

Allerton High – ‘enabling young people to achieve success.’

Curriculum

Our curriculum is designed to ensure all students achieve their potential. We cater for students who arrive with very different abilities and aptitudes and we aim to motivate *all* of them through to the end of Year 11 so that they progress successfully to the next stage of their educational journey, becoming confident and resilient young people.

Our curriculum is flexible and personalised to meet the needs of each individual as far as resources allow. We are preparing young people ultimately for the world of work and therefore focus on achievement in the core and EBacc subjects because employers Further and Higher Education Institutions alike require academic rigour. However, we realise that this approach might not meet the needs of some of our students so we work with a host of external partners and provide some courses ourselves which are more vocational and accessible. We monitor progress closely and talk to our young people regularly, making decisions about their curriculum in collaboration with them and their parent/carers.

PSE the Coaching and Assembly Programme and Curriculum Enrichment Days (CED) are central to the delivery of our curriculum and they incorporate the following: the promotion of British Values and SMSC, the duty to prevent terrorism, the duty to keep students healthy and safe from harm, the promotion of employability skills and the provision of independent careers advice and guidance (see Appendix 1).

Key Stage 3 (Years 7 and 8)

A broad and balanced curriculum in Years 7 and 8 builds on what was learned in Key Stage 2, providing challenge and preparing students for the demands of the reformed GCSE courses they will study in Key Stage 4.

Students study *one* language from Year 7 and master it more completely than dividing the time by learning a second language. A choice of language is made from Spanish, French, Modern Hebrew and Punjabi. Having additional time in one language means they become more proficient at a faster pace but they can still pick up a second language or humanity in Year 10 and study it to GCSE level if they choose.

Students need to develop our ‘Skills for Learning’ in Year 7 and 8 so that they become confident learners, ready for the challenges of further study and the world of work. We explicitly teach the following skills through subject delivery in Key Stage 3: Team work, Investigation, Exploration and Reflection [TIER]. Activities are completed in Coaching and PSE to support students in acquiring and then reflecting on their development of these vital skills.

Some students need more focus on literacy and numeracy when they arrive at Allerton. We withdraw some students from their usual classes for focussed work on literacy in small groups. We offer 1-1 handwriting workshops to some and the Accelerated Reader programme for *all* students in Y7 as we consider reading to be the key to success in the secondary curriculum.

In Year 9 all students study the core of English Language and Literature, Maths, Science, ICT/Computing, RE, PE and PSE.

Many students have a clear idea of subjects they like the most and the least by the middle of Year 8 and offering some choice at this stage engages students as partners in their learning and leads to improved outcomes. We therefore ask students to spend more time on 4 chosen areas of interest in

Year 9. These 'Gateway courses' are not externally examined; they aim to develop a mastery of the skills required to complete a subject in Key Stage 4. We encourage *all* students to study EBacc subjects and the majority will choose to study a Language and History or Geography. Some students find inspiration in other areas such as the arts, technology, sport or other academic areas. Others prefer a more vocational route with different assessment approaches; we discuss appropriate provision on an individual basis.

Key Stage 4 (Years 10 and 11)

Key Stage 4 builds on the learning in Key Stage 3 enhancing their learning skills and building their academic resilience. Students are able to choose from a wide range of academic and vocational courses which prepare them for examinations and secure progression to an appropriate Programme of Study Post 16.

In Year 10, students continue the core and their chosen EBacc subjects to the end of Year 11. All students follow a common GCSE Combined Science scheme of work in Year 10. At the start of Year 11 some students will begin separate courses in Biology, Chemistry and Physics whilst the majority complete a double GCSE Combined Science course.

By combining two year groups at Key Stage 4 we offer a wider choice of subjects to personalise study programmes, for example, we offer GCSE Psychology and BTEC Business. The majority of students continue their studies in the Ebacc subjects and also complete a GCSE course in *one* subject in Year 10, with the full required amount of curriculum time, and then choose a second GCSE course in another subject in Year 11. For the most able, our Enrichment programme allows students to structure their own learning around the Higher or Extended Project Qualification and other accredited programmes such as the Duke of Edinburgh Award. Students who are not taking EBacc subjects make two choices in Year 10 and another two in Year 11.

Our curriculum model allows students to complete their 'Best 8' subjects in Year 11 which ensures that they are thoroughly prepared for GCSE examinations at the end of three years of Key Stage 4. They have had three years to study their EBacc subjects from Year 9 and build their skills and understanding through Year 10 and 11. One year GCSE courses allow students to benefit from concentrated study with twice the normal teaching hours followed by examinations at the end of the year. By sitting a GCSE in Year 10, students learn directly what sitting a GCSE feels like before they complete the qualification in *all* subjects at the end of Y11. This ensures students are as ready as they can be to give their best.

In Year 11, 'Study Plus' is provided for those who are struggling to achieve grade 5 in Maths and English at Key Stage 4; students have more time with subject specialists who re-inforce the work studied in core Maths and English lessons.

RE is delivered to all students from Year 7 to 10 and is certified at the end of Year 10. Faith is important to many of our young people and it is essential to our school ethos that all students feel their beliefs are respected and taken seriously. By offering all students accreditation, they have a positive approach to the subject and can study it to GCSE level without compromising their option choices. A Humanities qualification is available for those students who find the GCSE too demanding in Year 10.

Key Stage 5 (Years 12 and 13)

We try to ensure that our Post-16 curriculum is accessible to, and appropriate, for as many of our students as possible. It must enable students to progress to a range of aspirational pathways dependent upon their interest and academic ability.

Students select from a range of Level 3 courses; A Level, AS, Cambridge Technical and BTEC. We consider all students with 5 GCSE subjects at grade 4 including Maths and English, but there are different entry requirements for different subjects.

Students can combine academic subjects and more vocational or applied subjects but all are expected to study at least 3 subjects. Many will be encouraged to study 4 and take one to AS level. This decision will be individual to the student and will be based on GCSE grades and personal circumstances. In Year 13, most students will take 3 subjects at A Level although some will continue with 4.

Students will sit an AS exam at the end of Year 12 in the one subject that they don't plan to study in Year 13; some will sit AS in 2 subjects if they are unsure. If we are doubtful about the progress made, students will be expected to sit AS exams in all their subjects but generally, if students are on track to do well, they will sit internal exams. Entry to Year 13 and A Level study is dependent on students having positive 'Attitude to Learning scores' in our regular internal progress checks [0123] and/or AS grade Ds in the subjects they wish to continue.

Students who have not achieved grade 4 or above in GCSE English or Maths will study these subjects in Year 12 and in Year 13.

All students can apply to study the Extended Project Qualification, usually in Year 13. This is used to develop their knowledge of an area of particular interest which may be related to their chosen course of study.

The Assembly and Coaching programme and Personal Development sessions incorporate key aspects of the Post-16 curriculum including the promotion of British Values and SMSC, the duty to prevent terrorism, keeping young people safe from harm, developing employability skills and preparation for the next step. Students are exposed to a range of different careers and pathways, and then discuss these, as well as their general progress, in 1 to 1 meetings with their coaches. Alongside this our Enhancement Programme provides a range of opportunities for students to develop leadership and other important transferable skills.

Learning Outside the Classroom

All students from Key Stage 3 -5 access a rich programme of extra-curricular activities which provides opportunities to consolidate classroom learning, take part in sports and games, represent the school in teams, enjoy art, drama and music and explore individual interests.

Curriculum Enrichment Days are used to broaden students' experiences or support deeper learning in one aspect of the curriculum using creative and innovative approaches including vertical grouping of students, visits, visitors and workshops provided by specialists.

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