



Kendrick School
Curriculum Policy Statement

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Curriculum Policy Statement

FROM the Website: *The curriculum is framed with the intention of producing well-balanced students prepared for the responsibilities and opportunities that arise throughout life and to prepare students for the challenges of the 21st century. It extends knowledge, experience and imagination in ways which develop critical and analytical capability, awareness of moral values and capacity for enjoyment.*

The students' spiritual, moral and ethical development is addressed through the formal curriculum in a number of subjects including religious education lessons. It also occurs informally through assemblies, numerous extra-curricular activities, residential experiences and in other intangible ways which permeate the ethos of the school.

Kendrick has a full and well established PSHCE programme which is delivered to all students by their own tutors as part of the tutor/PSHCE programme. It is also delivered by specialists as a discrete subject in the upper school. Students will be prepared for their roles as citizens and follow recommended schemes of work for citizenship. All students receive careers advice and have the benefit of taking part in a well-integrated work experience programme as part of our work related and enterprise curriculum.

Every student has access to the full National Curriculum, Religious Studies, Citizenship and PSHCE. Kendrick is a grammar school and continues to offer a wide variety of subjects; in particular English Literature, a second modern foreign language, Latin and Religious Studies to public examination level.

Aims of Kendrick School

Our vision for the school is to lead, inspire, and make a difference to the lives of girls and young women.

- Lead everyone to grow and contribute
- Inspire staff students and parents to have a voice in the vision
- Make a difference to people's lives and the wider community.

Kendrick School aims to provide an excellent education for all its students in a safe and healthy environment where students and staff can share a love of learning and enjoy satisfaction in their achievements. The school strives to promote confidence in its students combining academic rigour with a determination to embrace new challenges, promote flexible and lifelong learning and to prepare the members of the school's community for the future. The school is committed to valuing all subjects and areas of the curriculum.

Curriculum Rationale and Aims

The curriculum is intended to be suitably ambitious for all the students in the school and by maintaining breadth and depth of study in KS3 all students can access all GCSEs at the point of making options choices in year 9. There is an emphasis at each key on securely and robustly building the skills and knowledge that students will need at the next level of study and all subjects have ambitious curriculum plans in all key stages that are refined and reviewed every year. Expert teachers are deployed across the school and not just in the sixth form. There is a robust review process led by line management that drives curriculum development. The school's Progress 8 score

is historically outstandingly high reflecting the secure depth of learning that the students achieve. All students receive careers advice in line with the Gatsby Benchmarks and support through the UCAS application process is exceptional in its organisation, level of support and attention to detail. Students' personal development is enhanced and promoted across all year groups led by a highly developed PHSC and Citizenship programme and by the guidance and leadership of year leaders.

The curriculum supports the aims of the school. Specific details of curriculum content can be found in the School Prospectus, Year 7 Parents' Information booklet, Year 10 Options Information booklet and the Sixth Form Prospectus.

The school values breadth and depth throughout all key stages. Key Stage Three follows the National Curriculum at Key Stage 3 and promotes SMSC, wide reading, reading for pleasure and information, Physical Education, Religious Studies, Citizenship, Physical Education, PSHCE and Computing alongside English, Mathematics, Science, Humanities, Languages, Classics and Technology. The Options process starts in year 9 and GCSE courses start in year 10.

Reading in key stage 3 is given dedicated time in English lessons and students choose and review books with the help of their teachers.

At Key Stage 4 in years 10 and 11, students study English Language and Literature, Mathematics, Chemistry, Biology, Physics, at least one language and humanity and three further option choices.

At Key Stage 5 students start on a three or four A Level pathway with the potential at agreed points to reduce from four to three as well as add the EPQ and AS Further Mathematics.

PHSC is given at least one dedicated, timetabled lesson in all year groups. Year 12 and 13 have a fortnightly Enrichment lesson.

Each subject has ambitious curriculum goals in all key stages that describe the essential knowledge and skills that the students will be equipped with in order to appreciate the importance, relevance and joy of the subject to them and will equip them for further study and for the next stage of life. These goals describe the type of learner that the curriculum is designed to promote at each key stage.

Provision for students with SEN is led by quality first teaching and a cycle of plan-do-review; all students with SEN support have their own student passport developed with them and describes the most important elements of support that the school and teachers provide.

