



Principles

Our curriculum is based on the principle that young people need **knowledge** about the world in order to make sense of it; **understand** it and be **independent** adults able to improve and affect society positively. Every young person leaves the school with set of **academic qualifications** that enables them to have choice about their futures. Alongside this, our curriculum prepares students for life beyond school by developing **skills** such as resilience, independence and an awareness of the world they will enter. This includes the understanding of **British Values** and a willingness to engage in and learn about **ethical, philosophical and religious issues** with maturity, respect and tolerance.

The **extracurricular opportunities** offered by the school are varied. We expect and support all our students to participate in fundraising, community activities, teambuilding, educational trips and memorable experiences.

***In 2021/22;** some of our actions and implementation may be affected or impeded by the arrangements and guidance in relation to the coronavirus pandemic though it is anticipated that the academic year will see a return to a more normal circumstance in terms of our curriculum provision.

Purpose

The curriculum has been developed with two core purposes:

1. **To teach and develop the skills required for successful adulthood in modern British society and beyond.**
2. **To teach the knowledge and content required to successfully leave the school with high currency qualifications enabling students to enter the next phase of their choice.**

Each subject has identified the body of knowledge it sees as the most powerful topics for our students to understand. At KS3 this complements the more rigid knowledge specified in the KS4 and 5 specifications. Schemes of learning have The National Curriculum (DFE 2014) at their heart but recognise the skills, assessment styles and content required in new Level 2 (GCSE) and Level 3 (A Level) specifications. Schemes of learning have been planned in order to maximize opportunities to assess and ensure that students have learnt well and can remember and apply their new knowledge and skills.

Aims

We aim to develop a curriculum that supports the key values of the school:

Honesty

Ambition

Support

Respect

Equality (and equity)

In addition, we aim to:

- Challenge all students through the implementation of our curriculum regardless of prior attainment
- Be fully inclusive whilst ensuring the curriculum is suited to the needs of the child
- Offer students pathways that cater for their aspirations and educational requirements
- Retain the breadth offered at KS3 whilst enabling students to try KS4 subjects in Year 9
- Enhance the formal curriculum through a varied extra-curricular offer and opportunities to gain Cultural capital through memorable experiences.

The school encourages and supports its disadvantaged students to participate in activities that will enhance their aspirations and confidence to learn as well as complementing their academic progress.

Organisation (implementation)

KS3 Curriculum Model 2021-22:

All students follow a broad range of subjects aligned to the National Curriculum in Years 7 and 8. The majority of subjects are taught in mixed ability groupings with Mathematics being taught in groups based on prior attainment in maths after an internal assessment. These sets are fluid and students can easily move between them.

There are 50 lessons in a fortnightly timetable (Character and Culture is taught on a rolling lesson each fortnight). The subjects are allocated as is shown below in each year group/ Key stage:

Year 7	Lessons per fortnight	Grouping arrangement
English *	7	Mixed
Mathematics	6	Set by ability after initial assessment
Science	6	Mixed
Art	3	Mixed
Computing	2	Mixed
Design Technology	4	Mixed
Drama	2	Mixed
Geography	4	Mixed
History	4	Mixed
MFL (Spanish or French)	4	Mixed
Music	2	Mixed
PE	4	Mixed
Character and Culture	Rolling lesson	Mixed
RE	2	Mixed
Total	50	

*Additional literacy lessons are delivered to a small cohort for 3 periods a fortnight. They are withdrawn from different subjects in order that they retain their curriculum entitlement

Year 8	Lessons per fortnight	Grouping arrangement
English	7	Mixed
Mathematics	6	Set by ability
Science	6	Mixed
Art	3	Mixed
Computing	2	Mixed
Design Technology	4	Mixed
Drama	2	Mixed
Geography	4	Mixed
History	4	Mixed
MFL (Spanish or French)	4	Not set for majority taught in single sex groupings. Lower group created to support those who find MFL most challenging
Music	2	Mixed

PE	4	Mixed
Character and Culture	Rolling lesson	Mixed
RE	2	Mixed
Total	50	

*Additional literacy lessons are delivered to a small cohort for 2 periods a fortnight. They are withdrawn from different subjects in order that they retain their curriculum entitlement

Year 9

The curriculum in Year 9 is designed to enable students to follow the subjects they feel interested and passionate about whilst they continue to study the requirements of the National Curriculum. Students study a broad range of subjects and the content of the year prepares them for GCSE study in years 10 and 11. The range of subjects they choose are from blocks of related subjects and enables them to retain a broad curriculum whilst sampling 'new experiences' from subjects they will not have studied previously. The core curriculum is integral to the year. When options are finally decided, the EBACC suite is promoted for the majority of our students.

