

Curriculum Policy

John Kyrle High School



“Every student at JKHS; irrespective of ability or background can access an ambitious, carefully sequenced, knowledge-rich curriculum that best prepares them for the next phase of their life.”

Approved by:

ASSISTANT
HEADTEACHER
Curriculum James
Bolt

Date: September 2024

Last reviewed on:

September 2024

Next review due by:

September 2026

1. Curriculum intent

Our aim is that we want every student at JKHS; irrespective of ability or background can access an ambitious, carefully sequenced, knowledge-rich curriculum that best prepares them for the next stage of their life.

We aim for our curriculum to offer

- Ambitious Breadth; a range of skills and content covered in a range of subject areas.
- Accessibility; offering a range of different qualifications and subjects that are achievable but academically challenging for all
- Relevance; developing all students' skills and knowledge so they are best prepared for the next steps.

The John Kyrle Curriculum follows the *John Kyrle Way*. Students will follow a carefully structured and ambitious curriculum that builds schema over time and ensures learners revisit and consolidate learning, where powerful knowledge and skills are prioritised. Curricula is built sequentially with well-planned manageable chunks, with student practice after each step. Following the spiral curriculum model. There should not be too much new material at any given time but built via progressive schema. The curriculum should pre-empt and tackle high frequency misconceptions and errors.

'Do it now' tasks in lessons will allow for both retrieval and interleaving of topics. The forgetting curve should be considered within curriculum design together with clear opportunities for spaced learning and interleaving. This revisiting and consolidation embed the knowledge students acquire in their lessons following the *John Kyrle Way*. Ultimately, we want all students to learn more and remember more in this knowledge rich curriculum.

Our students will be well informed so that they experience and remember the powerful knowledge which will allow them to understand the local area around them but also be aware of global and national contexts. We want their learning ambition not only to reflect the range of qualifications but also to enjoy learning for its own sake.

Through our 3Rs program, students will be *Ready, Respectful and Resilient*. We want students to be ready for the next steps in their learning and life, respectful and knowledgeable about the wider world and resilient enough to challenge themselves.

Our students need to be ready for the world in the next phase of their life; to have gained a range of qualifications which reflects their full potential. Have the knowledge and experience of both the local area of Ross on Wye and the wider world through effective RESPECT curriculum and Careers Education.

Our students will also be resilient in their approaches to learning. They should be ambitious in their aspiration and understand the concept of *struggle makes you stronger*.

Throughout their time with us, our students will have experiences and opportunities that they enjoy, are life-affirming, relevant and useful all whilst allowing students to feel successful. JKHS students should leave us well-prepared for further study or employment in the 21st Century Global marketplace. From visits to CERN, Switzerland, to tours of South Africa and work with our twin town of Namutumba in Uganda we allow students to understand the world beyond Ross on Wye and its surrounding areas. The promotion of British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, underpin our curriculum, teaching and community.

Ultimately, our students will be able to confidently sit at any table – from board room to kitchen table with the foundation of skills and knowledge to fulfil the needs of the local community but also to compete on a global platform.

Adaptive teaching, with guidance from the student support guides will allow those students with Special educational needs to achieve at all levels. The John Kyrle Way should support all learners but especially benefits those with SEND.

KS3

In years 7 to 9 we base our programmes of study on the National Curriculum. Students study the core subjects of English and Maths for three hours per week in Years 7 to 9. They have three and a half hours of Science, increasing to four and a half in Year 9. The full allocation of timing can be seen in Appendix 1. In addition to core subjects, students in Years 7 to 9 study:

- History
- Geography
- Technology (encompassing a wide range of areas of study including food, textiles, wood, metal, graphics ...)
- Religion and Worldviews (following the locally agreed syllabus)
- ICT (including Computer Science, IT and media work)
- Music
- Art (using a range of materials and techniques)
- Drama
- Physical Education
- Modern Foreign Languages. (Students study all three languages of French, German and Spanish in Year 7, choosing to specialise in one of these in Year 8).

KS4

At Key Stage 4, students follow a core provision of:

- English (Language and Literature)
- Maths
- Science (includes teaching from specialists in Physics, Chemistry and Biology)
- Physical Education
- Religious Studies (short course)

At both Key Stage 3 and Key Stage 4 we set students on prior attainment in core subjects (English, Maths, Science) so that learning can be effectively tailored. This setting is flexible and reviewed regularly to ensure that students are most appropriately placed. They are also able to opt for a wide variety of Option subjects at GCSE or BTEC. We provide full access to the English Baccalaureate subjects and strongly encourage students to consider this route.

