



SIMON BALLE ALL-THROUGH SCHOOL CURRICULUM POLICY

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Curriculum Policy

At Simon Balle All-through School, our vision and values drive our curriculum. We believe wholeheartedly in creating tomorrow's citizens today. The Simon Balle All-through School student is:

A young person who, when they leave school, will have gained a first class educational experience. Our students will have learnt to be resourceful and resilient, and able to accept others for who they are. They will be happy people, creative in their thinking, respectful and responsible in their actions. Having achieved the highest possible academic outcomes alongside developing positive character virtues, they will confidently be able to go out into the world with the skills, attributes and behaviours to be active global citizens.

In order to achieve this, every young person, whilst at Simon Balle All-through School, will be educated in and be part of a community which daily promotes its values and vision. We want all of our students to be educated:

- In knowledge, skills and wisdom
- To have high aspirations and be hopeful
- To understand how to live well within a community
- To treat everyone with dignity and respect

Underpinning this are the core values of respect, kindness, honesty, as well as the virtues of resilience, perseverance and wisdom.

Therefore, we have a coherent rationale and understanding about what we teach and when and why we teach it, ensuring that there is:

- An inclusive and challenging curriculum designed to inspire curiosity and build subject mastery, including the skills of literacy, numeracy and oracy.
- A progressive and sequential curriculum designed to develop a depth of knowledge. The integrity of each subject is respected with key vocabulary being explicitly taught.
- An interwoven, rich curriculum that is designed to support students' retention and retrieval of knowledge.

The role of the curriculum is to *"equip students to pursue further study at the highest level, should they choose to, to participate as educated citizens in a democracy and to express the beauty and wonder of being able to explain the world around us"*. We want our students to be challenged by our curriculum: they need to be able to understand time and place and their identity and role in contributing to the local, national and global communities. The curriculum is more than just the subjects taught in our lessons: it is the sum of everything that we do at school, from our day to day interactions with the students around the building, to the extra curricular opportunities offered throughout a student's time with us.

All-through curriculum maps for each subject can be found on our website. Overviews of the curriculum for each year group are also published. It is the responsibility of subject staff (Heads of department, primary phase leaders and indeed all teachers) to keep this information up to date so that it is always a reflection of teaching and learning now, to be of most benefit to students, parents, governors and all of our stakeholders.

Purpose of the curriculum

At Simon Balle All-through School we will:

- Offer a broad and ambitious curriculum which aims to provide all students with a rich experience in mathematical, linguistic, scientific, cultural, spiritual, moral, physical, technological and social education
- Develop both the necessary disciplinary and life skills
- Encourage curiosity, autonomy, responsibility and independent learning through self-motivation and direction
- Embed into our lessons the values that we hold dear
- Promote opportunities for all students to take risks by being challenged with aspects of their learning so that they build resilience
- Develop an understanding of the curriculum that encompasses the wider opportunities including enrichment, extra-curricular, visits, trips and a cross curricular focus where this provides opportunities to truly deepen learning and make important connections
- Encourage a deep sense of local, national, global communities, actively promoting British values and the twelve values that are at the heart of what it means to be a student at Simon Balle All-through School and future citizen
- Ensure that the planned curriculum is accessible and relevant for all students, with core knowledge, as detailed on knowledge organisers, sufficiently ambitious to reach at least age-related expectations, then always with challenge opportunities to aspire to higher levels, and adaptations to differentiate learning for students with special educational needs, in personalised ways where these are required
- Provide students with access to high quality impartial advice and guidance to support them in making choices about their current and future educational and career pathways
- Enable all students to access high quality personal, social and health education so that they are informed to make positive decisions now and in the future

The vision and values of Simon Balle All-through school ensures that a holistic approach drives all curriculum planning and delivery so that it does indeed fulfil its aim of

“Creating tomorrow’s citizens today”

Curriculum Journey

Our work to review and update our curriculum began in the autumn of 2019. Subject leaders went right back to very foundations of what it meant to study their subjects: statements of intent were created for each subject, with special thought given to both those students that may continue studying the subject beyond A levels, and those who may well finish their formal education in that subject at the end of KS3. Alongside this, senior leaders began reconciling these subject statements of intent with our vision for the whole-school all-through curriculum.