Computing is offered at GCSE (in New experiences for Y9). However, all students are able to develop computing and IT skills through the different subjects in the wider curriculum and additionally, developed in Flexible Learning Days.

Year 9 <i>(core subjects are in bold)</i>	Lessons per fortnight	Grouping arrangement
English	8	Banded according to target grade
Mathematics	7	Set by ability
Science	9	Set by ability
Expressive Arts/ DT	(3 x) 3	Mixed
Humanities	(2 x) 3	Mixed
MFL (Spanish or French)	3	Mixed
New subjects	(2 x) 2	Mixed
PE	2	Mixed
Philosophy & Ethics	1	Mixed
Character and Culture	Rolling lesson	Mixed
Total	50	

Additional Support and SEN

Literacy catch up lessons will take place through a withdrawal programme and early morning intervention

The Expressive Arts/ DT Suite (3 of these subjects will be studied and this will include a DT subject)

- Art and Design
- Drama
- Music
- Food Preparation and Nutrition
- Graphics
- Resistant Materials

The Humanities Suite (2 of these subjects will be studied)

- Geography
- History
- Religious Studies

The 'New Experiences' Suite (2 of these subjects will be studied)

- Business Studies (Enterprise and marketing)
- Computer Science
- Media
- Sport (leading to GCSE PE or BTEC Sport)

Key Stage 4: (Years 10 and 11)

Year 10 sees the start of formal GCSE/Level 2 studies. The vast majority of students will study for 9 or 10 qualifications with a small number dropping to 8 whilst also following an option that involves developing skills for life (ASDAN level 1 or 2) and functional English. All students study the core subjects and continue to have lessons in Character and Culture; RE/ philosophy and PE.

Year 10 (2021/22)	Lessons per fortnight	Grouping arrangement	Year 11 (2021/22)	Lessons per fortnight	Grouping arrangement
English	9	Banded according to target grade	English	9	Banded according to target grade
Mathematics	8	Set by ability	Mathematics	9	Set by ability
Science	9	Set by ability	Science	9	Set by ability
PE	3	Not set	PE	2	Not set
Character and Culture	Rolling lesson	Not set	Character and Culture	Rolling lesson	Not set
RE/ philosophy	1	Not set	RE/ philosophy	1	Not set
4 x options	(4 x) 5	Not set	4 x options	(4 x) 5	
TOTAL	50			50	

Level 2 Qualifications

GCSE	English Language, English Literature, Mathematics, Statistics, History, Geography, RE, Chemistry, Biology, Physics, Combined Science* , Art, Media Studies, Drama, Product Design: Resistant materials or Graphics, Food, PE, Computing, French, Spanish
Vocational courses	Btec Music, Sports Studies, Health and Social Care Cambridge Tech: Enterprise and Marketing.

In years 10 and 11 students choose 4 additional subjects to study alongside the emboldened core subjects. Students will follow the combined (double) science award. If students opt for Triple Science, they choose 3 additional subjects. In year 10, Health and Social Care is introduced as a choice for options.

Computing

All students cover the National Curriculum through discretely taught lessons in Years 7 and 8. Computing can be studied from Year 9 onwards and chosen as a GCSE subject. The NC for Computing is covered through online safety lessons in Character and Culture and embedded in the assembly/ theme for the week tutor activities or through safeguarding or other national initiatives.

The use of ICT supports the delivery of subject specific learning but also develops their ability to select and use a range of software for different purposes; for example, to research, plan, collate and present.

