



# Curriculum Statement

Review Period: 2 yearly – Spring Term

Review By: Leadership Group & C&C

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At Studley High School (SHS) we believe the curriculum should inspire and challenge all learners and prepare them for the future. Our school's aim is to develop a broad and balanced curriculum that builds on young people's experiences prior to entering year 7; so that they can develop into well educated, confident and responsible young people with clear ideas about their futures and an understanding of the pathways available to them.. The curriculum at SHS should be viewed in a broad sense as comprising of the learning and all other planned experiences provided for its pupils.

**Curriculum Intent- *What knowledge and skills will pupils gain through their 5 years at SHS?***

Studley High School has designed a curriculum that supports pupils in:

- Experiencing a wide range of subjects across maths, English, science, the arts, technology, humanities, languages, sports and computing.
- Achieving high standards and excellent outcomes from their various starting points
- Enabling all learners the knowledge and cultural capital they need to succeed in life to make good or better progress in their learning to narrow or close any gaps in learning and skills.
- Developing effective literacy and numeracy skills and knowledge to prepare them for their futures.
- Understanding local, national and global perspectives across their learning.
- Gaining knowledge and skills to close and gaps identified in learning prior to entry in year 7.
- Offering a range of academic and vocational subjects to support learning for all pupils.
- Being ambitious with their learning so they can access subjects to broaden horizons and achieve to their potential.
- Understanding their strengths and areas for development so that they can develop as independent, confident learners.
- Experiencing a broad range of extracurricular activities and a wide range of enrichment opportunities to promote 'cultural capital' and the aspiration to be successful individuals.

In order to ensure pupils make good or better progress at each stage of their journey through SHS we have defined clear schemes of learning and structured delivery grids to structure learning and experiences, so that pupils are supported in achieving to their potential and can make the most of the opportunities available to them.

Warwickshire operates a selective entry system with 3 Grammar Schools in the local area. SHS has a wide range of abilities in each year group and 60% of pupils choose to apply into the 11-16 SHS structure from the Worcestershire system. Our curriculum offer is designed to offer breadth and challenge to pupils of all abilities and interests.

**Curriculum Structure**

**Key Stage 3 (years 7 and 8)**

Pupils enter SHS in year 7. All KS2 assessments are analysed to identify any 'gaps' across groups of pupils and individuals. As a result of this analysis the year 7 scheme of learning in Maths and English is adjusted to ensure that 'least secure' areas of knowledge and understanding from KS are revisited and assessed. Pupils are taught the National curriculum across a 2 year key stage 3. They then choose options from a broad range of GCSE and level 2 qualifications. A small number of pupils also sit entry level qualifications.

**Pupils in year 7 study the following curriculum:**

Maths	English	Science	PE	Art	Drama	Music	Geo	Hist	RS	Comp/ICT	Cit	MFL	Technology
5	5	3.5	2	2	1	1	2	2	1	1	1	2	1.5



**Pupils in year 8 study the following curriculum:**

Maths	English	Science	PE	Art	Drama	Music	Geo	Hist	RS	Comp/ICT	MFL	Cit	Tech
5	5	4	2	1.5	1	1	2	2	1	1.5	2	0.5	1.5

**Teaching and assessment**

The school day consists of 6, 50 minutes lessons. There is also a 20 minute tutor time period before break. The timetable cycle consists of 64 periods over 2 weeks. Tutor time sessions are vertical for year 7-10 and year 11 are in year tutor groups. This enables pupils from all year groups to cooperate and learn together through tutor time before having a year focussed around specialist topics for year 11 linked to examination preparation, CEIAG, SRE education and supporting their transition to post 16.

The options process in year 8 is fully supportive of choice for pupils as they progress to GCSE and level 2 qualifications. A broad and balanced range of qualifications are on offer and pupils' choice is a key factor when constructing our teaching/options groups. Where possible we will run smaller classes to ensure that pupils have access to the broadest range of subjects. For example, we maintain the offer of 3 languages by supporting smaller groups in German.

