



WADE DEACON
HIGH SCHOOL

Curriculum Policy

2019-2020



Policy & Procedure Number: 20

Date of Board of Governors Review: Spring 2020

Next Review Due: September 2020

School Link: Mr Alex Wood

Revision Number: 01

A Commitment to Excellence



The Curriculum at Wade Deacon High School

Wade Deacon is a place where potential is discovered, nurtured, developed and fulfilled.

Curriculum Intent

All staff at Wade Deacon High School are committed to providing a high quality, inclusive curriculum that enhances the life of every pupil. We are passionate about providing exceptional opportunities (inside and outside of the classroom) for students to be academically, culturally, morally and socially rich.

Our curriculum aims to inspire and challenge all learners. It builds on the knowledge, skills and experiences developed in the primary phase and enables pupils to deepen their understanding of a broad range of subjects. We aim to provide opportunities for all pupils to fulfil their potential, setting ambitious goals and developing their capacity to be successful life-long learners, as well as building their cultural capital through a breadth of dynamic curricular, cross curricular and extracurricular opportunities.

At Wade Deacon, every child matters. We pride ourselves on the provision of personalised learning to support every pupil. Therefore, we provide a variety of curriculum pathways to suit abilities, talents and needs, wherever and whenever possible.

Wade Deacon High School is committed to:

- providing the core skills, knowledge and understanding that are required for the 21st century.
- developing a sense of social and moral responsibility; encouraging pupils to be respectful of others, mindful of their role in their community, in society at large and in the global environment.
- providing subject choices that support pupils' learning and progression, ensuring that our vision, mission and values are realised, thus enabling pupils to have the cultural capital they need to succeed in life.
- providing every child, regardless of social background, with the opportunity to succeed.
- developing pupils' independent learning skills and resilience; with coherently planned and sequenced curricula enabling the development of knowledge and skills for further/higher education, training and employment.
- embedding fundamental British values and social, moral, spiritual and cultural purpose.



Our curriculum is designed to cater for all students regardless of their colour, race, nationality, disability, beliefs, sexual orientation or gender identity and we are committed to providing equal opportunity for all children. We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, tolerant and compassionate citizens who are ready to make a difference.

From Year 7 to Year 11, every child's 'Progress to Success' is continually monitored. Pupils receive detailed feedback in lessons, and parents receive regular updates about their child's progress during the academic year.

Foundation Stage (Year 7 & 8)

Our Foundation Stage is designed to teach pupils the skills that are crucial, not just for excellent grades, but also for their development as learners. Pupils will be prepared, academically and socially, during this time to enable them to achieve their potential in their GCSE years. We aim to build on the skills of literacy, numeracy, interpretation, deduction, analysis and evaluation to create learners who are independent and who can approach their studies with sophistication, creativity and originality.

From year 7, pupils access two different curriculum pathways based on their prior attainment. The mainstream curriculum contains the subjects contained within the EBacc which prepares pupils for the rigours of GCSE as well as providing a broad range of opportunities to access creative and practical subjects. Pupils who enter Y7 with significantly below average literacy and numeracy skills will follow a 'pathway' curriculum, with the majority of activity focusing on developing these key skills to bring them to a level where pupils can access the mainstream curriculum. These pupils are taught a thematic curriculum that includes literacy, numeracy, history, geography and an awareness of French. If a child makes enough progress, then they are placed in mainstream groups for English and Mathematics.

Pupil Groups

Pupils are placed into groups when they arrive in year 7 based on a wide variety of information including KS2 test scores in reading, grammar, punctuation and spelling and Maths, KS2 teacher assessments, numeracy and reading ages as well as a broad range of pastoral information collected through our transition programme with primary schools. The groups are regularly reviewed during the first term to ensure that pupils are placed in the most appropriate place. After each round of P2S, and especially at the end of each year, changes to which group pupils are in may be made. Any changes are considered very carefully and any decision is based on a wide variety of factors



such as prior and current attainment, progress, Attitude to Learning (AtL) and Behaviour, group dynamics as well changes to the curriculum model across school.