Additional Support and SEN

The curriculum aims to be fully inclusive and all teachers are considered to be teachers of SEN. Students are educated in mainstream classrooms with their peers. There are intervention activities delivered in the mornings and through additional literacy catch up. These may be individual or in small groups. All students have a full choice of subjects through the option process and advice is given regarding suitability for courses. This ensures that there is a good breadth of provision and personal interests and ambitions are accounted for. The use of students 'Toolkits' ensures that learning needs can be accommodated when planning delivery of the curriculum. There are regularly reviewed and monitored using the plan-assess-do-review approach.

➤ **Literacy provision**

For some students, there is the need to enhance or boost literacy skills in order that they can cope with the demands of the curriculum. Additional literacy skills are delivered through a withdrawal from lessons within the main curriculum or through a functional-skills (level 1) option in KS4 to complement the level qualification in English. All students who may require additional support with literacy continue to attend their full curriculum entitlement.

We assume and expect that all teachers are teachers of literacy and reading ages are tracked in years 7-9 through the use of the Accelerated Reader programme and the STAR reading tests.

Literacy is promoted through the pastoral programme in which there is a dedicated weekly activity and reading timetable.

➤ **Alternative provision**

Very occasionally, a student may be educated by an off-site provider for part of their curriculum. This is closely monitored and reviewed to ensure it meets the needs of the student and that progress is being made. A 'revolving' door approach is taken whereby a return to mainstream curriculum is a desirable outcome unless the school is unable to deliver the course, eg. Vocational qualification at College. Within this bespoke curriculum, a consideration is taken of the need to study the core curriculum at level 2 alongside level 1 and 2 qualifications. In September 2021, a small group of students in years 10 and 11 will be involved in a programme in school aimed at supporting engagement in learning; promoting employability skills and successfully completing modules from the ASDAN level 1 or 2 qualifications and functional skills course. This will continue alongside the full suite of subjects studied at GCSE or equivalent.

➤ **Learning Recovery/ COVID Catch-up**

Students at Kineton have continued to study the full curriculum during the pandemic and have had access to all subjects throughout school closure periods. However, the school recognises that the significant loss of face-to-face learning during the pandemic may have had an adverse effect on students' academic and social progress.

- **Amendments to curriculum plans:** All subjects have reviewed the approach they take to ensuring that key knowledge and understanding is learnt effectively. There are various strategies employed for example, stripping back the curriculum to ensure that students have the most important elements to enable them to progress further, or building in additional checkpoints and revisiting opportunities.
- **NTP and catch-up funding:** The school utilises this funding for targeted intervention with Maths and English primarily
- **Intervention programmes within school:** These take place within and outside of curriculum time and are targeted for students who are behind or struggling with aspects of the curriculum. There is an intervention team who work with GCSE students at the start of the day for example.
- **Behaviour for learning:** The behaviour policy has been relaunched to take a restorative practice approach within a clear framework of expectations. This will support students in reintegrating back into normal routines and social interactions.

Character and Culture

All students undertake Character and Culture from Y7-Y13. The aim of the Character and Culture curriculum is to help develop every individual holistically so that they leave school with the skills and attributes required to be a respectful and active member of society. Issues related to protected characteristics and diversity are taught within this curriculum alongside the pastoral and tutor programme.

The curriculum is delivered through 4 specialist teams:

- Relationship and Sex Education
- Healthy Lifestyles
- Employability
- Citizenship

Within each of these 4 areas pupils will acquire the knowledge, skills and understanding to:

- Develop effective and safe relationships
- Develop independence and responsibility
- Develop self-awareness, confidence and positive self-esteem
- Learn to keep themselves and others safe
- Learn to respect the differences between people
- Learn how to live a healthier and safer lifestyle
- Make a positive contribution to society

The curriculum is also supported through a number of Flexible Learning days whereby students are able to build on and apply the skills and knowledge learned in lessons. These days often include visits from guest speakers or organisations such as St Johns' Ambulance; The Fire Service; The RSC.

Wider Learning and Personal Development:

➤ Religious Education

Through KS3, students have one RE lesson per week, engaging with a wide range of topics in line with the Warwickshire SACRE agreed syllabus. In Year 7 the topics that are studied include Philosophical Questions, Religious Festivals, and History of God. In Year 8, students will focus on a different religion and a core value within it, each half term. The KS3 scheme of learning has been designed to help students develop their understanding and tolerance of a range of religious and non-religious perspectives. Students are also encouraged to develop their critical thinking, debating and evaluative skills.

