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| Staff Responsible: | JA |
| Next Review Date: | September 2022 |

Northgate High School & Dereham 6th Form

Curriculum Policy Statement including SMSC Policy

Northgate High School and Dereham Sixth Form College aims to be an excellent school where young people enjoy learning, achieve highly, and enter the adult world with confidence

The priorities of the New Secondary Curriculum (2014), the 14-19 Curriculum Reforms and the Norfolk Children and Young People's Plan (2006-2009) assist Northgate High School in achieving its aims. The school will adapt its aims in light of the government's new National Curriculum and education reforms.

The Secondary Curriculum

'The curriculum should be treasured. There should be real pride in our curriculum: the learning that the nation has decided to set before its young. Teachers, parents, employers, the media and the public should all see the curriculum as something to embrace, support and celebrate. Most of all, young people should relish the opportunity for discovery and achievement that the curriculum offers'.

(Mick Waters, Director of Curriculum, QCA)

“We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future”

Purposes of the Curriculum

The Secondary Curriculum sets out three key aims for young people that should enable them all to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

The Education Act (2002) requires that all maintained schools provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life.

The purpose of having a statutory core to our curriculum is:

- **to establish an entitlement.** The national curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfillment and development as active and responsible citizens.
- **to establish standards.** The national curriculum makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public and establishes national standards for the performance of all pupils in the subjects it includes.
- **to promote continuity and coherence.** The national curriculum contributes to a coherent national framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.
- **to promote public understanding.** The national curriculum increases public understanding of, and confidence in, the work of schools and in the learning and achievements resulting from compulsory education. It provides a common basis for discussion of education issues among lay and professional groups, including pupils, parents, teachers, governors and employers.

In particular our curriculum should:

- enable us to raise attainment in all subjects.
- develop pupils literacy, creativity, self-esteem and confidence, their enjoyment of learning, and achievement
- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- induct learners into the essential knowledge, skills and discourse of subject disciplines and to develop specialism's appropriate to aptitude
- develop PLTS (Personal Learning and Thinking Skills) which cross all areas of the curriculum enabling students to see links between areas of learning
- prepare young people for the world of employment and further and higher education

- make learners more aware of, and engaged with, their local, national and international communities, particularly through our European links and our focus on pupils Spiritual, Moral, Social and Cultural Development (SMSC) promoting British Values.
- encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- contribute to community cohesion
- acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation.

Values and Ethos

At Northgate High School and Dereham Sixth Form College, learning and teaching are central to all that we do. Our learning and teaching policy supports our staff, pupils and parents as we produce a learning environment based on the belief that all pupils should

- be valued equally, regardless of their sex, race, ability or background
- have equal opportunity to access the curriculum and all aspects of school life
- be entitled to high quality, rich and diverse, well-planned and well-organised learning experiences throughout their education
- have opportunities to develop their emotional, physical, intellectual, social, cultural and spiritual growth, enabling them to develop and test their own personal values and attitudes
- experience a curriculum that is planned to build on and broaden their previous achievements and learning
- be enabled to attain the highest possible standards in all areas and aspects of the curriculum, in relation to their capabilities
- experience a coherent programme of teaching and learning as they move through the different phases of education
- participate actively in their own learning; develop the skills to evaluate the quality of their own work; have a clear understanding of how well they are doing and how they might improve; and learn to make informed choices and be responsible for their actions
- benefit from the school's relationships with the wider community and the contribution that the school makes to the community
- experience a well-resourced, rich and stimulating learning environment.

The school promotes an extensive range of extra-curricular activities which are outlined in the prospectus to parents, and within information to students at the start of the academic year and updated with new opportunities as they become available.

Spiritual, Moral, Social, Cultural (SMSC) Policy

Rationale:

As part of our focus on Spiritual, Moral, Social and Cultural Education and British values at Northgate High School and Dereham Sixth Form College, pupils should be able to arrive at a consistent set of personal values which reflect respect for themselves and/or others in society. Students are encouraged to develop the will and ability to play a full and productive role in

society. Subjects across the curriculum, along with a pupils' experience in school and in extra-curricular activities support this development.

