

Curriculum Statement

Review Period: 2 yearly – Spring Term

Review By: Leadership Group & C&C

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Aims

- Studley High School aims to provide all pupils with a broad, balanced curriculum within financial and staffing constraints.
- The curriculum offered is reviewed annually by the Leadership Group, Curriculum Area Leaders/Subject Leaders and Governors to ensure it meets the requirements of the National Curriculum.
- Spiritual, moral, social and cultural aspects of development are present in all areas of the curriculum.

Core and Foundation

Key Stage 3

- All pupils have access to the core curriculum of **English, Maths and Science**, plus all foundation subjects of the National Curriculum i.e. **Art, Geography, History, Religious Education, Music, Physical Education, Information and Communication Technology, Design and Technology and Modern Foreign Languages**.
- **MFL** – At Key Stage 3 pupils study **French or Spanish** in Year 7, one or two of **French, Spanish and German** in Year 8 and 9.
- Pupils who are native speakers and writers of other languages are encouraged to take a GCSE at an appropriate stage.
- In Year 7 all pupils are offered two periods of both **Drama and Music**. Both subjects continue to be taught by specialists in Years 8 and 9.

Key Stage 4

- All pupils are expected and able (due to careful timetabling) to follow and take GCSEs in the Core Curriculum of :
 - English Language
 - English Literature
 - Mathematics
 - Core Science
 - Philosophy and Ethics (Religious Education)
- In addition, all pupils are offered a wide choice of GCSEs in the subjects studied at Key Stage 3 together with 'new' subjects such as Media and Business

Alternative Provision

- A limited number of places are on offer at local further education institutions in a range of vocational subjects at Level 2.
- A small number of Level 1 courses are also offered as well as extended (1day a week) **work placements**.
- When appropriate the school will access specific provision for disaffected KS4 pupils to avoid permanent exclusion e.g. New Start
- Governors and Leadership Group regret that the number of these alternative options is limited by withdrawal of European Social Funding in South Warwickshire and very tight budget constraints.

Xtend Courses

- KS4 students are offered the opportunity to take additional minority GCSEs at various locations in South Warwickshire. These are usually offered as twilight sessions in Y10.

Physical Education and School Sports

- All pupils are offered curriculum-based PE lessons and participation rates are very high. In Years 7, 8 and 9 all pupils get 1 hour 40 mins. of PE a week.
- At Key Stage 4 all pupils participate in 1 hr 40 mins Core PE. In addition a large number choose to take GCSE PE.
- There are numerous opportunities for school sports offered by 4 specialist PE staff and a part time Sports Partnership Co-ordinator ranging from School Teams, lunchtime and other school activities and opportunities to lead younger pupils in sports activities.

PHSEE

- **All pupils follow the school's PHSEE (Personal Health, Social and Economic Education) curriculum in both Key Stage 3 & 4**
- The school runs a programme of **4 Personal Development Days** during the year, to cover major aspects of the PHSEE curriculum.
- This provision allows for specific teams of staff to develop expertise and deliver PHSEE topics. It also enables the school to engage professionals and other experts to enhance delivery of some topics.
- Remaining aspects are delivered by form tutors in one identified **Tutor Period** (20 mins) each week.
- **Careers Advice**, information, advice and guidance is delivered in a variety of ways: through the PD days, by form tutors, by subject teachers, in special assemblies, visits or visiting speakers and exhibitions. There is a dedicated zone on the school's portal for **Careers and Work Experience**. There is a **careers office** on site.
- All Yr 10 pupils are expected to (and do) complete one week **Work Experience**.

Monitoring and Evaluation

- When pupils at either Key Stage are identified through prior attainment and "in school" tracking for additional support this takes place through one or more of the following:
 - Engagement with the Early Intervention Service.
 - Year 7 below L3 "catch-up" groups in English and Maths.
 - A variety of interventions within classroom lessons from subject teachers, specialised TA support in curriculum areas
 - Extra support from subject staff at lunchtimes and after school.
 - One to one and small group support in the Numeracy and Literacy Unit (Den)
 - Target Cards - Blue (subject), Green (Tutor), Amber (KSC) and Red (LG)

GCSE/KS3 results are analysed and reviewed formally by the **HT, subject leaders** and their **line managers** annually.

- A rolling programme of Curriculum Area reviews are carried out by **Leadership Group members and CA Leaders**.
- CA Leaders report to the **Governors' Curriculum and Communication Committee** meeting in rotation.
- **Pupils and parents** complete a commercial (Kirkland Rowell) questionnaire each year which assesses their opinions of the curriculum offer and pupil progress.
- **Year 11 pupils** complete a leavers' survey regarding the curriculum. A sample of Yr 9 pupils complete a teaching and learning survey during the year. The responses are analysed and a specific action plan added to the School Development Plan to address specific issues raised.
- Issues which arise from these activities are reported to stakeholders and incorporated in the **School Development Plan**, and, where appropriate, in **Departmental Development Plans**.
- **Pupils, teachers and support staff** are encouraged to initial the appropriate page in the school planner to indicate when pupils have achieved the key skills identified with the National Curriculum.