Key Operational Principles of the curriculum

- Every student has access to the breadth of the KS3 National Curriculum
- KS3: French, German and Latin are studied by all students.
- KS4: the current options programme allows all students to access the subjects which comprised the English Baccalaureate (EBacc), although the EBacc is not compulsory with respect to choice of humanity subject (at least one must be selected from Geography, History, and Religious Studies).
- Courses offered are academic; there are no vocational courses.

- There are no “accelerated” examination courses (ie no early completion and entries)
- KS5: the courses offered aim to prepare students for study at leading higher education institutions.
- KS5: the academic A’ level curriculum is boosted with an Enrichment programme and other qualifications alongside the main GCE subjects are offered such as the Extended Project Qualification (EPQ) and AS Further Mathematics in Year 13. Core Mathematics and Spanish A’ Level were introduced into the KS5 curriculum from September 2019.
- The time allocation to each subject in each key stage is reviewed regularly in consultation with subject leaders and against a background of a finite budget and hours of teaching per week.
- The options programmes for KS4 (GCSE courses) and KS5 (GCE courses) are student centred to give the optimum choice within the constraints of staffing, accommodation and time allocation.
- Careers guidance and progression to the next phases of education and employment are delivered to students throughout all key stages. The school delivers all the Gatsby Benchmarks.

School Development Plan 2020/21/21/22

Last year and into this is strong focus led by established educational research and the structure of the new Ofsted EIF framework on Intent, Implementation and Impact of the education that is provided in school. We have been asking ourselves these questions in the last year and this year we will use self-review to further test and develop the success and strengths of our curriculum offer.

Intent – how does the school’s curriculum set out the knowledge and skills that each student will gain at each key stage? Why is the curriculum designed the way it is? How is the critical knowledge that needs to be taught selected? Does careful curriculum planning ensure that the right components are embedded in long term memory to enable pupils to perform more complex tasks?

Implementation - how the curriculum is taught and assessed in order to support students to build their knowledge and to apply this knowledge as skills? How well is it implemented? How is teachers’ expertise and deep knowledge utilised, supported and put to best use? How is learning sequenced to ensure that knowledge and skills build towards defined end points? Do lesson activities focus pupils’ thinking on learning goals and avoid overloading their working memory.

Impact - how successfully is the curriculum is delivered and how good are the outcomes that students achieve? How is students’ progress through the curriculum assessed?

Curriculum intent has been a development priority throughout recent years driven by specification change and clearer understanding of the intent, implementation and impact of curriculum and effective education. Most recently the school had an entire inset day in May 2019 working in departments on their curriculum. There is an understanding that this is the key priority for departments and is an on-going process of review and refinement.

Common Language of Learning

Curriculum development and successful implementation is built on a common understanding of what learning is and how it is best promoted by departments and their teachers. This is best realised through regular and detailed conversations at all levels in the school and these conversations require a common vocabulary in order to be most productive.

As discussed in 2018/19 Inset Sessions, here are the key terms and phrases that are in use to help frame curriculum discussion:

Memory

Long term memory is where knowledge that is securely learnt and easily recalled is held. This knowledge can be used fluently without making undue demands on working memory. Careful curriculum planning ensures that the right components are embedded in long term memory to enable pupils to perform more complex tasks.

Working memory is where new information is considered and thought about and can be quickly overloaded if too much is demanded of it. Lessons should be planned to not overload the working memory.

Learning

Learning is defined as an alteration in the long term memory. If nothing has altered in the long term memory then nothing has been learnt.

Progress means knowing more and remembering more.

Curriculum

Model of curriculum progression. There is planning for all subjects that considers what progression is in each subject and how the substantive knowledge, skills and disciplinary knowledge is planned and taught to ensure that students' progress in what they know, can do and understand over time. This is the only preconceived view that an Ofsted inspector is allowed to hold of a school's curriculum. A progress model measures progress in terms of knowledge gained and not in terms of value added flight paths.

Disciplinary knowledge It is the big ideas, ways of thinking, evidence, critical arguments, degrees of certainty, where ideas and facts have come from and where they fit in; being scientific, historical, artistic, musical, mathematical etc. How does the substantive knowledge work in the subject? For example in science understanding the role of error in an experiment. Students should know how knowledge has been created, its certainty and how well understood it is by scholars and professionals.

Substantive Knowledge is facts and subject content

Assessment

Purpose of assessment –to be established before collecting and analysing data and other assessment information. What is trying to be established through assessment?