We believe in providing an ambitious but accessible curriculum raising aspiration and opportunity via a challenging academic provision. The curriculum at KS4 remains broad, balanced and ready to meet the needs of our students and provide a breadth of qualifications preparing them for the next steps.

- French, German, Spanish
- History
- Geography
- Technology – choose from: Product Design (Metal or Wood focus), Graphics, Food, Textiles or Construction
- Computer Science and ICT
- Business Studies
- Music (GCSE) as well as BTEC Tech Award in Music Practice
- Art and 3D Art
- Physical Education GCSE
- RE (full course GCSE)
- Drama
- Child Development
- ASDAN
- Functional skills (for Maths and English)
- IGCSE English as a second language for our EAL students

KS5

We have a broad curriculum on offer including Criminology, Psychology, Sociology, Mathematics and Further Maths, Chemistry, Biology, Physics, Geology, English Literature and English Language, Drama, Geography, History, Product Design, Religious Studies, Business (BTEC and A Level), Computer Science, BTEC IT, French, Spanish, German, Music BTEC Music, Art and Design, Textiles, 3D Art and P.E.

Students at Key Stage 5 have the opportunity to enrich their studies and strengthen their future applications by studying Core Maths alongside their A Levels. Core Maths is worth half an A Level and carries UCAS points for university applications. It focuses on 'real life' maths, including mortgages, taxes, credit scores, and loans, which are highly valued in Study Voice feedback. Additionally, students can undertake the EPQ (Extended Project Qualification) on a topic of their choice, also worth half an A Level and UCAS points. The curriculum also covers the world of work, including applications, CV writing, post-18 plans, and careers advice, as well as Respect, dealing with topics such as healthy relationships, substance abuse, and equality. Our KS5 curriculum equips students for future life.

Our curriculum caters to individual needs at all levels. Some students benefit from additional English and Maths support and alternative qualifications in some instances. This ensures that they remain ambitious, whilst recognising their skill sets. We are proud of our flexibility and adaptability. Our curriculum at KS3 prepares students for study in Years 10 and 11 and our KS4 provision opens doors for students into the Sixth Form, Colleges or employment with training.

Our 'Haven' provision is an onsite bespoke alternative provision that prepares and ensures that students are supported to access a full broad and balanced curriculum.

Respect

All years have time built in to work with their tutor during the tutor time sessions each morning. They follow a RESPECT program of Social, Moral, Spiritual and Cultural Education via Tutors, assemblies, subjects and via visitors and one-off events.

The aim of Respect is simple: we want the students to respect the laws of this country, the British Values, respect each other, and respect their bodies, have pride in themselves and lead happy lives.

Careers

Our comprehensive Careers program is completed within 'World of Work' sessions completed during tutor times. Students follow a range of activities to develop their understanding of the opportunities that afford them in their future lives. We understand that students "Can't be what they can't see" and aim to broaden their perspectives of the local and national labour markets through visits, external speakers and assemblies from local training providers such as Hereford and Worcester

Group Training, Hereford and Ludlow college amongst others. Our annual Careers Convention offers both national and local employers and training providers to share the opportunities that are available to students. We offer bespoke work experiences to students and share opportunities for these, college open days, apprenticeship opportunities such as the large number sent to the ACCXEL training organisation specialising in construction to the hospitality industry. These local and national opportunities are shared in in our half termly careers bulletin.

Within the Sixth Form, the guest speaker program is designed to invite guests from a variety of career providers to share their experiences and inspire students. These include the armed services, apprenticeship and degree apprenticeship providers, former students and local business professionals. The annual UCAS convention trip starts the UCAS application process, where all students are encouraged to be highly ambitious. All students receive tailored, post-18 support from the Head of Year, Careers advisor and Tutor team, with 'first choice futures for all' as the focus, this continues post results day.

Extra-Curricular

This rich provision allows students to follow their interests, pursue areas via deep learning if they wish or develop a broad portfolio of skills. Enrichment activities are a key part of our curriculum, to help develop them holistically. We do this via the Duke of Edinburgh's award scheme, concerts, music events, talent shows, opportunities to travel all over the world, exhibitions of art, technology and other work both here at school and in the community, and a fantastic provision of sports teams and fixtures. We believe we prepare the adults of tomorrow for the world of work and life beyond the formal classroom.

Within the Sixth Form, students take on the role of subject ambassadors, they support the Reading Scheme with KS3 and lead whole-school groups such as the Eco Club, Debate Club and the Feminist Club. Students also have opportunities to support the wider community with primary school visits, links with the care home as well as additional qualifications with NCS and other providers.

