

Curriculum Principles

The curriculum in each of our schools will be designed to help children become well rounded individuals who have had opportunities to develop:

1. Themselves

To become:

- Physically and mentally healthy
- Informed risk takers, problem solvers and critical thinkers
- Articulate communicators
- Reflective, resilient and able to self-regulate

2. Their ability to interact with others and contribute positively to society

To become:

- Tolerant and respectful of others: different people, places and cultures
- Responsible, aware and engaged citizens: locally, nationally and globally
- Able to develop appropriate and successful relationships

3. The knowledge and skills which will equip them for life

An entitlement to:

- Develop mathematical fluency and essential literacy skills
- Be taught a broad, rich and age appropriate programme of study in every subject
- Stimulating and exciting learning experiences both within and beyond the 'classroom'
- Opportunities to take part in sport, performance and other creative activities
- Careers education and guidance

Each school will ensure that its curriculum:

- Reflects local context and is responsive to need
- Is informed by the National Curriculum programme of study for each subject
- Delivers careers education as defined by the Gatsby benchmarks
- Is adapted when necessary to address the specific SEND needs of individual pupils/students



Sherburn High School

Our curriculum intent

At Sherburn High School we take delight in ensuring that all students are prepared for life beyond compulsory school education that enables 'Achievement for All'.

- Is sequenced (helical), so students build upon their knowledge and skills over time, including those with SEND.
- Provides deep, sustained and valuable learning that is engaging, relevant and invigorating
- Achieve their potential through developing their knowledge and understanding, through widening their cultural capital across a wide range of contexts and experiences.
- Ensures students are routinely exposed to challenging and difficult concepts and ideas.
- Ensures all students aim to make good progress, irrespective of their starting point, including those from disadvantaged backgrounds.
- Place numeracy and literacy at the centre of our work, so that students have a mastery of the key skills needed to be successful in further education and employment.

The Educational provision we want for all our students

Achievement for All can succeed when every child is provided with a caring, inclusive environment, where they have access to a curriculum that empowers them with knowledge, experience and entitlement. Our high-quality curriculum enables breadth of experience for our students, valuing every child, so they engage in school and reach their potential.

All children from Early Years through to Year 6 at Primary to Year 7 to 11 at Secondary and where appropriate Year 12 and 13 at Post 16; are entitled to a broad and balanced curriculum offering a solid foundation of knowledge and experience to deepen their understanding and support their personal growth.

*'A **broad and balanced curriculum** provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. ... A rich diet of learning experiences is undoubtedly the best way we develop well-rounded, happy individuals'*

We want students to 'learn the 'grammar' of each subject. We provide a clear narrative of what we teach, why we teach it and how it's taught and assessed, to assess understanding, providing a basis for further individual

planning. Knowledge and skills are inextricably linked and the performance of skills is enhanced by what we know and understand. The acquisition of knowledge empowers our students and knowledge is powerful when it is remembered.

Sherburn High School focuses the enhancement of literacy and numeracy. Students are supported to acquire this core knowledge to enable access to the wider curriculum and for their future. A wide range of pathways and subject routes support students changing interests, aspirations and prepares them for higher education and employment. To complement students' academic study, we provide a wealth of guidance, support and engaging opportunities that enrich their education experience. All students are supported in their learning, contribution and participation in every aspect of school life to aid their progress, personal growth and well-being.

Our curriculum is inclusive and we want students to be creative, well-rounded and responsible citizens, who fulfil their potential and play a positive role in society. For young people at Sherburn High School, we provide and educational experience that ensures accessibility, knowledge, responsibility and enjoyment

Curriculum structure

All lessons, except period 1 are 1 hour in duration, there is a two-weekly timetable.

There are 25 lessons per week

PSHCE (Personal, Social and Health Education), SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) is delivered during 25minutes per day of period 1. Additionally, at key stage 3 Religious Studies is delivered independently for all (2 hours allocated per fortnight).

At key stage 3 students are divided into an A and a B half for Foundation subjects.