Valid data assesses what is intended. Legitimate inferences are drawn from data.

Reliable data is when repeated assessments produce similar results free from undue variation, findings are consistent.

Value of assessment is measured in terms of what has been found out about progress, learning and impact of teaching.

Wider Vocabulary

Challenge is judged in terms of curricular goals rather than specific lesson activities.

Chunking of information together in a related way is a powerful way to help students to learn.

Components are often knowledge based things that students need in order to tackle **composite tasks**.

Cognitive skills or 'capacity to perform' in learning: examples include analysis, problem solving, creativity, independence, evaluation.

Cultural Capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

For example, **Science Capital** could be defined as follows: Science capital incorporates an individual's science-related resources and their attitudes and ways of thinking. It can be useful to think of science capital as a bag that you carry throughout life that contains all your science-related knowledge (what you know), attitudes (what you think), experiences (what you do) and contacts (who you know).

Curriculum end points and goals are discussed and agreed to help plan and sequence **components** of learning. The most appropriate lesson activities contribute towards achieving curriculum goals.

Expertise depends on rich and detailed structures of relevant knowledge stored in the long term memory.

Fluency requires 'overlearning' through repeated recall, taking pupils beyond the point of accuracy – the **threshold of learning** – something that will not easily be forgotten. eg the meaning of 'bonjour'.

Interleaving is a process where students mix, or interleave, multiple subjects or topics while they study in order to improve their learning. **Blocked practice**, on the other hand, involves studying one topic very thoroughly before moving to another topic.

Lesson activities should focus pupils' thinking on learning goals and avoid overloading their working memory

Prior knowledge and previous content should allow for learning of new **content** lesson by lesson and topic by topic.

Sequencing is the organisation and teaching of content that allows students to build up their knowledge in a way that is easier to process and learn, like putting together a jigsaw by building up groups of pieces that fit together and then connecting these combined sections of the jigsaw. This process is an example of **chunking**.

Spacing out practice and learning of content is a powerful way to reinforce learning and helps students to build stronger neural pathways in their memory.

Curriculum Self-Review Planning 2021/22

Ongoing review of the school's curriculum is a part of the annual cycle of self review. Learning walks and lesson visits by SLT and subject leaders are happening throughout terms 1 to 5.

Term 2 – The school's curriculum aims and structure is reviewed at leadership level and in LLG meetings. Line management conversations and department meetings have a focus on the rationale, intent, implementation and impact of each subject's curriculum within the whole school aims.

Terms 2,3&4 - Departments work collaboratively together and with SLT to assess and review the achieved curriculum with activities that include lesson visits and discussions with groups of teachers and students. Lesson visits combined with meeting students and looking at their work are planned and conducted throughout terms 2,3,4 & 5 to test out the curriculum aims of each department. If a SEND student is identified then the associate SEND passport should be considered during the lesson visit. At least one meeting of subject teachers is held with a line manager or member of SLT.

Term 5 Self review information is reviewed at subject and whole school level and used to make new development plans and inform evaluation of existing plans.

School development plan and department development plans completed during Term 6.

Context and Features of the Curriculum

- The curriculum is delivered by a stable, highly qualified and dedicated team of specialist teachers and support staff.
- Resources and funding are astutely managed in order to make the learning environment as good as it can be.
- Students are taught about safeguarding and keeping themselves safe throughout all key stages.
- All subjects understand the importance of the cultural capital that the curriculum content gives to students
- Schemes of work are in place and are regularly revised, as are department handbooks which reflect the operating procedures and background for each subject area.
- PHSCE and tutor time provision are reviewed annually to ensure that the right topics are delivered at the right time and this responds to local and national priorities such as FGM, British Values, Kendrick values, LGBT, child sexual exploitation.
- PHSCE in the sixth form is called Well Being and the students are integral to designing the programme each year so it is tailed to their needs as well as the issues that the school plans to deliver.
- There is a carefully considered CPD programme for all teachers and time is regularly allocated to subjects for curriculum planning and subject knowledge and pedagogical CPD.

- Subject activity, results and achievements are summarised in department Achievement Reports are monitored by SLT and Governors through line manager meetings. Performance is additionally monitored through a cycle of department self-evaluation.
- Governors have a standing curriculum review agenda item on the Learning and Teaching committee and the school's Curriculum Working Party reports to this committee as well.
- Continuity and progression in student performance is monitored through careful and regular use of data, within subject areas and across cohorts.
- There is regular monitoring of the curriculum content and organisation.
- Students and parents are consulted during reviews and students' views are sought as part of the self-evaluation process.

