Sir John Nelthorpe School

Curriculum Policy

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Consultations/Training	SLT, Learning Directors, Governors

Curriculum Intent

At Sir John Nelthorpe School we are committed to providing a knowledge-rich, broad curriculum which:

Secures development and achievement...

- provides opportunities for pupils' and students' personal development
- supports and encourages pupils and students to achieve their personal best

Prepares learners for 'life beyond school'...

- ensures pupils and students are fully prepared for life in modern Britain
- challenges, motivates and inspires leading to a lifelong interest in learning
- prepares pupils and students for further education and training and for the world of work

Promotes active school community involvement...

- encourages participation in a wide range of quality extra-curricular opportunities
- develops a sense of place, value, pride and self and mutual respect
- recognises individual and collective achievements in all aspects as pupils and students progress through school

The pupils' wider curriculum includes tutorial work and Personal, Social, Health and Citizenship Education (PSHCE) within mixed-ability tutor groups and they are enriched by work-related learning, work experience, a wide range of curricular, extra-curricular, non-curricular, sporting events and visits. At Key Stage 3 all pupils study English, Mathematics, Science, French (Higher attaining pupils also study German in Years 8 & 9), History, Geography, Religious Education, Art, Drama, Music, Design and Technology, Computing, Physical Education (PE) and PSHCE. Pupils learn applications skills in ICT by means of a taught Computing course in Key Stage 3.

At Key Stage 4, compulsory subjects are: English Language and Literature, Mathematics, Combined Sciences, Core PE (non-examined), PSHCE (non-examined) and Religious Education (non-examined).

- Pupils must study a Humanities subject (Geography, History or Religious Studies)

- Pupils must study either a modern foreign language (French or German), or an arts subject (Art and Design (Fine Art, Photography or 3D Design) or music)

Pupils study 2 other subjects from the list below:

Art and Design (Fine Art) (GCSE)
Art and Design (Photography) (GCSE)
Art and Design (3D Design) (GCSE)
Business Studies (GCSE)
Computer Science (GCSE)
Dance (BTEC)

Drama (BTEC)
French (GCSE)
Geography (GCSE)
German (GCSE)
History (GCSE)
Hospitality and Catering (OCR National)
Music (GCSE)
PE (GCSE)
Power, Politics and People (GCSE Citizenship)
Psychology (GCSE)
Religious Studies (GCSE)
Separate Sciences (GCSE)
Sports Studies (OCR National)
Statistics (GCSE)

Cross-curricular themes of Environmental Education, Economics, Political and Social Awareness, Industrial Awareness, Enterprise, Citizenship, Environmental issues, Health Education, and Relationships and Sex Education have been introduced throughout aspects of the general curriculum as well as within Personal, Social, Health and Citizenship Education (PSHCE) lessons.

All subject areas include the cross-curricular skills of literacy, numeracy, problem solving, Information and Communication Technology and personal and study skills. STEM (Science, Technology, Engineering and Maths) is incorporated across aspects of the curriculum.

At Key Stage 5, students joining the Sixth Form are able to choose typically 3 A Level or Level 3 Vocational courses to study over two years. Personalised learning pathways are promoted through the curriculum and further enrichment opportunities.

Information Communication Technology (ICT) is accessed throughout all years and subjects as a teaching and learning resource.

Enrichment opportunities (curricular and extra-curricular) are available through a range of clubs and groups which include academic and non-academic interests. House activities play an important part in the wider curriculum offer, with four vertically populated houses gaining points for participation and achievement throughout the year. Pupils capture and record a wide range of their personal engagement, participation and achievement within their SJN Character Passport, with recognition and celebration for those pupils reaching certain thresholds, throughout the year. Pupils are able develop their leadership skills by representing their tutor-group, year group and school in many different ways including prefect roles, house captains, primary school sports leader roles, year 8 buddy roles for year 7 pupils, subject lead learner roles, sports captains and sports teams, and the School Council. Music participation is encouraged beyond the allocated timetabled curriculum through the North Lincolnshire peripatetic music service with healthy levels of take up across a range of musical instruments and ability levels, with a subsidised rate for pupils.

Curriculum Implementation

The teaching of the key stage 3 National Curriculum and the key stage 4 subjects is organised by grouping subjects into faculties. All subject content is delivered through programmes of study that are sequenced and progressive and which complement the sequencing in other subjects.

Please note:

The Education Reform Act 1988, has required the establishment by Local Authorities of local arrangements for the consideration of complaints about the action of Governing Bodies and Local Authorities in respect of the School Curriculum and related matters, compliance with Orders and Regulations made about its requirements and expectations to its provision and provision of religious education and worship required by the Act. The school's complaints procedure is available for consultation at the school, via the school website. Printed copies may also be purchased from the school if parents wish.

Statutory requirements

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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.

Maintained Schools are required to have a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

Please note: The School will make arrangements for any pupil whose parents exercise their statutory right to withdraw their child from religious worship or Religious Education lessons, in accordance with Section 71 of the School Standards and Framework Act 1998.

Time Spent Teaching

The total teaching time each day is 5 hours 15 minutes, consisting of 5 hours teaching time and 15 minutes tutor period. The morning session is from 0845 to 1250 and the afternoon session is from 1335 to 1525.

The Organisation of Education

From their entry into school pupils are placed in a tutor group. Each tutor group is made up of pupils based on mixed ability social groups. The group stays together for registration periods only and PSHCE (one hour). In Key Stage 3 pupils are taught in mixed ability groups for English, art, music, drama, computing, technology and PE. For maths, science, French, German, history, geography and RE pupils are taught in sets based on ability. A small group of pupils receive additional literacy support within their French lessons.
The pupils' placing in sets is initially decided based on the results of Key Stage 2 assessment data and Level D Cognitive Ability Test results. Recommendations from, and discussions with the Primary School are also considered when identifying setting and pupil placing. Subsequently, validated Key Stage 2 scores (released through Fischer Family Trust in the Autumn term) are used to further determine appropriate setting for each pupil. Differentiation forms the basis for meeting the needs of different groups and individuals within groups. Parents are

asked to respect the decisions made by the school in relation to the initial setting of their child. The school regularly reviews setting allocations and facilitates movement between sets for pupils as appropriate.

This system of grouping continues throughout the school with minor variations in years 10 and 11 to accommodate pupils' subject choices for Key Stage 4. Movement within groups and across sets is managed by the Head of Faculty and Learning Coordinator in each respective year group.

Pupils' progress, attainment and predicted outcomes, their strengths and their weaknesses, are recorded and monitored by the school using a robust and detailed assessment system. Summative copies of these documents are sent to parents 3 times each year.

All pupils are expected to do homework on a regular basis. A homework journal is provided for all pupils and serves as a communication medium between School and parents/carers concerning homework and other relevant issues.

Relationship with other Policies

CEIAG Policy
Extra-curricular activities Policy
Schemes of Work Policy
Homework Policy
Remote Learning Policy
Relationships and sex education Policy
Online safety Policy