



STALHAM
HIGH SCHOOL



Curriculum policy

Stalham High School

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'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).'

(Ofsted, Curriculum: intent, implementation and impact.
Development work for the new inspection framework, 2017)

1. Introduction

The curriculum can be defined as ‘the totality of the lived experiences a student receives as they move through the school’. This policy aims to outline how the curriculum is organised at Stalham High School to ensure that all students gain the knowledge, skills and understanding required to be successful against both local and national expectations. The policy encompasses:

- Intent – the rationale, purpose and design of the curriculum as a whole;
- Implementation – how the curriculum is organised and delivered in our specific context;
- Impact – how improvements in pupil knowledge, skills and understanding are measured.

Fundamentally this policy seeks to explain how we have aligned our curriculum to meet the expectations of national policy objectives while also providing specifically for the students at Stalham High School.

2. Intent

The school curriculum seeks to provide outstanding learning opportunities for all students. We understand the curriculum is designed to inspire, prepare and enable students to make excellent progress. Equipping them for their futures through appropriate qualifications that widen their opportunities. We aim to:

- 2.1 Motivate students towards achieving ambitious personal and academic targets.
- 2.2 Develop an ambitious attitude towards learning and making excellent progress.
- 2.3 Developing resilience through the freedom to learn from mistakes both within and outside the classroom, developing independence and enabling them to become pro-active members of our community
- 2.4 Broaden student’s knowledge and understanding of the country and the world, outside North Norfolk.
- 2.5 Challenge students to acquire the key knowledge, skills and understanding required for current and future success, as well as providing the basis for subsequent learning and behaviours to be successful in later life.
- 2.6 Build cumulatively deeper understanding and the capacity for skilful performance.
- 2.7 Provide a strong academic core through English Baccalaureate (EBacc) subject areas while giving equal value to STEM, Physical Education and the Arts.
- 2.8 Develop ambitious plans for the future through high quality, age-appropriate Careers Information Advice and Educational Guidance (CIAEG) to support future choices.
- 2.9 Provide a range of curricular and extra-curricular opportunities for students to represent and lead their school community.
- 2.10 Provide an environment where student achievement is rewarded and celebrated.
- 2.11 Embed opportunities for students to develop cultural capital through social, moral, spiritual and cultural (SMSC) education.
- 2.12 Develop pride in their local and national heritage as well as support and uphold Fundamental British Values.
- 2.13 Help students develop character, personal moral values, respect for religious values and tolerance of other races’ beliefs and ways of life.
- 2.14 Support the development of student physical and mental well-being.
- 2.15 Provide a wide range of unique life experiences through extra-curricular and super-curricular opportunities.
- 2.16 Ensure students learn how to keep themselves and others healthy and safe, including online, through embedded Personal, Social, Health and Economic (PSHE) Education.

- 2.17 Help students to develop healthy and happy relationships with others through Relationship and Sex Education (RSE).
- 2.18 Ensure students experience success across a broad and balanced curriculum.
- 2.19 Ensure students receive an appropriate curriculum for their needs, including life skills, amended curriculum provision or alternative curriculum provision where appropriate.
- 2.20 Ensure students can use mathematics and literacy skills across a range of contexts.
- 2.21 Ensure high levels of student progress and achievement against challenging national benchmarks.
- 2.22 Enable students to acquire a range of nationally recognised qualifications which hold currency for future career and education pathways.

3. Implementation – School-level

- 3.1 From September 2023, progress through our curriculum will be divided into the following phases:

Key Stage 3:	Years 7 and 8	Inspiration
	Year 9	Preparation
Key Stage 4:	Years 10 and 11	Qualification
- 3.2 All students will receive a broad and balanced curriculum at Key Stage 3 by ensuring full coverage of National Curriculum subjects and entitlement areas.
- 3.3 The curriculum will ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- 3.4 All students will receive a broad and balanced curriculum at Key Stage 4 by offering a wide range of GCSE subjects and vocational equivalent qualifications.
- 3.5 GCSE subjects and non-GCSE equivalents at Key Stage 4 will be recognised in the performance tables in the year of examination.
- 3.6 All students will receive formal Citizenship education through Collapsed Learning Days, as well as ongoing SMSC education across all subjects where appropriate.
- 3.7 Science lessons, PE lessons, ICT lessons, specialist subject lessons and Collapsed Learning days will ensure students learn how to keep themselves and each other safe, including - but not limited to - Relationships and Sex (RSE) Education, Health Education and Online Safety.
- 3.8 A range of assemblies, intended for different audiences, and Collapsed Learning Days will be used to deliver SMSC and PSHE education across both Key Stage 3 and 4.
- 3.9 All students receive specialised Religious Studies and Ethics education during Inspiration and Preparation phases with all students having the opportunity to undertake a GCSE in Religious Studies in the Qualification phase.
- 3.10 The curriculum will be delivered through an agreed curriculum model and timetable. The Curriculum was reviewed in 22-23 and a revised programme will be implemented from September 2023.

4. Implementation – Subject-level

- 4.1 Heads of Department (HoD) will ensure clear curriculum plans are available and disseminated to all staff delivering their subject areas.
- 4.2 As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are specialised for the delivery of that subject.
- 4.3 Curriculum plans should be the product of clear research and communication of the sequence of content necessary for students to make progress.
- 4.4 Using National Curriculum and/or qualification specifications, each subject area should identify and communicate rates of progress in each phase of education to assess, monitor and track student progress.

- 4.5 In addition to the formal subject curriculum, subjects will provide a range of extra-curricular activities for students to experience where appropriate and possible.
- 4.6 Curriculum plans will ensure adaptation to meet the needs of all students.
- 4.7 Opportunities to develop SMSC, PSHE and RSE education of students in should be included in curriculum planning wherever appropriate.
- 4.8 Subject leaders, including Senior Leaders, will monitor the quality of education provided in each subject area.

5. Implementation – Classroom-level

- 5.1 Teachers should follow the agreed Curriculum Plan in their subject areas and any deviation or amendment must be communicated with their HoD
- 5.2 Teaching should build cumulatively deeper understanding through a well-planned sequence of learning. This should ultimately build the capacity for skilful performance.
- 5.3 Teachers should use Assessment for Learning techniques to identify the needs of students and plan learning
- 5.4 Teachers should make best use of educational research in pedagogy and instructional practice, including cognitive load theory to appropriately chunk learning for students.
- 5.5 Concepts such as retrieval practice and regular assessment should be applied to ensure students have retained key knowledge, skills and understanding at each phase
- 5.6 Teachers should identify and exploit opportunities to develop student literacy and use of mathematics wherever possible, also working collaboratively with Teaching Assistants where available to improve rates of progress.
- 5.7 Teachers should identify and exploit opportunities to develop Personal Development education wherever possible including challenging extreme or anti-social opinions.
- 5.8 Wherever safeguarding concerns arise, staff must follow school safeguarding policies and those outlined in government legislation.
- 5.9 Teachers should plan, prepare and deliver the high quality of education described by the Teacher Standards.

6. Impact

- 6.1 The curriculum should make a significantly positive contribution to the Personal Development of all students.
- 6.2 The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment
- 6.3 Fluency and comprehension in reading will be measured across the whole school
- 6.4 Improvements in students' attitudes to learning will also be measured
- 6.5 The overall effectiveness of the implementation of the school curriculum will be measured using school performance measures
- 6.6 The success of careers information, education and guidance will be indicated using post-16 destination data.