up to date curriculum maps and schemes of work for all taught courses. These will include, where applicable, the National Curriculum requirements; concepts, knowledge and skills; teaching methodologies; subject specific vocabulary; assessment methods; links across the curriculum and homework.
11. Facilitate effective team management, leadership of, and active participation in, the development of schemes of work and high quality teaching materials.
12. Facilitate curriculum liaison and exchange of information with pyramid schools through regular meetings and agreed schemes of work.

Success Criteria

- a. A broad balanced curriculum for all students with choice and equality of opportunity.
- b. High quality achievement especially in the form of examination success with students realising their full potential when measured using value-added criteria.
- c. High standards in the basic skills of literacy, numeracy, Information Technology and independent learning.
- d. High levels of student motivation, self-image and the development of good social skills with the confidence to apply these in personal relationships.
- e. A curriculum recognised as appropriate by students, parents, staff and governors.
- f. Comprehensive curriculum maps and schemes of work for all years in all subjects developed by staff who are actively involved in the process.
- g. A range of appropriate teaching and learning methodologies underpinned by Corfe Hills School Principles of Teaching.
- h. High quality delivery of the curriculum supported by a wide range of resources.

- i. Active pyramid liaison resulting in a continuous curriculum from 5 - 19 years with a full exchange of relevant information.
- j. The provision of and participation in a wide variety of extra-curricular activities by both students and staff to maximise the breadth of student experience.

In developing and implementing this policy and procedures, careful consideration will be given to any adverse impact there may be on any particular groups based on the issues of diversity and the need to eliminate any such adverse impact. This policy has been assessed for negative impact on diversity.

Links with other Policies

This policy links to the following policies:

- Relationships and Sex Education (RSE) Policy
- Special Education Needs (SEND) Policy
- Review of Internal Non examined assessment policy
- Equality Information and objectives

Appendix 1: Curriculum Intent Statement

At Corfe Hills School, students learn to the max in all that they do. Our intention is to ensure all students make outstanding progress and develop in their character and creativity. High expectations underpin every lesson and every conversation.

We value every member of Corfe Hills School community and we are committed to developing exceptional individuals who excel in, and beyond, the classroom. We believe that a broad, deep and knowledge rich curriculum leads to excellent outcomes and prepares our students to make a positive lifelong contribution to society.

At Corfe Hills School, students will:

- experience a **knowledge rich** curriculum;
- develop **character** and **creativity**;
- **learn to the max** every lesson;
- be equipped to make a **positive lifelong contribution to society**.

Students experience a knowledge rich curriculum

1. At Corfe Hills School, students access a broad, deep and knowledge rich curriculum that is more ambitious than the National Curriculum.
2. Our students have access to a wide range of subjects for as long as possible including two modern foreign languages at KS3 with the option to continue both at KS4.
3. At KS4, all students have access to the English Baccalaureate (EBacc) pathway and are strongly encouraged to consider this pathway when making their options choices.
4. Our curriculum supports physical development and promotes positive attitudes to health and wellbeing.
5. Our curriculum is expertly planned and sequenced to enable all students to progress to clearly defined end point.
6. Our curriculum provides every student equal opportunity for success, including the most vulnerable.
7. Our curriculum enables all students to develop a love of reading and closes the vocabulary gap.
8. Our curriculum aims to close the cultural capital gap through deliberate choice of curriculum content and learning experiences.

Students develop character and creativity

1. At Corfe Hills School, every encounter is underpinned by the Corfe Hills Way and our First Impressions Cards ensure every student is clear about the expectations of a Corfe Hills student.
2. All students in years 9 and 10 participate in The PiXL Edge which is a character development programme that focuses on key areas of Leadership, Organisation, Resilience, Initiative and Communication. Students are supported to be proactive in developing character through exposure to new activities, challenges and experiences.
3. Sixth Form students complete the Senior Diploma, a personal development programme that combines aspects of personal and professional development as well as raising confidence and developing aspiration.
4. Students at Corfe Hills School participate in a wealth of extra-curricular opportunities that are designed to be accessed by all.
5. Excellence in sport and the performing arts are promoted through a wealth of annual events including our outstanding school productions, Dance Live, sports teams and sports tours.