The next challenge was to map the current curriculum offer in each subject and use this as a stepping stone to the creation of the intended curriculum. Having spent many years following the principles of backwards planning, there was philosophical debate about whether or not these curriculum maps should be created from the ‘bottom-up’, building sequentially on the knowledge introduced in the early years, or follow a more traditional ‘top-down’ approach, tracking backwards as had been the norm in the secondary phase. Ultimately, a hybrid model was adopted in order to

help bridge the transitional period when the primary phase fills up and our own students start moving up into year 7. At this point it is important to recognise that 'planning the curriculum' is a job that is never complete. Not only is there the continual cycle of monitoring the intent, implementation and impact, but there are also the ongoing developments in both the subject domains and the wider world: the curriculum must evolve to reflect these changes and prepare students for the challenges that the world poses.

The curriculum maps produced by departments consist of several key aspects:

- The core knowledge and skills for that unit (black)
- A rationale (red) as to why that knowledge is deemed important and why it is taught at that point
- Threads (blue) to show how this knowledge links with prior and future learning in this subject area. The threads show the progression made within a subject and illustrate the way in which knowledge builds in that discipline.

The curriculum maps show the complete journey for a student in that subject as they progress from EYFS right through to A level. Some maps start or end at different points depending on the curriculum offer in each key stage, but collectively they form the building blocks of our all-through curriculum.

Since January 2021, departments have been working on the next stages of curriculum design. This includes reviewing the way in which diversity is communicated in each subject and using secondary subject specialists to support primary colleagues in the development of the all-through curriculum. Our literacy strategy is integral to this work as literacy underpins learning across all subjects as students who cannot read, write and communicate effectively are unlikely to access the challenging academic curriculum. Subjects will also be delving deeper into the horizontal and diagonal links that exist across the curriculum, establishing meaningful and intelligent interdisciplinary connections, and identifying the foundational knowledge from other subject areas that will benefit students in their own subjects.

Grouping arrangements

Our pedagogical approach of using the FACE model (Feedback, Autonomy, Challenge and Engagement) allows us to set high aspirations for our students and limit setting, teaching mainly in mixed ability classes. We believe that in this way all students are given the opportunity to aspire to achieve the very highest grades. Where there is a compelling need for some degree of setting this will happen, although the exact nature of this will depend on the cohort in question. Subjects where teaching in sets is likely to occur include Maths, English and Languages.

Monitoring the effectiveness of the curriculum

Overall leadership of the curriculum is shared by the Head, Vice Principal Primary and the Assistant Head in charge of curriculum. Heads of Department and Phase Leaders have responsibility for the strategic leadership and management of a specific subject or phase, and work closely together to support the teaching of our all-through curriculum. Teaching staff, Heads of Department, Phase Leaders and the Senior Leadership Team continually review the curriculum as part of the intent, implementation and impact cycle. As such we believe that department and phase teams should be given adequate time to work on curriculum development. Our curriculum will be responsive to the individual needs of the students whilst not losing sight of our overarching vision and values.

Organisation of the Curriculum

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage sets standards for the learning, development and care of children from birth to 5 years old. At Simon Balle All-through School, our Early Years teaching is based on the fundamental principle that children learn best through play and child-initiated experiences. We recognise that every child is unique and learning happens when they are engaged and motivated in their learning and happy and secure in their learning environment.

In partnership with Busy Lizzies (an external provider, on-site, with whom we have a close and collaborative relationship), we offer a stimulating Nursery year. Children begin at Simon Balle All-through School in Reception, where strong foundations are built, across all of the school values, the highest expectations for independence and self-motivation, and secure academic goals are promoted across all seven areas of the Early Years curriculum. As well as the importance given to early phonics and reading, children at Simon Balle All-through School are taught music and Spanish by specialist teachers. All learning forms the foundation of subjects studied across Simon Balle All-through school.

Our leader for the Early Years is a leader of phase 1 in the primary, also including Year 1; transition is carefully supported and continuous development is promoted.

We believe that parents are their children's first and most important educators. All aspects of the curriculum and daily teaching and learning opportunities are communicated with parents through Tapestry; through mutually high expectations of one another (for example, home learning and reading as important as personalised support and challenge in school), children will thrive.

Key Stage 1 (KS1)

We know that KS1 is a crucial stage in a child's school life. It is a time when good learning habits are developed, a love of education is established and children begin to recognise their own strengths and weaknesses. We aim to provide an inspiring and stimulating environment and an ambitious curriculum that gives children the opportunity to study discrete subjects. Through this approach they will start to take responsibility for their own learning and build the foundational knowledge for the future.