Definitions

Spiritual - something fundamental in the human condition, which is not necessarily experienced through the physical senses or experienced through everyday language. It is to do with the search for meaning and purpose in life and for values by which to live and it includes creativity, feelings and emotions.

Moral – concerns individual, social, cultural and religious values and the laws and customs of society. It includes the ability to make judgements on moral issues.

Social - involves people living and working effectively together, participating successfully in the community, understanding people and society and developing inter-personal skills.

Cultural - helping students to understand, and have a sense of identity with, their local, regional and national cultures and to have an understanding of the cultures of other nations.

British Values (defined in November 2014)

'acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.'

As a school, we look for the opportunities to develop and encourage pupils in:

- critical thinking, (i.e. skills of analysis, evaluation and reflection, through which students will be able to balance different viewpoints and make their own judgements;)
- rational discussion and debate, (students learn to listen to others and to take account of other people's views;)
- participation, (students come to recognise the importance of their own contribution and that of others;)
- collaboration (working with others.)

All Curriculum subjects have a role in enabling and developing pupils awareness of SMSC and British values.

Monitoring:

The school will monitor the success of spiritual, moral, social and cultural provision in the following ways:

- encourage pupils to be active participants in the wide range of SMSC activities (charity work, drama, theatre visits, music, art, leisure and sporting activities, community activity, exchange programmes and European events) and experiences both within and outside the school day
- use our assembly programme, collective worship through our Thought for the Day programme to enable all pupils to reflect on their own personal development
- policy review by the Strategic Committee of Governing Body, informed by visits and evidence as reported by the school
- review of School Self-Evaluation Form looking at the personal development and well-being

of students

- monitoring and evaluation of participation in out of hours activities
- regular Leadership Team visits to lessons and registration as part of learning walk
- regular review of lesson observations;
- interviews with a representative sample of students (undertaken by Governing body)

Curriculum Organisation

We believe that the best possible learning environment to maximise the potential of all pupils is one in which pupils are organised according to their ability wherever this is appropriate. Accelerated learning or 'fast-tracking' is not a mechanism that we believe will enable our learners to enjoy learning and achieve highly any more than our current philosophy of age related expectations for assessment.

Great emphasis is placed upon the use of objective tests and information forwarded to us by the head teachers of our primary schools. From this data, it is possible to form an estimate of the attainment potential of our students on their arrival. As such, pupils are placed in teaching groups according to their abilities and aptitudes. Regular assessment and monitoring of pupil performance ensures that pupils are able to be moved to a more appropriate teaching group should that be felt necessary to maximise potential.

Setting arrangements exist for some subjects so that the banding remains reasonably flexible.

Our aim is for specialist subjects to be taught by specialist teachers in appropriately resourced rooms in almost all lessons.

The curriculum is organised within 50 periods per timetable cycle of two weeks. Each period is of 60 minutes duration.

LOWER SCHOOL (KEY STAGE 3):

Year 7 Curriculum

| | | | |
|-----------------|-------------------|-----------------|----------------|
| English (7) | Drama (2) | Mathematics (7) | Science (6) |
| French (4) | Geography (3) | History (3) | Technology (5) |
| Art (2) | Music (1) | P.E. (4) | R.E. (2) |
| Citizenship (2) | ICT/Computing (1) | Enrichment (1) | |

Year 8 Curriculum

| | | | |
|-----------------|-------------------|-----------------|----------------|
| English (6) | Drama (2) | Mathematics (6) | Science (6) |
| French (5) | Geography (3) | History (3) | Technology (5) |
| Art (2) | Music (2) | P.E. (4) | R.E. (2) |
| Citizenship (2) | ICT/Computing (2) | | |

Year 9 Curriculum

| | | | |
|-------------|---------------|-----------------|----------------|
| English (6) | Drama (2) | Mathematics (6) | Science (6) |
| French (4) | Geography (4) | History (4) | Technology (4) |
| Art (2) | Music (2) | P.E. (4) | R.E. (2) |

Citizenship (2) Spanish (2) ICT/Computing (2)

UPPER SCHOOL (KEY STAGE 4)

Detailed information regarding the selection of Options can be found in the Options Booklet which is distributed to all Year 9 students and their parents/carers and available on our website.

