



STAMFORD  
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Stamford Park Trust

Rayner Stephens High School  
Curriculum Policy

September 2023

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<b>Legal Framework/Statutory Guidance:</b>	<p>This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the <a href="#">Academies Act 2010</a>, and the <a href="#">National Curriculum programmes of study</a> which we have chosen to follow.</p> <p>It also reflects requirements for inclusion and equality as set out in the <a href="#">Special Educational Needs and Disability Code of Practice 2014</a> and <a href="#">Equality Act 2010</a>, and refers to curriculum-related expectations of governing boards set out in the Department for Education's <a href="#">Governance Handbook</a></p>

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## 1 Curriculum Aims

Our curriculum is underpinned by the core belief that knowledge is power. Our curriculum is academically ambitious, engaging and rigorous and designed to embrace our Trust mission of 'Excellence and Ambition for all'.

We recognise the importance of reading and place high-quality texts at the core of our curriculum. We encourage students to be reflective, showing curiosity and a thirst for knowledge in order to improve as individuals. This enables them to develop holistically and become active participants in modern British life. We are ambitious and have the highest of expectations of all our students.

In order to realise our ambitions for our students we have developed a broad and ambitious curriculum, that is coherently planned and sequenced, and aims to:

- Provide a broad range of subjects and develop students' expertise within those individual subjects
- Ensure students follow a knowledge-led curriculum with ambitious end-points, through which they know and remember more in order to achieve their best
- Ensure literacy and numeracy are prominent within our curriculum and empower students to use an enriched vocabulary
- Develop aspiration and create opportunities, developing our students as confident, curious, and creative individuals, who are able to communicate effectively
- Ensure students are respectful and resilient, contributing positively to society
- Provide an extensive extra-curricular and enrichment programme to support the development of our students' character and prepare them for life as balanced, happy well-rounded individuals, who can succeed.

We see the curriculum as the mastery of subject-specific knowledge. It is this knowledge that allows students to explore the richness of the curriculum in more depth. Knowledge develops a love for learning and students are enthused by knowing more and remembering more. This enthusiasm raises attainment and aspirations for all students.

The deliberate design and sequencing of our curriculum allows our students to commit knowledge to long-term memory through a curriculum that builds on prior knowledge and revisits at levels of greater complexity

As a result of our knowledge-rich curriculum:

- Concepts are broken down into smaller, distinct items of knowledge to be mastered, ensuring a deeper understanding of the content being studied
- Teachers have a clear overview of the precise key component knowledge
- Students will learn, allowing teachers to focus on deciding the most effective way to explain the content to their students
- Teachers are able to identify specifically how to provide appropriate support and challenge, as well as adapting their teaching in response to feedback

The curriculum structure at Stamford Park Trust schools is based on students developing a strong foundation of knowledge, skills and understanding in a wide range of subject disciplines. We believe our students deserve the very best standard of education and one that will help them achieve their aspirations for the future.

## 2 Legislation and statutory guidance

Our curriculum fulfils all statutory requirements and whilst the compulsory core for all students has an emphasis on the academic, it is broad and balanced in nature. Our model emphasises the importance of learning in literacy, numeracy, languages, humanities and science. We actively encourage high levels of

participation in subjects that ultimately lead to the English Baccalaureate at key stage 4, with a high proportion of curriculum time dedicated to these subjects at KS3. In addition, students study a full range of subjects including Music, Computing, Technology, Art, PE and Drama.

At KS4 in addition to the academic core, we offer a wide range of optional subjects including creative, technical, vocational and alternative routes. KS4 courses prepare students for their examinations, but also seek to engage, inspire and challenge all students as they develop their knowledge and skills. Stamford Park Trust schools work with students and their families to determine the most appropriate route to follow, supporting future aspirations and offering the greatest opportunities for success.