2. Roles and responsibilities

2.1 The Local Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. This will be done through the standards committee within the body. The governing body will also ensure that:

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" that includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils from year seven onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

2.2 Senior Team

The Headteacher together with the Assistant Headteacher for curriculum is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the local governing body.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The local governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The local governing body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

2.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Heads of Department will ensure that there is consistent provision of their curriculum area through clear planning and quality assurance (QUAD).

All teaching staff will ensure they follow the direction of their head of department or line manager to ensure consistency of delivery of the school curriculum.

3. Inclusion

All students must be able to access an ambitious and wide-ranging curriculum. All target setting should be ambitious, and all teaching be adaptive to ensure all students achieve success. We want all students to 'crave work above their pay grade' (Mary Myatt, *The Curriculum* 2018). There should be a focus on students having barriers removed to access a full curriculum. In some cases, additional interventions allow for accelerated development of key skills in order to allow accessibility to the full curriculum.

For those with English as an additional language, immersion in the full curriculum with supportive teaching should develop their English language skills as well as the broader curriculum developments. This may be supplemented with qualifications that recognise their development of English as an Additional Language.

4. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" that includes the required subjects as well as monitoring coverage of National Curriculum subjects and compliance with other statutory requirements

Heads of Department monitor the way their subject is taught throughout the school's QUAD program. Heads of Department work together with their line managers and for curriculum to ensure that their curriculum remains fit for purpose and meets the needs of the students at JKHS.

This policy will be reviewed every year by the Assistant headteacher for Curriculum. At every review, the policy will be shared with the local governing body.

5. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Teaching and Learning
- Behaviour for Learning
- Pupils Premium Policy

Appendix 1

	Year 7	Year 8	Year 9
English	6	7	7
Maths	6	7	7
Science	7	7	9
Art	2	2	2
Computer Science	2	2	2
Drama	2	2	2
Geography	3	3	3
History	3	3	3
Literacy	2	1	1
Music	2	2	2
RE	2	2	2
Technology	4	4	4
MFL	4	5	4
PE	4	4	4
Tutor time	10	10	10
Tutor Time: 2 sessions World of Work, 3 sessions RESPECT, 2 assembly, 3 sessions guided reading			
Year 10		Year 11	
English	7	English	7
Maths	8	Maths	8
Science	9	Science	9
Option Subjects	5	Option Subjects	5
PE	4	PE	4
RE	2	RE	2
Tutor	10	Tutor	4
		Plus 3 Maths and 3 Eng during tutor time.	
Year 12 &13		All subjects have 10 hrs per fortnight.	

Appendix 2

Key Stage 4 Option Choices, 2024 – 2026

NAME..... TUTOR GROUP.....

- Please indicate your *first and second* choice in each block.
- Courses will only run if there are enough takers to make them viable. We will do our best to give everyone the subjects they want.
- **These combinations cannot be chosen: art & 3D art, textiles and art, textiles and 3D art.**
- Please return to tutors by 21st March 2024

Block A		Block B		Block C		Block D	
Creative IMedia <i>Cambridge National</i>	Art GCSE	3D Art GCSE	Construction Level 1/2 <i>Vocational</i>				
French GCSE	Business & Enterprise GCSE	Geography GCSE	Drama GCSE				
Geography GCSE	Child Development <i>Cambridge National</i>	History GCSE	History GCSE				
German GCSE	Computer Science GCSE	Music GCSE	Graphics GCSE				
Business & Enterprise GCSE	Geography GCSE	P.E. GCSE	Design Technology Wood GCSE				
Spanish GCSE	History GCSE	R.E. (full course) GCSE	Design Technology Metal GCSE				
R.E. (full course) GCSE	Music Technology <i>BTEC</i>	Child Development <i>Cambridge National</i>	Textiles GCSE				
ASDAN Vocational Level 1 and 2 Project work	Spanish GCSE	Art GCSE	Food Tech GCSE				
	Construction Level 1/2 <i>Vocational</i>						

Appendix 3

6th Form Subject Choices 2024-2026

Block A		Block B		Block C		Block D	
Chemistry		Biology		Art & Design		Biology	
Drama & Theatre Studies		Business BTEC		Business		Criminology	
Geography		Criminology		Geography		English Literature	
Mathematics		Computer Science		History		Geology	
Product Design Technology		English Language		Physics		Mathematics	
RE: Ethics, Philosophy & Judaismism		French		Textiles		3D Art	
Psychology		History				P.E.	
		Spanish				Sociology	
		Psychology					