Students learn to the max every lesson

1. Our ambition to ensure all students 'learn to the max' is communicated clearly and frequently to all students and their parents. Students are explicitly rewarded for 'learning to the max' through the school's rewards system.

2. We wholeheartedly believe that behaviour is the bedrock of all learning experiences and ensure that students experience calm, safe and efficient disruption free learning environments.
3. All learning experiences begin with a low stakes quiz that ensures prior knowledge is embedded and any knowledge gaps are identified.
4. Learning is maximised by being sequenced to build upon prior knowledge and to address knowledge gaps
5. Students receive regular and purposeful feedback that drives their improvement and ensures they are clear regarding their areas of strength, areas for development and actions to achieve targets.
6. Students are trained and supported to develop effective learning habits.

Students are equipped to make a positive lifelong contribution to society

1. We deliver an excellent education that ensures every Corfe Hills student can achieve exceptional outcomes at both KS4 and KS5.
2. We are committed to the personal development of the whole student through spiritual, moral, social and cultural experiences to ensure that they are prepared for life in modern Britain. Students are encouraged to take part in a range of sporting, cultural and charitable activities.
3. We provide excellent careers education, information, advice and guidance to ensure that every student has access to the best progression routes available at post 16 and post 18. Students are offered opportunities to experience the world of work, visit universities, colleges and local businesses in addition to external speakers providing impartial information in workshops and assemblies.
4. We are committed to providing a wealth of opportunities for students to develop leadership skills through our house system, prefect team, sixth form leadership and a wealth of other opportunities both within the school and in the local community.

Appendix 2: The English Baccalaureate (EBacc)

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths. The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.

Corfe Hills School provides all students with guidance and advice on the benefits of studying the EBacc group of subjects. Corfe Hills School recommends that all students strongly consider the EBacc as a pathway but must do so in the context of their intentions beyond GCSE.

The EBacc is made up of the following:

- English language and literature
- maths
- the sciences
- geography or history
- a language

Appendix 3: Spiritual, Moral, Social and Cultural Development, including Fundamental British Values at Corfe Hills School

Introduction

All schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their students. Through ensuring students' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Our Vision

At Corfe Hills, the promotion of SMSC development and fundamental British Values is embedded through our vision of High Expectations, Exceptional Individuals and The Corfe Hills Way. Our aim is to enable our students to be equipped to make a positive lifelong contribution to society.

To promote students' SMSC, we will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Opportunities to develop SMSC will be embedded both within the curriculum and through extra-curricular activities. The list below contains examples of some of these:

- Student voice/council meetings
- Senior Diploma
- House competitions
- PiXL Edge to develop leadership skills, organisational skills, resilience, initiative and communication
- Youth Parliament
- Citizenship Day
- Student leadership roles and responsibilities in every year group that include: Anti-Bullying Ambassadors, Well-Being Ambassadors and Eco -Champions
- Debating club
- Charity work, including the Sandwalk
- Volunteering
- Community Events such as Knit and Natter and the Grandparents Christmas Party
- The Corfe Hills Way and First Impressions Cards

The list below describes the understanding and knowledge expected of students as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

We will embed fundamental British Values via our opportunities to develop SMSC (as above), and specifically:

Democracy: The House system develops opportunities for leadership and enables students to actively promote their own views and effect change.

The Rule of Law: Through our First Impressions Cards, we seek to develop a capacity in students for appropriate behaviour which arises not from self-interest, but from an understanding of their own responsibility in maintaining a cohesive community, and the consequences when rules are not followed.

Individual Liberty: Through supported decision-making such as Year 9 and post-16 options, students are encouraged to make choices knowing they are in a safe and supportive environment. They are encouraged to know, understand and exercise their rights and personal freedoms whilst also understanding their responsibilities.

Mutual Respect: At Corfe Hills School, through The Corfe Hills Way, we establish a concern for justice, honesty, truth and respect for individuals, each other and the environment. The school actively promotes courtesy and good manners towards all members of our community.

The school will actively monitor and tackle all forms of bullying and harassment (this includes cyber-bullying, prejudice - based bullying related to physical appearance, SEND, gender, race, religion and belief, sexual orientation or gender reassignment).

Corfe Hills School will actively challenge students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views and report as appropriate.