For Year 9 students the KS4 options process starts in February and students options are confirmed by May, ready to start KS4 in September of Year 10. The options process involves a launch day with students linking to careers information and opportunities, a parent presentation to explain the options process and answer any questions, a Year 9 parents evening to speak to subject specialist teachers, and a personalised Information and Guidance (IAG) meeting for each student and their parents with a member of the Senior Leadership Team.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#)

## 3 Roles and responsibilities

### 3.1 Trustees/Local Governing Board

The Trustees / Local Governing Board will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs, 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
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Head of School

The head of school 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 students will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, requests to withdraw some children from curriculum subjects in response to their individual needs are managed.
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

### 3.3 Heads of Department and TLR post holders

- Reference the National Curriculum / specifications and ensure that the school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points.
- Quality assure the implementation of the intended curriculum and provide support for staff where necessary to ensure consistency in the delivery of their subject area.
- Design strategic assessments to monitor student's retention of the knowledge and skills being taught through the curriculum.
- Adapt curriculum planning as necessary on an ongoing basis in response to assessments, local and national contexts.
- Organise, provide and monitor CPD opportunities in their subject area
- Review and develop how their subject area can support, enrich and extend the curriculum

### 3.4 Teaching Staff

- Work with Heads of Department and TLR post holders to reference the National Curriculum / specifications and ensure that the school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points.
- To prepare and deliver high quality sequences of lessons, adapted to student's individual needs, using a range of appropriate strategies for teaching and classroom management.
- Utilise strategic assessments (formative and summative) to monitor student's retention of the knowledge and skills being taught through the curriculum.
- Adapt lesson planning as necessary on an ongoing basis in response to assessments and developments in departmental planning.
- Monitor the progress of students in their classes and report on this as per the schools reporting calendar.
- Undertake any training necessary to ensure the subject is taught effectively.
- Share best practice and work in partnership with outside agencies.

### 3.5 All Staff

- To support students in accessing the school curriculum.
- To provide targeted and personalised support and intervention for students.
- To lead / facilitate systems within school that support high quality implementation of the curriculum intent.
- To model and promote the core values of respect, resilience and aspiration.

## 4 Organisation and Planning

### 4.1 Subject Curriculum Outlines and Learning Journeys

Our curriculum is planned as a 5-year journey, with a 3-year KS3 and 2-year KS4. Subject Curriculum Outlines are available for each year group in each subject, broken down by half term. The curriculum

outlines detail what students will develop in terms of knowledge and skills, how they will be assessed and how their curiosity will be developed.

Learning Journeys demonstrate how this learning builds year on year, from when a student joins us in Year 7, to when they move to their next stage at the end of Year 11.

A knowledge organiser is available for all subjects on a termly basis. The organiser contains a summary of the key facts and key component knowledge for each subject. Students are encouraged to use them to revise, review and assess their subject knowledge and teachers use them to regularly revisit the key concepts to be learned. Knowledge organisers are designed to help students transfer knowledge from their short-term memory to long-term memory. Knowledge organisers also provide a precise and easy to understand way for parents and carers to become more aware of what their children are learning at school.

These documents are available to view on our school website.

<https://www.raynerstephens.org.uk/school-life/curriculum/departmental-information>

## 4.2 Topic Overviews

Stamford Park Trust schools use Topic Overview documents to clearly identify the key component knowledge and skills that all students should know, along with the key terminology that students should be able to spell, use and define.

The 'can' section of the document outlines how students are expected to apply this knowledge. The topic overview documents allow students to clearly understand what they are studying, how they are progressing and what they need to do to improve and secure the key component knowledge for the topic being studied.

The topic overview documents are stuck into students exercise books and all students to clearly understand what they are studying. By referring to the topic overview, students can understand how they are progressing and what they need to do to improve. Students can make judgements about the quality of their own work and have a better understanding of what they need to do to improve.

### 4.2.1 Years 7, 8 and 9

The essential knowledge that students are expected to know at KS3 is clearly identified for each topic for each subject area. It is expected that to have a secure understanding of a topic/subject at KS3, students need to retain at least 80% of this learning in their long-term memory.

To identify how students are progressing with their learning, three times a year the level of retention of this learning will be reported to parents using one of four range descriptors.

**Foundation: Less than 30%**

Less than 30% of knowledge and skills learned are secure in the memory. Students can recall simple processes and define some key terms. The learning is heavily reliant on teacher support.

**Developing: Less than 60%**

Less than 60% of knowledge and skills learned are secure in the developing memory. Students can apply the knowledge to familiar situations with some teacher support.

**Confident: Equal to or greater than 60%**

More than 60% of the knowledge and skills learned are secure in the memory. Students are starting to apply knowledge to familiar and new situations with increasing independence.

**Mastering: More than 80%**

More than 80% of knowledge and skills learned are secure in the memory. Students can apply the knowledge to new and unfamiliar situations (making links between different areas of learning), working independently.