Bands

These bands are not related to pupils' academic ability or progress. For timetabling reasons we split each year group into three bands in year 7 and 8: Green, Yellow and Purple. Students are placed in vertical sets running from Green 1 – 5, Yellow 1 – 4 and Purple 1 – 3 or 4 depending on year group size. This supports the school drive to raise aspirations as well as enabling the school to provide a broad and balanced curriculum to each year group and minimise split classes.

Key Stage 4 Options (Year 9)

Pupils are offered a broad range of option subjects at the end of Year 8. The personalised curriculum that every child follows from Y9 will be tailored to their abilities, talents, needs and current performance regarding attainment, progress and attitude to learning to ensure that they achieve the qualifications, knowledge, skills and cultural capital that will help them succeed in life. The core curriculum consists of maths, English Language and Literature, science and physical education. In addition to these core subjects, pupils will engage with our SMSC Programme which includes Religious Education. Pupils will also be able to make other subject choices, which will be tailored to their curriculum needs. Before making any final decisions about options, pupils will, of course, be involved in discussions with their class teachers. They will be able to give good advice about suitability for specific courses and whether the demands, content and skills required for the subjects are compatible with the pupils' prior learning and abilities. In Science pupils will study either the separate Science course of Biology, Chemistry and Physics or trilogy / combined Science courses. Only pupils who choose Separate Science as an option will study Biology, Chemistry and Physics as distinct GCSEs.

The P.E. curriculum is carefully personalised to suit pupils' strengths. Those pupils who may not excel in practical activities may be entered for OCR Cambridge National in Sport Science (equivalent GCSEs) as this course is more suited to those pupils who are academic but their attributes do not lie in physical activity. Those pupils that excel in a range of practical sports to a high level may be selected to study GCSE PE which is a highly academic course but also has pupils assessed in both individual and team sports which is worth 20% of their grade. The final two pathways which we offer to pupils are OCR Cambridge National in Sport Studies (equivalent GCSEs) and BTEC in Performing Arts with Dance. Sports Studies is suitable for pupils who are practically talented but could not access the GCSE PE course



and offers both practical and academic assessments. BTEC Dance pupils are selected after a rigorous auditions process and will study a range of dance genres during the course.

The options available are chosen from the following GCSEs: **Art, Business Studies, Computer Science, Creative I-Media, Design Technology, Drama, Food Preparation & Nutrition, French, Geography, History, Information Technology, Music, Separate Science, Spanish and Statistics**

English Baccalaureate (EBacc)

The principal purpose of the EBacc measure is to increase the take-up of 'core' academic qualifications that best equipped a pupil for progression to further study and work. The EBacc is not a new qualification in itself, but recognises students' achievements across a core of selected academic subjects which include English, mathematics, sciences, a language and a humanities subject. Depending on the choice of KS4 options a pupil may not necessarily qualify as part of the EBacc performance measures. All students are introduced to the EBacc suite of qualifications, and except for a small number of students who follow an alternative pathway in Key Stage 4, all students are entitled to and allowed to choose the EBacc options choices. This, however, is not forced upon any student, and each student, regardless of their entry point, attitude or ambition can choose to complete the EBacc or not. All students receive an open basket of qualifications to choose to study at KS4 in order to allow them, with support and guidance, to personalise their curriculum to meet their desired outcomes and aspirations.

Students should consider the most appropriate options based on their progress, attainment, interest and also their potential future careers. Please refer to the options handbook for subject specific information which can be found at www.wadedeacon.com. Please be aware that courses will only take place if there is a viable number of students that opt for that particular subject.

Compulsory Non-Exam Courses in all Key Stages:

PSHE & RE is taught through discrete lessons and is part of the SMSC Curriculum.

Citizenship and Enterprise, Spiritual, Moral, Social and Cultural (SMSC) development is delivered throughout the SMSC and main school curriculum and also through SMSC days throughout the year where the timetable is collapsed. Spiritual and moral development of pupils is especially delivered through the Humanities (History and Geography) curriculum, assemblies, thought for the day/week, SMSC Lessons



and SMSC days. In Years 7 and 8, RE, forms 4.7% of the curriculum time and is split across RE lessons and the SMSC Curriculum. In Year 9 and 10, RE forms 2.6% of the curriculum time and is delivered through the SMSC Curriculum with 2.1% in Year 11 dedicated to RE provision.

