



PHILIP MORANT

SCHOOL & COLLEGE

Curriculum Policy

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Statement of intent

Our curriculum policy at Philip Morant School and College is strongly influenced by the work of Martin Robinson's Trivium 21C. At its core, it is about students learning substantive and important facts, having the ability to argue, and being able to communicate effectively.

The school's curriculum supports the Trust's key ambition that 'no child is left behind' as it is a key driver and guarantor of true equity. Embedded in our school ethos and curriculum is the simple question: Am I better than I was yesterday?

The curriculum at The Philip Morant School & College is:

- Ambitious for all pupils
- Coherently planned and sequenced
- Adapted, designed and developed for pupils with SEND, and is
- Broad and balanced for all pupils.

The trivium approach provides a set of ideas that, not only make sense to teachers, but also to students and parents. We are highly ambitious for the students here at Philip Morant and we hope that the conceptual principles inherent in the trivium will make them a tangible reality for every student in the school. Through the concept of the trivium we can envisage a schema where traditional values and progressive ideals can come together; where knowledge and cultural capital have importance and where skills are knitted together with the content.

The first pillar is Grammar (Knowledge):

- The direct instruction of knowledge
- Student retaining and recalling knowledge, learning by heart, low-stakes testing and deliberate practice
- Explicit teaching to build cultural capital alongside subject specific terminology and the skill of reading different (and challenging) texts

The second pillar is Dialectic (exploration):

- Students having the opportunity to debate, question and challenge
- Students experimenting and learning through authentic, hands-on experience
- Opportunities to analyse, evaluate and problem solve

The third pillar is Rhetoric (communication):

- To be able to communicate with confidence and clarity in a variety of formal and informal situations; through the spoken and written word including; speeches and essay writing.
- Students will have the opportunity to perform, to be able to make things and showcase their learning
- An opportunity to share their own ideas and contribute to educational and philosophical discourse

This policy outlines our approach to the curriculum and provides clarity on:

- The responsibilities of key members of staff.
- The organisation, delivery and implementation of the curriculum for KS3 and KS4.
- The organisation, delivery and implementation of the curriculum for pupils post-16.
- The teaching, learning and planning arrangements for the curriculum.
- The assessment arrangements for pupils in all years.

1. School policies

1.1. This policy has been created in accordance with, and will be implemented alongside, the following school policies:

- Secondary Assessment Policy
- Homework Policy

2. Roles and responsibilities

2.1. The **headteacher** is responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects which the school chooses to offer, are organised to reflect the aims and ethos of the school.
- Alongside subject leaders ensuring that all aspects of the curriculum include how it will be organised, delivered and assessed, and how individual needs of pupils will be met.
- Ensuring there is adequate time available for teaching the curriculum effectively.
- Where appropriate, ensuring the individual needs of pupils are met by disapplication of the curriculum, such as those with SEND.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and pupils are adequately informed of progress and attainment.

- Ensuring the governing body is fully informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- Ensuring all staff members, in particular subject leaders are aware of their responsibilities in relation to this policy.

2.2. **Subject leaders** are responsible for:

- Reviewing how their subject area can support, enrich and extend the curriculum.
- Monitoring the ways in which developments within their subject area can be assessed and records maintained.
- Reviewing how their subject area can benefit the aims and objectives of the whole school.
- Reviewing changes within their subject area and advising on their implementation in the curriculum.
- Monitoring the teaching and learning of their subject area, providing support for staff where necessary.
- Ensuring the curriculum in their subject area is adequately planned and all teaching staff are aware of the syllabus.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in their subject area.
- Organising the deployment of resources and carrying out an **annual** audit of all subject-related resources.
- Liaising with subject teachers across all year groups and phases.
- Ensuring there is consistency in the delivery of their subject area.
- Communicating developments in their subject area to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in their subject area.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of their subject area in subsequent years.
- Communicating assessment data to the **Headteacher** and **Governing body**, where required.

2.3. **Classroom teachers** are responsible for:

- Acting in accordance with, and promoting, this policy.
- Ensuring progression of pupils' skills, with due regard to the subject syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with subject leaders about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Sharing best practice amongst colleagues.
- Working in partnership with other agencies to provide an appropriate range of curriculum opportunities.

2.4. The **SENCO** is responsible for:

- Liaising with subject leaders in order to implement and develop the curriculum throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of curriculum objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Curriculum rationale

3.1. The school has decided to follow the requirements of the national curriculum.

3.2. The school has developed a broad and balanced curriculum that aims to:

- Inspire and motivate pupils
- Encourage pupils to achieve to their full potential
- Help pupils develop personal moral values, respect for religious values and an understanding of other races, beliefs and ways of life
- Help pupils understand the world we live in
- Help pupils develop self-esteem, self-worth and self-confidence.
- Meet the different needs of individual pupils, ensuring they have full access to the curriculum, or that alternative arrangements are in place wherever required
- Incorporate effective and varying teaching methods to provide diversity in the delivery of the curriculum
- Fulfil statutory assessment requirements and ensure pupils are adequately prepared for any assessment
- Prepare pupils to make informed choices at the end of KS3, KS4 and beyond
- Ensure continuity between year groups and phases

4. KS3 curriculum organisation

- 4.1. During KS3, lessons are taught as five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.
- 4.2. The table below outlines the subjects that are taught during Year 7 and 8.