In Year 7, all students are taught in mixed ability groups, except in Maths where KS2 SATS and an early baseline test determine setting.

In Year 8, all students except Maths and Science are taught in mixed ability groups. Science set based upon internal assessment data and KS2 SATs and English is taught in mixed ability groups.

At Key Stage 4 core subjects are set by ability in Maths and Science

Option groups are largely mixed ability.

Key Stage 3

Our students receive a rich and varied programme in accordance with the National Curriculum. The curriculum has been mapped as part of the STAR MAT to enable progression and helical development of skills and knowledge from foundation year to year 9, aiming to develop the individual to a high level of competence and cultural capital in all subject areas. The National Curriculum has been carefully tracked and mapped as part of the STAR MAT Curriculum planning to ensure that pupils have covered and have the opportunity to extend their knowledge beyond the requirements of the National Curriculum. At the end of year 8 students choose 4 subjects to study in depth in Year 9, whilst still retaining breadth and balance.

Subject	Year 7	Year 8
Maths	8	8
English	8	8
Science	6	6
Geography	4	4
History	4	4
Languages (French)	4	4
<i>Design Technology</i>	4	4
Drama	2	2
Music	2	2
Physical Education	4	4
Information Technology	2	2
Religious Studies	2	2
Total	50	50

Year 9

At the end of year 8 students choose 4 subjects to study in depth in Year 9, whilst still retaining breadth and balance. The curriculum model allows students to choose 4 subjects in addition to the core Maths, English, Science, Physical Education and PSHCE and RE. These courses are not externally examined until the end of year 11 (there is no early entry), but lay the foundations for KS4. In year 9 students are able to move between subjects within the option blocks, thereby ensuring that they are satisfied with their option choice at KS4.

Key Stage 4

The key stage 4 curriculum enables all students to follow the core subjects and then the breadth of our option choices allows students flexibility and opportunity in their decisions. All students have equal access to all subjects. The options are designed to stretch and challenge students to meet the demands of the local labour market and facilitate progression onto level 3 courses. Students are offered a mixture of practical and academic subjects and vocational and academic options. This gives every student a broad and balanced curriculum, but still offers flexibility to maximise the outcomes achieved by each individual. The model also maintains the widest possible choice for progression routes Post 16 as every student will have a greater range of subjects on which to choose future opportunities for education and training.

Subject	Year 9	Year 10	Year 11
Maths	8	8	8
English	8	8	8
Science	9	9	9
Subject 1	6	5	5
Subject 2	5	6	
Subject 3	5	5	6
Subject 4	5	5	5
Physical Education	4	3	3
PSHE	2hrs 5 mins (p1)	2hrs 5 mins (p1)	2hrs 5 mins (p1)
Total	50	50	50

Key Stage 5

Sixth Form courses offer continuity and variety for our students. Students select their subjects from an open choice and then we meet their needs by adapting the option blocks to suit (minimum clashes are used as a decision for option choices). A curriculum is then devised around the needs of a particular year group.

A wide range of subjects are offered at level 3 through our collaborative Sixth Form with Tadcaster Grammar School, which provides extended breadth of choice for both schools.

Most students will study 3 subjects through to completion at the end of year 13. A small number, who wish, may follow 4 subjects if they are able and a few students may drop to 2 subjects, but pick up the EPQ as an extra qualification. The EPQ is available to all students if they wish to gain this as extra accreditation.

All subjects are taught for 8 period per fortnight and all subjects have an extra hour per fortnight, which is an assessment hour.

All students have 1 hour mentoring / tutorial per week and are placed in year 12, or year 13 tutorial groups

A full list of subjects on offer for 2020 is shown below

Art and Design
Biology
Business
Chemistry
Cyber Security – ICT
Design Technology - Product
English Language
English Literature
French / German
Further Mathematics
Geography
Health & Social Care
History
Mathematics
Media Studies
Performing Arts
Physical Education
Photography
Physics

Courses on offer at Tadcaster Grammar School

Computer Science
Drama & Theatre Studies
Economics
Law
Music
Psychology
Science BTEC course
Sociology