Pupils complete GCSEs in Maths, English Literature, English Language, Religious Studies, Combined Science and Geography or History. They then have 3 further choices to broaden their suite of subjects. The following grid shows an example of the range of subjects offered during the year 8 options process.

**KS4 (years 9-11)**

Pupils continue to follow a broad curriculum offer at KS4. All pupils study 10 GCSE/Level 2 qualifications

SHS will ensure:

- Parents and pupils are fully aware of the opportunities available
- There is clarity about the range and type of qualification offered at SHS
- Pupils will receive impartial CEIAG to support their choices
- Pupils are supported in making appropriate options choices linked to their ability, aspirations and interests.

Block A	1 or 2	Block B	1 or 2	Block C	1 or 2	Block D	1 or 2
History		Geography		Geography		Geography	
Geography		Triple Science		History		History	
Business Studies		Travel Tourism (L2)		Spanish		German	
Art		Spanish		French		Photography	
ICT (L2)		Art		Design Technology		Music (L2)	
Drama		Design Technology		Performing Arts (L2)		Physical Education	
Catering (L2)		Sport (L2)		ICT (L2)		Food Nutrition	

The offer for each pupil is as follows:

Maths	English (Lit & Lang)	Science combined	PE core	RS GCSE	Geo or Hist	Opt 2	Opt 3	Opt 4
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5	5	6	2	2	2.5	2.5	2.5	2.5
1 GCSE	2 GCSE	2 GCSE		1 GCSE	1 GCSE	1 GCSE/L2	1 GCSE/L2	1 GCSE/L2

A small number of pupils will complete 5-11 GCSEs due to flexibility within our structure to accommodate pupils' needs. This could link to extracurricular qualifications (small group GCSE for example), the need for Alternative provision or SEND requirements. These cases are reviewed on an individual basis by the headteacher in partnership with pupils, staff, key professionals and the family of pupils.

The school endeavours to meet the options choices for all pupils; however, at times this may not be feasible, due to constraints of timetable or staffing. Where possible smaller groups will run to ensure pupils can benefit from their aspirational choices.

### PSHE AND Citizenship

All pupils at SHS study PSHE and Citizenship. At Key stage 3 year 7 have a Citizenship lesson weekly and in year 8 there is a fortnightly lesson. In addition to this further lessons are delivered through Tutor time, assemblies and through 4 drop down days (24 lessons) across the year. This provision is supported by curriculum areas understanding key links to PSHE/Citizenship within their teaching and providing other opportunities such as Work Experience in year 10, Guest speakers, Trips, House events and extracurricular activities.

In delivering KS4 over 3 years we believe there are many advantages;

1. It builds on the rapid progress made by pupils at KS3.
2. It allows pupils to spend more time studying the subjects they have more interest in. This often links to the subjects of choice for POST 16 qualifications.
3. It support above average outcomes for pupils, enabling them to access their aspirational choices for continued study.
4. It establishes a strong foundation for studies whilst allowing for wider curriculum opportunities to enrich and enhance the curriculum (trips, visits, wider knowledge, more in depth study of key aspects of a subject)
5. It allows for smaller class sizes and increased teacher contact in options subjects.
6. There is more flexibility for teachers to incorporate learning linked to current affairs and to deliver aspects of a Global Curriculum.

It is our intention that all subjects and lessons are delivered by subject specialists. On the rare occasions when this is not possible timetables are planned to ensure staff are supported fully in developing and supporting the learning of subject knowledge and skills.