The school provides many cultural experiences for pupils through links with other schools both in Britain and internationally.

Our Career provision is delivered through the curriculum and across the curriculum through our Citizenship and Enterprise days as well as our career events and work experience weeks.

Foundation stage: Year 7 2019-20

Mainstream curriculum

Subject	English	Maths	Music	Science	Design Technology	Religious studies	Computing	MFL	Drama	PE	Geography	History	Art	Total
Lessons over 2 weeks	9	9	1	7	2	1	2	4	1	4	4	4	2	50
% of curriculum	18%	18%	2%	14%	4%	2%	4%	8%	2%	8%	8%	8%	4%	100%

Pathway curriculum

Subject	Literacy (inc. En, Hi, Gg, Fr)	Maths	Religious Studies	Science	Design Technology	Computer Science	PE	Music	Art	Drama	Total
Lessons over 2 weeks	21	9	1	7	2	2	4	1	2	1	50
% of Curriculum	42%	18%	2%	14%	4%	4%	8%	2%	4%	2%	100%



Foundation Stage: Year 8 2019-20

Mainstream curriculum

Subject	English	Maths	Music	Science	Design Technology	Religious studies	Computing	MFL	Drama	PE	Geography	History	Art	Total
Lessons over 2 weeks	9	9	1	7	2	1	2	4	1	4	4	4	2	50
% of curriculum	18%	18%	2%	14%	4%	2%	4%	8%	2%	8%	8%	8%	4%	100%

Pathway curriculum

Subject	Literacy (inc. En, Hi, Gg, Fr)	Maths	Religious Studies	Science	Design Technology	Computer Science	PE	Music	Art	Drama	Total
Lessons over 2 weeks	21	9	1	7	2	2	4	1	2	1	50
% of Curriculum	42%	18%	2%	14%	4%	4%	8%	2%	4%	2%	100%



Year 9 2019-20

Core curriculum

Subject	English	Maths	Science	PE	Option 1	Option 2	Option 3	Total
Lessons over 2 weeks	9	9	9	5	6	6	6	50
% of Curriculum	18%	18%	18%	10%	12%	12%	12%	100%

Year 10 2019-20

Core curriculum

Subject	English	Maths	Science	PE	Option 1	Option 2	Option 3	Option 4	Total
Lessons over 2 weeks	8	8	9	5	5	5	5	5	50
% of Curriculum	16%	16%	18%	10%	10%	10%	10%	10%	100%



Year 11 2019-20

Core curriculum

Subject	English	Maths	Science	Languages	PE	Option 1	Option 2	Option 3	Total
Lessons over 2 weeks	8	8	9	6	4	5	5	5	50
% of Curriculum	16%	16%	18%	12%	8%	10%	10%	10%	100%

PD curriculum – Pupils who do not continue to study French in Y11

Subject	English	Maths	Science	Personal Development	PE	Option 1	Option 2	Option 3	Total
Lessons over 2 weeks	10	10	9	2	4	5	5	5	50
% of Curriculum	20%	20%	18%	4%	8%	10%	10%	10%	100%



2020 Curriculum Review

Following a curriculum review process over the last 12 months, the school will introduce a three-year Key Stage 3 from September 2020. Over recent years we have improved the curriculum in the Foundation Stage (Years 7 and 8). We would now like students to benefit from this broad and balanced curriculum for an additional year by extending it into Year 9, before personalising their studies at GCSE in Year 10 and 11. We believe that this will allow us to:

- build upon the strong foundation of core knowledge and skills and create opportunities for students to study topics in greater depth before starting GCSE courses
- place greater emphasis on opportunities for personal development through wider curriculum learning and enrichment activities
- strengthen the options process to further support to students in making well-informed and appropriate choices about the GCSE options they study
- broaden the range of GCSE qualifications available for students to choose from