At KS4, RE is available to study as a GCSE option. We deliver the Edexcel Spec B course which explores Islam and Christianity in great depth, whilst also considering Muslim, Christian and non-religious responses to a range of philosophical and ethical issues. As well as this, the statutory RE provision is met through a fortnightly Philosophy and Ethics lesson through Year 9, 10 and 11. The scheme of learning focuses on exploring ethical issues, philosophical theories, global and local citizenship, and the key beliefs of a range of religions.

➤ Careers and work-related learning

The Careers and Work Experience curriculum from Years 7 to 13 is taught through the Character and Culture curriculum and supported through the pastoral programme.

The Character and Culture curriculum includes careers schemes of work, in each year group, from year 7 through to Year 11. The programme content covers self-development through careers and work-related education, careers exploration and careers management. The schemes of work are positioned within the academic year to ensure that students receive timely and supportive CEIAG at key transition points. This includes support with the Options process in Years 8 & 9, preparing for work experience and post 16 and post 18 pathway choices. All year 10 students will participate in our Work Experience Programme and Business and Enterprise Activities Week. Visits to colleges, careers events and outside speakers will be arranged according to the needs of individuals or targeted groups of students.

All Key Stage Four students will receive one or more one to one careers interviews to help support them in their post-16 pathway choices. All students in Key Stages 3 and 4 have the opportunity to request individual careers interviews. Tutors can also request an interview for students for whom they think it would be beneficial. Students at risk of falling into a NEET category or those who lack aspirations are given priority.

As a part of the year 12 and 13 Study Programmes, students receive CEIAG through timetabled lessons, once per fortnight, delivered by their tutors. Here they will explore the full range of options and opportunities open to them, continue with self-development through careers and work-related learning and develop their knowledge and understanding of careers management. Students are supported throughout Sixth Form by their tutors and all have the opportunity to request one to one careers guidance meetings. Support is given for applications to University or other pathways via individual expert guidance. There is a dedicated tutor responsible for guiding students through the UCAS system.

In addition, students of all ages (depending on focus of presentation) are invited to Business Breakfasts where employers and employees meet with students to share their experiences and give advice and guidance on achieving career goals.

Due to the 2020/21 pandemic there was significant alteration to the planned programme of work experience opportunities. The school secured online opportunities for Y10 through a bought-in package and other virtual experiences where these aren't possible; it is anticipated that students will be able to attend their chosen work experience location in 2022.

➤ **Extra-curricular activities**

Enrichment is a key part of the student curriculum experience at Kineton High School. There are varied and wide opportunities for getting involved across the key stages. Learning in these experiences enhances and 'joins-up' the main curriculum and take up is strong. The school considers participation in extra-curricular activities vital to developing skills for life and encourages students to get involved. Out of hours learning includes activities such as: Sports clubs, Debate club, Science, Maths and English Clubs; Musical Society.; Duke of Edinburgh award scheme (the school has high take-up for this challenge at Bronze, Silver and Gold levels). Additionally, students can join Art club; E-sports and computer clubs and a range of catch-up and revision classes on a weekly basis. In 2021-22, students in Year 7 have a 'Cultural Passport' in which activities they undertake within the 'Arts' umbrella are rewarded whether undertaken at home or in school.

➤ **Memorable experiences**

Throughout their time at Kineton, students are presented with opportunities to have exciting and interesting experiences each year; these may complement the formal curriculum or take place within the extra-curricular and enrichment curricula. We believe that these experiences build social and cultural capital and ensure that their time at the school is happy and rewarding. Many of these involve activities that are Charity based fundraisers, such as sponsored walks or the Mini-Marathon; Charity Week or the Christmas fayre, which also develops entrepreneurial skills.

Students are also encouraged to go on the vast array of trips that are offered in the school; financial barriers to these memorable experiences are overcome wherever possible. Recent trips include; numerous theatre visits; Poetry Slam competition and workshops at Compton Verney; Imperial War Museum; Iceland; Team building trips such as the Y9 Devon trip; Art and Photography trips; Languages trips to Spain and France; Cadburys' world; Food and Nutrition trip to Chinese supermarket; cultural visits to New York and an expedition to Peru with Camps International.