Learning in every subject is valued, a depth of knowledge is expected and supported, and enrichment opportunities are provided in many ways. 95% of our children attend one of our afterschool clubs where they begin developing a skill or hobby, from choir to dancing, from karate to watercolour, from photography to hockey and much more.

We believe passionately in the provision of a broad and ambitious curriculum throughout our school. As such, whilst children are well prepared for both the national phonics screening check and KS1 national SATs, there is no narrowing of what is taught to the students.

Our leader of phase 2 in the primary leads Years 2, 3 and 4, and is well placed to support the very best transition (curriculum and pastoral) into key stage two.

Key Stage 2 (KS2)

In KS2 at Simon Balle All-through school, students are ready to apply their excellent reading, writing and mathematical skills, with independence, to every subject. We teach a depth of reading - how to comprehend, infer, predict and summarise. We promote a love of reading, as children begin to choose from a wealth of wonderful literature. We focus on mathematical fluency, making connections between concepts and ensuring that knowledge and skills have been taught and learned in a way that will make future retrieval easy. The curriculum in each subject and each unit begins with a rewind into what has gone before, to check that the progressive and sequential curriculum is, in practice, supporting every learner. Opportunities abound, within and outside of the school day - from swimming (which begins in Year 1), to modern foreign languages (a second language of French beginning in Year 5), to musical instrumental learning (strings, woodwind and brass opportunities introduced from Year 2) to the quality of teaching in every subject, often supported by specialist teaching (primary and secondary).

Children are well-prepared for the national multiplication check in Year 4, and KS2 national SATs. Academic and pastoral support and challenge overlap, with student responsibilities and leadership (for example, librarians, subject ambassadors), increased use of technology (chrome books are used fully from Year 1, but become essential to learning across the curriculum in Years 5 and 6), and preparation for Key Stage 3 - this transition being fully supported in the all-through school by both our phase leader for phase 3 and our KS3 team.

Key Stage 3 (KS3)

KS3 is a vital part of a student's secondary education. Whereas KS3 was once viewed as simply preparation for KS4, we passionately believe that this is where much of the knowledge and skills needed to shape tomorrow's citizens is taught. The three years that we spend with students at this phase of their education should be used to broaden their understanding of our subjects and develop a lifelong love of learning.

For many, the end of KS3 will be the last time that a student engages formally with some subjects. We need to ensure that if they leave us at this checkpoint they have been equipped with the vital subject knowledge, skills and habits necessary to be successful in later life.

As with KS1 and KS2, breadth and ambition are at the heart of what we do in KS3. All students are entitled to study the full range of subjects over the three years in order to fully develop them as well-rounded, informed and responsible citizens. The chart below shows the subjects and time allocations per 50 hour two-week cycle in the academic year 2020-21 (see appendix 1 for a list of subject codes). From September 2021, Year 7 students will be taught both Spanish and French, giving the options of personalised pathways later in KS3 (for example, to focus on one of these two languages, or indeed both).

Y7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Gg	Hi	Cs	Mu	Pr
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Hi	Hi	Cs	Mu	Pr
Y8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Gg	Hi	Cs	Mu	Pr
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Hi	Hi	Cs	Mu	Pr
Y9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Gg	Hi	Cs	Mu	Pr
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Hi	Hi	Cs	Mu	Pr

Key Stage 4 (KS4)

In KS4 our students follow a slightly narrower curriculum, consisting of the core subjects and four others that they have expressed a preference for. This gives the students an opportunity to study slightly fewer subjects but in greater depth. The curriculum maps for each subject show how the learning undertaken at KS4 builds upon what has happened in KS3. In some subjects, students will revisit knowledge, concepts and skills previously encountered: in these cases we consider the curriculum to be operating in a spiral fashion, allowing students to explore these familiar areas in more detail. There will of course also be new knowledge, concepts and skills that the students are introduced to, both in the 'old' and the 'new' subjects. However it is important to understand that the work done in KS3 and below has laid the foundations for this learning to take place.

Students are assisted in the process of selecting their preferences to ensure that they are embarking on an appropriate pathway. In the interests of ensuring both breadth of study and ambition, there are very few restrictions placed on which subjects students can opt for. We do however encourage most students to consider the importance of completing the EBacc curriculum (this requires students opting for a language and either geography or history) as we believe that this provides students with an excellent foundation for future study, both at A level and beyond.