The English Baccalaureate is promoted through the Options booklet and information to parents and will continue to be so. The current Options structure allows students full access to the English Baccalaureate with History, Geography, Computing, French and Spanish available in a number of combinations.

With all subjects now offering the new GCSEs we have reformed the GCSE options and curriculum structure.

The essential elements of the curriculum are:

Compulsory Core

Year 10

English Language (8). All students are also entered for English Literature

Mathematics (8)

Science (10) Two certificates for the vast majority of students

A demanding Triple Science/Single Sciences Option is offered to pupils in the upper ability groups and is completed wholly within existing curriculum time for Science.

P.E. (3) Students are able to study for Short Course GCSE P.E. This programme also includes Junior Sports Leadership Awards.

Ethics and Society (3) – a full course GCSE is followed including specific Citizenship. Both Ethics and Citizenship GCSE options will be considered for these students.

Year 11

English Language (8) All students are also entered for English Literature

Mathematics (8)

Science (10) Two certificates for the vast majority of students

A demanding Triple Science/Single Sciences Option is offered to pupils in the upper ability groups and is completed wholly within existing curriculum time for Science.

P.E. (3) Students are able to study for Short Course GCSE P.E. This programme also includes Junior Sports Leadership Awards.

Ethics and Society (3) – a full course GCSE is followed including specific Citizenship. Both Ethics and Citizenship GCSE options will be considered for these students.

Optional Subjects

The remaining 18 periods are available for the study of three further subjects

For students these include:

Art and Design *Geography* *History* *Computer Science* *Food & Nutrition*
Graphics *Resistant Materials* *P.E.* *Drama* *Textiles* *French*
Spanish *Music* *Photography*

Dance is offered alongside PE and in after school sessions. There is also the opportunity within Music to study units from the Access to Music Programme

Work Related and Vocational Learning Policy:

As well as our school curriculum embracing Vocational Learning through Vocational GCSE courses such as the Art and Design course, there is also provision for identified students to access Vocational courses, appropriate to their ability, at partner Further Education Colleges and Training Providers.

Students are identified each year by the Head of Year 9 and Head of Learning Support. It is possible for students to be offered the opportunity to access the Motivation and Aspiration Programme (MAP) which offers a more bespoke set of courses running in one of the option blocks. It is also possible where appropriate for a Work Related Learning Programme to be offered. These are a small number of bespoke placements with such providers as City College, Norwich, Easton College, NTS Training, Poultec Training Mattishall.

Curriculum for Years 12 and 13

In planning our curriculum a wide variety of Level 3 and some Level 2 courses are on offer to 16-19 year olds. The interests and experience of teaching staff has enabled a broad curriculum to be created, and Sixth Form teaching is valued in our recruitment and retention of high quality teachers.

Courses on Offer include:

English Language and Literature, English Literature, Media Studies, Business Studies, Economics, geography, history, Philosophy, French, Spanish, Child Development, Health and Social Care, Law, Psychology, Sociology, Biology, Chemistry, Computer Science, Mathematics, Further Mathematics, Physics, Physical Education, Sport, Art, Craft and Design, Fine Art, Graphics, Photography, Drama and Theatre Studies, Music.

The Curriculum Planning Cycle

Autumn Term

Monitor and Review by SLT
Discussions with MLT
Headteacher explores issues with Heads of Department
GCSE Options to departments to review
Option booklet issued to HODs
A level courses offered to Year 11 students across Norfolk.

Spring Term

GCSE Options issued to students
Intake numbers received for year 7
Provisional Year 12 numbers established
Outline curriculum plan drafted/ updated after interviews
Staffing requirements reviewed
Discussions with Heads of Department
Implications for Curriculum considered
Adjustments made and curriculum agreed
Feasibility of timetable investigated
Overall staffing considered
Headteacher discusses Curriculum and Staffing

Summer Term

Curriculum modified as required
Staffing issues finalised
Timetabling begins with priority to Upper School and Sixth Form
Draft timetables issued to Departments
Timetable transferred by Data Managers to MIS, set up for staff and pupils
Timetable issued to departments
Parents receive Year 10 Programme of Study notification in July.