### Planning and delivery

To support the effective management and delivery of subjects across the school, all subject areas;

1. Have developed schemes of learning where knowledge, concepts and skills are sequenced carefully across each Key Stage or course.
2. Have clearly defined assessments, linked to material covered and sequenced to support the development of pupils' learning
3. Work to agreed timeframes for assessment and feedback so that pupils receive regular feedback on learning, strengths and areas for development/gaps.
4. Have wider 'enrichment' material planned into their schemes to support wider learning around the subject

5. Have flexibility within their KS4 schemes to react to global/national/local events linked to their subjects to support the development of pupils as citizens within their subject learning.
6. Provide an enrichment offer across each year group to promote curiosity, interest, promote aspiration or inspire pupils beyond the classroom.

To support learning across all subject areas we have implemented aspects of the OECD 2030 curriculum. This includes a focus on developing skills, attitudes and knowledge across all disciplines. In addition to providing learning experiences linked to these areas we also identify local, national and global perspectives.

The development of pupils' learning is closely linked to both the teaching and learning policy (OP) and the assessment and marking policy (OP). These documents set out clear processes for supporting high quality lessons and pupils' development linked to the assessment feedback they receive.

### **Impact**

When assessing the impact of curriculum provision SHS will use;

- The outcomes of pupils at key points;
  - GCSE and level 2 results,
  - Other qualification outcomes (Functional Skills),
  - Assessment outcomes for year groups
  - Interim assessments. For example, linked to Yr 6 SATS and closing the gap work
  - Reading ages.
- Specific outcomes for disadvantaged pupils and those with SEND needs and their destinations Post 16.
- Quality assurance processes such as observations, work scrutinies, feedback and reviews.
- The number, quality and range of POST 16 destinations
- The range and variety of extracurricular and enrichment activities embedded within and beyond the normal school day.
- The number of applications for year 7 places
- Through surveys from parents, pupils and staff
- Data relating to first choice options offers and the subjects offered at GCSE.

Curriculum Overview 2019-20



	KeyStage 3		Key Stage 4		
	Year 7	Year 8	Year 9	Year10	Year 11
1	Maths (10)	Maths (10)	Maths (10)	Maths (10)	Maths (10)
2					
3					
4					
5					
6					
7					
8					
9					
10					
11	English (10)	English (10)	English (10)	English (10)	English (10)
12					
13					
14					
15					
16					
17					
18					
19					
20					
21	Science (7)	Science (8)	Science (12)	Science (12)	Science (12)
22					
23					
24					
25					
26					
27					
28	Cit (2)				
29		Cit (1)			
30	Tech (3)	Tech (3)			
31					
32					



33	MFL (4)	MFL(4)	RS GCSE (4)	RS GCSE (4)	RS GCSE (4)
34					
35					
36					
37	PE (4)	PE (4)	PE (4)	PE (4)	PE (4)
38					
39					
40					
41	Geo (4)	Geo (4)	OPT Geo Hist German Photography Music (L2) PE Food	Humanity (Geo or Hist) (5)	Humanity (Geo or Hist) (5)
42					
43					
44					
45	History (4)	History (4)			
46			OPT Hist Geo Business Art ICT(L2) Drama Catering(L2)	OPT Art DT Perf Arts (L2) Travel (L2) ICT (L2) Triple Sci	OPT PE Hist CS Food Spanish DT
47					
48					
49	Art (4)	Art (3)			
50					
51			OPT Geo Triple Travel Spanish Art DT Sport	OPT Spanish German French History PE Music (L2)	OPT Art Catering (L2) Perf Arts (L2) French ICT (L2)
52		CT/Comp (3)			
53	CT/Comp (2)				
54					
55	RS (2)	RS (2)			
56			OPT Geo Hist Spanish French DT Perf Arts (L2) ICT (L2)	OPT Art ICT (L2) PE Photo Drama Food Geo	OPT Photograp Art Food French ICT(L2) Drama DT Music(L2)
57	Drama (2)	Drama (2)			
58					
59	Music (2)	Music (2)			
60					
61	Tutor/PSHE (4)	Tutor/PSHE (4)	Tutor/PSHE (4)	Tutor/PSHE (4)	Tutor/PSHE (4)
62					
63					
64					