Website Documentation

Academies are required to publish on their website:

- Content followed in each year in each subject
- The school's approach to its curriculum
- How parents and the wider public can find out more about the school's curriculum
- How the school meets the 16 to 19 study programme requirements

16 to 19 Study Programme Requirements (non-statutory guidance from the Education and Skills Funding Agency (ESFA))

All 16 to 19 study programmes should be designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes should be individually tailored but will typically combine the elements below:

1. substantial qualifications that stretch students and prepare them for education at the next level or for employment
2. English and mathematics where students have not yet achieved a GCSE grade 4
3. work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions
4. other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression

Department Documentation

Each department maintains the following documents to support their curriculum and make it accessible at the appropriate level of detail to all teachers, students and parents.

For students, parents and the wider public: Website describing the rationale and aims of the subject as well as topics studied in each year and details of public examination specifications.

Students are provided with examination specifications, topic lists for each year and an outline of timing (a roadmap), fair access to electronic resources, and assessment feedback that is both formative and summative.

Teachers are provided with:

- Detailed rationale and intent of the curriculum plans and content and input into planning these. Clear curriculum progression is included in these plans.
- A topic and timing roadmap for each year
- Schemes of work with appropriate detail to enable subject teachers to teach classes as intended by the department. Easy access to all supporting resources linked to the scheme of work.
- All necessary resources to deliver the scheme of work and systems to ensure that required tasks and resources are used as intended in different classes.
- Assessment framework for the department.

Remote Learning

Autumn Remote Learning Plan

All students to complete a Google Form, sent by general office, by 8.40am daily

- I am feeling well and I am able to work today

- I am not feeling well and I am unable to work today

Second question:

- I would like to contact my tutor or Head of Key Stage today yes/no

Third question:

- I am connected to the internet and have somewhere to work

- I have limited access to online content today

- I have limited access to a place to work today

- I have both limited access to online content and a place to work today

Daily Routine:

Daily 'registration' information to be processed by general office and shared with tutors and teachers.

Students can also email their tutor or Head of Key Stage for a more specific update on their situation.

Students/parents must contact the school in the event of a positive COVID 19 test result.

Remote learning follows the existing school timetable.

Work for the lesson, and if appropriate subsequent lessons in a series of lessons, will be set by teachers at the start of their first timetabled lesson of the week.

All live lessons to be conducted in scheduled timetabled slots and should not exceed 50 minutes to allow time for set up and a break before the next lesson. 20 - 40 minutes live lessons are recommended with remaining time given to students working on tasks and/or reviewing the lesson. All live lessons to have a register and be recorded and made available to all students in the group and may be made available to other groups studying the same work. Live lessons to be made available to all age groups equitably, not just exam classes. Short live introductions may also be appropriate.

Recorded lessons can also be used in timetabled periods and can be accompanied at the time by teacher support by email or a Meet.

All teachers to follow department guidance on remote learning, homework and assessment as established in the first week of term on inset days.

When planning remote lessons and homework it is important not to overload students as it may take students longer to learn without direct teacher guidance. We are aiming for a variety of delivery and activity with consideration of the student experience.

Heads of Key Stage, Tutors, safe persons and DSLs to maintain regular contact with all students with open safeguarding cases and all other students with known pastoral concerns.

Tutors to run a tutor time at least weekly with the additional offer of meetings on the other days

Remote one-to-one support, pastoral discussion, safeguarding discussion, catch-up and tutoring to be scheduled with Head of Key Stage or TLS so a record is kept of when these meetings happen.

Remote learning safeguarding protocols to be followed at all times.

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[J:\Admin\COVID-19 \(2020\)\Reopening of School\Autumn Term 2020\Remote Learning\2020 autumn Safeguarding Guidelines for online sessions](J:\Admin\COVID-19 (2020)\Reopening of School\Autumn Term 2020\Remote Learning\2020 autumn Safeguarding Guidelines for online sessions)

Related Policies

Policies which have a direct bearing on this statement and should be read in conjunction with it include:

Homework; Assessment; Spiritual, Moral and Ethical Development; Inclusion; Citizenship; IT; Relationships and Sex Education (RSE); Management of student behaviour; Collective Worship; Community Cohesion.