Year 7	Year 8
<ul style="list-style-type: none"> • <u>English</u> • <u>Maths</u> • <u>Science</u> • <u>History</u> • <u>Geography</u> • <u>Politics, Beliefs and Society</u> • <u>Art</u> • <u>Music</u> • <u>Drama</u> • <u>Computer Science</u> • <u>French or Spanish</u> • <u>PE</u> • <u>Design and Technology</u> 	<ul style="list-style-type: none"> • <u>English</u> • <u>Maths</u> • <u>Science</u> • <u>History</u> • <u>Geography</u> • <u>Politics, Beliefs and Society</u> • <u>Art</u> • <u>Music</u> • <u>Drama</u> • <u>Computer Science</u> • <u>French or Spanish</u> • <u>PE</u> • <u>Design and Technology</u>

The content of each subject taught at Years 7 and 8 can be found on the School's website.

- 4.3. Across KS3, students will be placed in academic sets based on their KS2 Maths and English scaled scores (except in PE and Design and Technology where students will be taught in mixed ability grouping). The school uses sets to appropriately allocate pupils within groups where they are amongst peers with similar progress and attainment. In each of Maths, English and Science, students will be placed in one of five or six sets across each year group. In other subjects, students will be placed in one of, up to three sets. Classroom teachers are responsible for reviewing throughout the year and may move pupils into different sets as appropriate.

5. KS3/4 curriculum delivery

- 5.1. Throughout KS3/KS4, pupils receive a set number of lessons per subject based on the fortnightly organisation of the curriculum. The hours given to each subject are shown in the table below.
- 5.2.

Subject	KS3	KS4
Maths	7	8
English	7	8
Science	7	10
History	3	
Geography	3	

Politics, Beliefs and Society	3	
Art	2	
Music	2	
Drama	2	
Computer Science	2	
French or Spanish	4	
Physical Education	4	3
Design and Technology	4	
Life Skills		1

6. KS4 curriculum organisation

- 6.1. During KS4, lessons are taught as five, 60-minute lessons per day. The timetable is organised on a fortnightly rotation.
- 6.2. In KS4, pupils are taught five compulsory and core subjects, and are able to choose a further four choices from the optional subjects to study at GCSE level or equivalent.
- 6.3. The table below outlines the subjects that are taught during Years 9, 10 and 11:

Year 9	Year 10	Year 11
Core subjects		
<ul style="list-style-type: none"> ● <u>English</u> ● <u>Maths</u> ● <u>Science</u> 	<ul style="list-style-type: none"> ● <u>English</u> ● <u>Maths</u> ● <u>Science</u> 	<ul style="list-style-type: none"> ● <u>English</u> ● <u>Maths</u> ● <u>Science</u>
Other Compulsory Subjects		
<ul style="list-style-type: none"> ● Physical Education ● Life Skills 	<ul style="list-style-type: none"> ● Physical Education ● Life Skills 	<ul style="list-style-type: none"> ● Physical Education ● Life Skills
Optional subjects*		
Art and Design Photography Computer Science	Art and Design Photography Computer Science	Art and Design Photography Computer Science

Dance	Dance	Dance
Drama	Drama	Drama
Geography	Geography	Geography
Health and Social Care	Health and Social Care	Health and Social Care
History	History	History
Media Studies	Media Studies	Media Studies
French	French	French
Spanish	Spanish	Spanish
Music	Music	Music
GCSE Physical Education	GCSE Physical Education	GCSE Physical Education
Citizenship	Citizenship	Citizenship
Religious Education	Religious Education	Religious Education
Design and Technology: Catering, Engineering, Product Design, Food Preparation and Nutrition, Textiles, Graphic Design	Design and Technology: Catering, Engineering, Product Design, Food Preparation and Nutrition, Textiles, Graphic Design	Design and Technology: Catering, Engineering, Product Design, Food Preparation and Nutrition, Textiles, Graphic Design

*subject to sufficient demand.

- 6.4. The content of each subject taught in Years 9, 10 and 11 can be found on the School's website.
- 6.5. In order to group pupils into sets, information is used from prior attainment, including KS2 Scaled Scores in English and Maths, as well as current data however, classroom teachers are responsible for reviewing throughout the year and may move pupils into different sets as appropriate.