KS5 Curriculum

The Sixth Form curriculum offers a broad variety of opportunities for a wide range of abilities and interests. It is designed to ensure that students are able to tailor their pathway according to their interests and ability. It includes a combination of traditional 'facilitating' A Levels alongside vocational/ applied courses. In addition to their curriculum studies, Sixth Form students take on many leadership roles within the school and are expected to act as role models to the wider school community.

Sixth form Offer 2021-22:

The Character curriculum post-16 with a lesson delivered team. This, pastoral and programme of spiritual, and cultural health and and RSE. A P4C taken within the programme. qualification is intended to development as explore and they are about in an enquiry. This enrichment which students

- Gold
- EPQ
- Business enterprise project
- Digital Award Scheme (IDEA)

Year 13 (A Level unless stated)	Year 12 (A Level unless stated)
Art	Art
Biology	Biology
Business (L3 Camb Tech)	Business (L3 Camb Tech)
Business Studies	Business Studies
Chemistry	Chemistry
ICT (L3 Camb Tech)	Computing
Drama (BTEC)	Drama
English Language	English Language
English Literature	English Literature
Further Maths	Further Maths
Geography	Geography
History	History
L3 EPQ (Y13)	L3 EPQ (Y12)
Maths	Maths
PE	Sport Btec L3
Photography	Photography
Physics	Physics
Psychology	Psychology
Sociology	Sociology
Music (BTEC)	French

and Culture extends into dedicated by the tutor alongside the assembly covers elements moral, social education; employability approach is tutor The EPQ additionally support this students research a topic passionate independent forms part of an offer post-16 in choose from: Duke of Edinburgh

Home learning

Home learning at Kineton High School will be set through Microsoft Teams.

When set appropriately home learning forms an integral part of every student's learning experience. It can be used to consolidate previous learning, check previous learning or even to develop key skills and new knowledge. Furthermore, homework encourages students to engage with their peers, parents and other adults in their learning.

In order to be purposeful home learning must be appropriate to the student, however, this can be through a range of outcomes as well as a range of tasks. One of the most important elements of home learning is the self-discipline, organisation and perseverance that students develop through it.

How much home learning should be expected?

We acknowledge that the amount of time spent on home learning will vary from individual to individual and from subject to subject, not least due to individual aptitude in, and engagement with, different tasks. However, as a guideline, the following amounts of homework are expected per subject:

Year 7 and 8: a minimum of 20 minutes (per subject per fortnight). ILTs will be set in: Art, History, Geography, ICT, DT, Science

Year 9: 30 minutes

Year 10 and 11: 40 minutes

Year 12 and 13: 1 hours additional work per hour taught.

Assessment and reporting

Students are assessed during lessons through teaching strategies and low stakes testing. Through personalised marking and feedback within lessons and through written comments. The school uses the F (feedback) A (action) R (response) approach to encourage students to act upon gaps in knowledge or understanding and to help them embed learning. This will be carried out in line with curriculum plans devised by the subjects.

Summative tests or assessments take place in order to give teachers the information required to provide current levels and predictions three time per year per year group. The dates are published in the school calendar each year (termly) and parents receive a short (interim) report, which also provides information about their child's attitude to learning.

Students in KS3 are assessed early on entry to the school through CATs and baseline subject assessments. This enables each subject to identify an age-related pathway for every KS3 student. Going into KS4 and within Year 9, this is converted to target grades for each subject which are calculated to ensure they are aspirational for all.

Quality Assurance

Kineton High School ensures that the implementation of the curriculum is matched to its aims and purpose and is consistently delivered through a range of quality assurance processes. These are identified on a whole school QA calendar. Activities such as the ones cited below all support in ensuring that the school strives to enact the intentions and purpose laid out at the start of this statement.

- Student focus groups
- Book looks and work trawls
- Staff reviews and training days
- Lesson drop-ins/ learning walks
- Observations
- Curriculum reviews and exam analyses

Kineton High School Autumn 2021

