

# Kettlethorpe High School

Standbridge Lane, Sandal, Wakefield WF2 7EL  
Headteacher: Mr T Griffiths



## **CURRICULUM**

# **Statement of Intent**

**Next to be reviewed: January 2023**

## 1. CURRICULUM INTENT

At Kettlethorpe High School, our core values of being the very best in all we do are at the heart of everything we do. We set high expectations to ensure that every pupil excels across all aspects of their school life. Partnership and collaboration between staff, pupils and families is vital to this success and we will do everything in our power to ensure each pupil achieves to the best of their ability. Our intention is to ensure pupils make outstanding progress and that the curriculum removes any potential barriers to learning.

The school promotes all pupils in following the English Baccalaureate (EBacc) offer. Our entries continue to be well above the national entry profile. Only a small number of pupils will not complete modern foreign languages. These pupils study an alternative qualification which supports their character building.

A very small number of pupils will complete an alternative curriculum pathway. This is developed each year to meet the individual needs of the pupils at both Key Stage 3 and Key Stage 4.

We want all our pupils to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond the school.

At Kettlethorpe High School, pupils will:

- experience a broad, deep and knowledge rich curriculum;
- be literate and numerate;
- have high expectations for their behaviour and achievement;
- build their character;
- develop their cultural, social, moral, mental and physical development;
- secure foundations for progression.

We refer to the above as the 'six strands' of quality education. Leaders plan for these strands across the whole curriculum at Kettlethorpe High School.

### Pupils experience a broad, deep and knowledge rich curriculum

Our school curriculum helps pupils to achieve high standards and make strong progress. At Key Stage 3, the curriculum is broad, and pupils learn essential knowledge built around the use of knowledge and skills organisers to ensure they have a deep understanding across a range of subjects. This is achieved through careful planning, the interleaving of topics and new knowledge building upon previous learning. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge becomes fully embedded throughout the learning journey. Where possible, links are made across the different subjects,

stimulating interest and allowing pupils to develop a greater understanding and appreciation of certain skills and knowledge.

Many pupils have a clear idea of the subjects they like most and by the middle of Year 8 and offering some choice at this stage engages pupils as partners in their learning and leads to improved outcomes and engagement. We therefore ask pupils to spend more time on two chosen areas of interest in Year 9, our 'gateway' year. These courses are not externally examined until the end of Year 11; they aim to develop a mastery of the skills required to complete a subject in Key Stage 4. Alongside these two courses, pupils continue to study modern foreign languages and humanities to ensure a broad and balanced curriculum offer.

At Key Stage 4, the courses are carefully planned to ensure that content is thoroughly revisited, and this undoubtedly prepares pupils for external examinations at the end of the course. A small number of pupils will choose a different course in Year 10 having found that their initial choice did not meet their needs. This is considered with the best interest of the pupils who are the key priority.

### Pupils will be literate and numerate

The development of pupil language, vocabulary and oracy is at the forefront of our curriculum as we understand how vital it is for our pupils to build confidence in communication skills not only for their time in school but also to prepare them for working life. We ensure pupils have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences.

Numeracy skills are embedded across the curriculum. Pupils who arrive with below expected maths skills are catch up quickly through expert teaching and incisive intervention. The school ensures that pupils are literate and numerate enabling them to flourish, thrive and access the next stage of their education, employment or training.

### Pupils will have high expectations for their behaviour and achievement

The school is inclusive and ambitious for all. We have high expectations of all pupils and provide opportunity for pupils to learn what is expected of them morally. Our behaviour policy ensures that pupils learn that actions have consequences and they can accept and appreciate differences between people. Whilst pupils gain knowledge through Key Stage 3 and Key Stage 4, we also want them to become learners who are enquiring, enthusiastic, engaged and mannerly. Pupils will develop high expectations of themselves and embed our ethical key principles at the school.