7. Further curriculum information

- 7.1. RSE (Relationships and Sex Education) for KS3 and KS4 is delivered through the RE (Religious Education), PSHE (Personal, Social Health and Economic Education), and Life Skills curriculum.
- 7.2. PSHE education is delivered via:
- Tutorial
 - The Politics Beliefs and Society curriculum
 - Dedicated assemblies
 - Drop down days
 - Specific Life Skills lesson

8. Post-16 curriculum

- 8.1. The Philip Morant School & College offers post-16 education for students who want to take Level 3 BTECs and A-levels. Students choose three or four subjects at Level 3.

- 8.2. Students must have achieved 5 GCSE grades of between **9-5** for general entry for Level 3 study. Individual subjects may have their own entry requirements.
- 8.3. The following subjects are available for students in Years 12 and 13:
- **English language**
 - **English literature**
 - **English (Combined)**
 - **Mathematics**
 - **Further Mathematics**
 - **Biology**
 - **Chemistry**
 - **Physics**
 - **Art**
 - **Photography**
 - **Business Studies**
 - **Performing Arts**
 - **Economics**
 - **Geography**
 - **History**
 - **Media Studies**
 - **Spanish**
 - **Physical Education**
 - **Sports Studies**
 - **Economics**
 - **Government and Politics**
 - **Sociology**
 - **Psychology**
 - **Law**
 - **Criminology**
 - **Health and Social Care**
 - **Religious Studies**
- 8.4. Students are able to study A-level subjects alongside BTEC or other vocational subjects.

- 8.5. The content of each subject taught at Years 12 and 13 can be found on the School's website.
- 8.6. The delivery of the sixth-form curriculum is shown below in number of hours taught over a fortnight:

	Year 12	Year 13
	Lessons taught	
Option 1	10	10
Option 2	10	10
Option 3	10	10
Option 4	10	10

9. Teaching and learning

- 9.1. The teaching of the curriculum will ensure that pupils of all abilities are able to engage with the curriculum as effectively as possible, enhancing their knowledge and skills.
- 9.2. Pupils will be taught to describe key characteristics and associated processes in common language throughout curriculum subjects, as well as know and understand technical terminology and specialist vocabulary.
- 9.3. Pupils will undertake independent work and have the opportunity to work in groups and discuss with their peers.
- 9.4. Teachers use a variety of teaching methods to provide variation and enhance pupils' understanding.
- 9.5. Teachers ensure pupils apply their knowledge and understanding when developing, presenting and reflecting on ideas.
- 9.6. The school adopts a mastery approach to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure pupils develop fluent technical proficiency and think deeply about underpinning concepts before moving onto the next part of the syllabus.
- 9.7. The school does not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

10. Planning

- 10.1. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

- 10.2. Teachers will use the learning content identified in the subject's syllabus as a source for their planning material.
- 10.3. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 10.4. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 10.5. Long-term planning will be used to outline the units to be taught within each year group.
- 10.6. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment. These will clearly identify the important and substantive knowledge that all students should know by the end of the unit.
- 10.7. Medium-term plans will be shared with **subject leaders** to ensure there is progression between years.
- 10.8. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 10.9. Wherever possible and appropriate, curriculum subjects will provide opportunities to establish links with other curriculum areas.

11. Assessment and reporting

- 11.1. Pupils will be assessed, and their progression recorded, in accordance with the school's Assessment Policy.
- 11.2. Pupils sit the following statutory assessments throughout their time at our school:
 - GCSEs
 - BTECs
 - Cambridge Technical Qualifications
 - A-Levels
- 11.3. A written report for each pupil is sent to parents three times per academic year. Reports outline pupils' progress in the subjects of the curriculum.
- 11.4. Parents are invited to attend parents' evenings with their child's teachers once during the course of the year. Parents are also welcome to discuss their child's progress with their teachers or their child's Head of House as and when necessary throughout the year.

The progress of pupils with SEND will be monitored by teachers, Subject Leaders and the SENCo.

12. Home Learning

- 12.1. Home Learning is given to pupils and assessed in accordance with the school's Home Learning policy.
- 12.2. Students will be informed of what is expected of them concerning Home Learning.
- 12.3. Home Learning will take a variety of formats.
- 12.4. Parents are encouraged to discuss any errors in their child's home Learning with their child. If they have any queries, they should make an appointment to see their child's teacher.
- 12.5. Feedback from parents about their child's Home Learning is also welcomed by the school.
- 12.6. Teachers may decide to set extra Home Learning if they feel it would be beneficial.

13. Equal opportunities

- 13.1 The Philip Morant School & College ensures that all pupils, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances, will have equal access to the curriculum.
- 13.2 Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.
- 13.3 The school aims to provide more academically-able pupils with the opportunity to extend their thinking through extension activities, e.g. problem solving, discussion exercises, investigative work and research.

14 Monitoring and review

- 14.1 This policy will be reviewed annually by the headteacher in conjunction with other senior leaders and subject leaders.
- 14.2 Any changes made to this policy will be communicated to all members of staff.

- 14.3** Subject leaders will monitor teaching and learning in the subject, ensuring that the content of the curriculum is covered across all phases of pupils' education.
- 14.4** All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.