The courses offered in KS4 are reviewed annually to ensure that they continue to meet the needs of students in any particular year group. Courses will only run if there is sufficient student interest to make groups viable, and if staffing is available. Should a subject be oversubscribed the selection process is based upon the students' expressed order of preference and if necessary their attitude to learning based upon Attitude to Learning (ATL) levels from reports in that subject. Selection by ability, or gender does not form part of the selection criteria. However certain programmes demand certain skills, and therefore at the time of choice, students will be guided by staff to consider their past performance and the requirements of the course

Y10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	PE	PE	Ps	Opt A	Opt A	Opt A	Opt B	Opt B	Opt C	Opt C	Opt C	Opt D	Opt D
	En	En	En	En	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	PE	PE	Ps	Opt A	Opt A	Opt B	Opt B	Opt B	Opt C	Opt C	Opt D	Opt D	Opt D

Y11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	PE	PE	Ps	Opt A	Opt A	Opt A	Opt B	Opt B	Opt C	Opt C	Opt C	Opt D	Opt D
	En	En	En	En	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	PE	PE	Ps	Opt A	Opt A	Opt B	Opt B	Opt B	Opt C	Opt C	Opt D	Opt D	Opt D

Key Stage 5 (KS5)

Upon entering the Sixth Form, students specialise in a particular area of study. Our students select one of several pathways, opting either to study A levels, vocational courses or a combination of the two. For many of our students KS5 is preparation for entry to university: the level of depth that subjects are studied increases considerably, as does the complexity of the knowledge that students are learning. As with the transition to KS4, at KS5 students will encounter some familiar topics and subjects, but there are also new areas of learning to be unlocked. Once again, the work that has been undertaken in the preceding key stages acts as a foundation for the learning that will take place in the Sixth Form.

Entry requirements are published each year, and we work closely with students, parents and subject staff to ensure that students are embarking on the correct courses. Where student numbers and staffing capacity allows, we allocate five hours of lesson time per subject. Unless specifically mentioned in the prospectus, we run two-year courses, not AS levels.

As with key stages 1-4, a significant part of the broader Sixth Form curriculum is the development of the whole student: through work with their form tutors and the wider Sixth Form leadership team the students experience a wide range of enrichment opportunities that prepare them for the future.

Conclusion

It is our aim that by following our curriculum, our students will be equipped with the knowledge, skills, habits and values necessary to not only participate in, but make a valuable contribution to, our wider society.

Appendix 1: Subject codes

Y7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Gg	Hi	Cs	Mu	Pr
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Hi	Hi	Cs	Mu	Pr
Y8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Gg	Hi	Cs	Mu	Pr
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Hi	Hi	Cs	Mu	Pr
Y9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Gg	Hi	Cs	Mu	Pr
	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	CA	CA	CA	Da	La	La	La	Gg	Hi	Hi	Cs	Mu	Pr
Y10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	PE	PE	Ps	Opt A	Opt A	Opt A	Opt B	Opt B	Opt C	Opt C	Opt C	Opt D	Opt D
	En	En	En	En	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	PE	PE	Ps	Opt A	Opt A	Opt A	Opt B	Opt B	Opt C	Opt C	Opt D	Opt D	Opt D
Y11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	En	En	En	En	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	PE	PE	Ps	Opt A	Opt A	Opt A	Opt B	Opt B	Opt C	Opt C	Opt C	Opt D	Opt D
	En	En	En	En	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	PE	PE	Ps	Opt A	Opt A	Opt A	Opt B	Opt B	Opt C	Opt C	Opt D	Opt D	Opt D
6th	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Opt A	Opt A	Opt A	Opt A	Opt A	Opt B	Opt B	Opt B	Opt B	Opt B	Opt C	Opt C	Opt C	Opt C	Opt C	Opt D	Opt D	Opt D	Opt D	Opt D	Opt E	Opt E	Opt E	Opt E	Opt E

CA	Creative Arts (Art, Textiles, 3D design)
Cs	Computer Science
Da	Drama
En	English
Fr/Sp	French or Spanish, depending on half year group
Geog	Geography
Hi	History
La	Year 7 language block (both languages, or single plus literacy)
Ma	Maths
Mu	Music
Opt	Option (GCSE or A Level)
PE	Physical Education
Pr	Philosophy Religion and Ethics
Ps	Personal Social Health Relationships Education
Sc	Science