#### 4.2.2 Years 10 and 11

At the end of Year 9 GCSE number grade targets are established for KS4 students. These are informed by prior attainment information, including the position of students at the end of KS2 and KS3. Throughout the course of KS4 teachers will track student progress using GCSE number grades or other Level 2 qualification grading systems.

Throughout Years 10 and 11, assessment and reporting will employ accurate use of GCSE grades with students receiving information about their actual graded performance regularly throughout the course. Each department has a clear understanding of the grade criteria expectations and examination board specifications which represent the key knowledge, skills and understanding needed to make progress.

### 4.3 PSHE

PSHE at Rayner Stephens High School is taught in a variety of ways, including through dedicated PSHE lessons, assemblies, tutor activities, specific events including Raising Aspiration Days, National Careers Week and Mental Health Awareness Week. Our curriculum aims to provide students with a sound understanding of their role as a citizen now and in the future, the opportunity to consider wider societal and personal issues and the ability to develop critical thinking to make safe and informed decisions.

In line with the Government's Personal, Social, Health and Economic (PSHE) Education Guidance, Rayner Stephens High School has committed to developing students' awareness in three key areas, including:

- Mental Health & Wellbeing
- Relationships
- The World We Live In

### 4.4 CEIAG

Rayner Stephens High School is committed to providing high quality careers education, advice and guidance to every student. Our provision aims to meet the needs of the individual student to promote self-awareness, decision making, employability skills and independence whilst raising aspirations. It is differentiated and personalised to ensure progression through activities which are appropriate to students' stages of career learning, planning and development. Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential.

All students will leave Rayner Stephens High School equipped with the skills and knowledge required to support their entry into further education or employment. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives.

A member of the Senior Leadership Team has the strategic oversight and leadership of CEIAG. A Careers Adviser from Positive Steps works two days a week and is responsible for the implementation of the Positive Steps Delivery Plan. Form tutors are responsible for the delivery of CEIAG through PSHE, and both Heads of Year and Heads of Department are responsible for the coordination of extra-curricular CEIAG activities.

### 4.5 External Resources

Where appropriate external resources support our curriculum planning and delivery. KS3 mathematics use White Rose Maths resources, KS3 science uses the Ark Mastery resources and MFL use resources from Active Learn. Online platforms such as Educake, Seneca and Sparx Maths are also used to support the home learning aspect of the curriculum, provide opportunities for retrieval practice and provide teachers with question level analysis data to teach responsively from.

### 4.6 KS3 hours per subject per fortnight



<b>Subject</b>	<b>Years 7, 8 and 9</b>
English	9
Mathematics	8
Science	7
History	3
Geography	3
RE	2
MFL	3
Core PE	4
Art	2
Technology	2
Computing	2
Music	2
Drama	2
PSHE	1

#### 4.7 KS4 hours per subject per fortnight

<b>Subject</b>	<b>Years 10 and 11</b>
English	10
Mathematics	9
Science	9
Core PE	3
PSHE	1
Other option subjects x 3	6 hours each

#### 4.8 KS4 exam boards

<b>Subject</b>	<b>Exam Board</b>	<b>Subject</b>	<b>Exam Board</b>
English language	Edexcel	Art	AQA
English literature	Edexcel	Music	Pearson BTEC First Award
Mathematics	Edexcel	Drama	Pearson BTEC Tech Award
Science	AQA	Hospitality and Catering	WJEC NQF
History	Edexcel	Design technology	AQA
Geography	AQA	Sports Studies	Pearson BTEC Tech Award
Spanish	AQA	Health and social care	Pearson BTEC Tech Award
Computer science	AQA	Enterprise	OCR National

## 5 Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Students with high prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy <https://www.raynerstephens.org.uk/parents/send>

## 6 Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governor meetings and school visits
- Reports to relevant committees.

SLT, Heads of Department and TLR holders monitor the way their subject is taught throughout the school by:

- Lesson observations, learning walks, learning reviews of students work, student voice, analysis of assessment data, CPD facilitated through curriculum development time.

Heads of Department and TLR holders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Deputy Headteacher for Curriculum and Standards. At every review, the policy will be shared with the local governing body and Executive Team.

## 7 Links with other policies

This policy links to the following policies and procedures:

- Teaching and learning policy
- Assessment, recording and reporting policy
- Non-examination assessment policy
- SEND policy
- Relationships and sex education policy
- Pupil premium strategy statement
- CEIAG policy