## Pupils will build their character

At Kettlethorpe High School, we are committed to improving the life chances and aspirations of pupils. With a focus on building character and resilience, we ensure pupils have access to a wider curriculum which provides numerous opportunities in sport, creativity, performing, the world of work and volunteering. An extensive personal, social, health, economic programme (PSHE), supports the development of pupils into well-rounded citizens. The school participates in the Duke of Edinburgh Award Scheme and the school community contributes significantly to raising money for Children In Need and other charities. Pupils have the opportunity to study GCSE Citizenship.

## Pupils will develop their cultural, moral, social, mental and physical development

At Kettlethorpe High School, we pride ourselves on delivering a curriculum which promotes spiritual, moral, social and cultural development (SMSC). Our aim is to develop pupils as a whole, not just academically, to ensure that they are fully prepared for life in modern Britain. Pupils are able to relate to the outside world and show that learning is linked to the real world and experiences. Pupils are encouraged to take part in a range of sporting, cultural and charitable activities. Links with local and national business enrich the curriculum offer and help to contextualise learning. The school is committed to the principal around nurture and well-being. Pupils continue to study physical education in all year groups. Mental health is a high priority for the school and support is readily available for both pupils and parents. We are committed to RSE and promoting healthy relationships.

## Pupils will secure foundations for progression

It is our intention at the school to ensure pupils have secure foundations for progression into further education and apprenticeships. From Year 9, pupils receive careers information with a clear focus on the Gatsby benchmarks and this is supported through yearly careers fairs and one to one support from the school's careers advisor. Over the course of 5 years, pupils receive a rigorous and bespoke careers programme that exposes our pupils to a huge range of voices and experiences. All pupils complete a two-week work experience placement in Year 10.

## 2. CURRICULUM IMPLEMENTATION

The school believes that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. The curriculum is designed and implemented in such a way that it builds on prior knowledge and prepares pupils for the next stage in their education. This is complimented by each subject producing knowledge and skills organisers which support the teaching and learning philosophy. Lessons are engaging and suitably differentiated so that pupils spend the large majority of time in lesson working independently at their level of ability.

Development of language and building knowledge are integral to curriculum planning. Team Leaders, who are experts in their subjects, carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Teachers plan learning that allows pupils to embed and recall knowledge through techniques such as interleaving of topics and spaced practice. This builds firm foundations for progression to the next level and exam success.

### Key Stage 3

At Key Stage 3 the curriculum is designed around pupils learning the key building blocks of knowledge and skills. This encourages pupils to focus on deeper learning to ensure real understanding of key concepts. Each topic has a planned learning journey with clear statements of intent, setting out what pupils need to know, understand and do to reach their aspirational target grade. Lesson planning allows pupils to develop a range of skills which they can apply across all subject areas to help them with the challenge of the curriculum. The National Curriculum content is carefully tracked to ensure that pupils have covered all areas of non-statutory Key Stage 4 subjects by the end of Year 8.

### Year 9 – the gateway year

In Year 8, pupils choose two subjects to study in depth in Year 9. This is a deliberate action to engage pupils and enable pupils to really enjoy their subject and learn the depth of their subject over a three-year course. The curriculum model allows pupils to choose two subjects in addition to the core maths, English, science, geography or history, Spanish or French and PE. These courses are not externally examined but lay the foundations for KS4. The year is purposely designed to be a gateway for pupils into Key Stage 4. Year 9 is our transition from Key Stage 3 to Key Stage 4. The focus here is on developing the skills and creating enthusiasm needed for examination study in Year 10 and Year 11.

## Key Stage 4

Choices are structured in such a way to allow pupils a free choice. This ensures equity of delivery, with all pupils having equal access to subjects. The choices are designed to stretch and challenge pupils and to meet the demands of the both regional and international commerce. Pupils are offered a mixture of practical and academic subjects from all areas of the curriculum. Within the choice's subjects, the school offers a range of different accreditation routes including academic and vocational options. This gives every pupil a broad and balanced curriculum offer, but still allows a flexibility to maximise the outcomes achieved by each individual. This model also maintains the widest possible choice for progression routes post-16 as every pupil will have a greater range of subjects on which to choose future opportunities for education and training.

### 3. CURRICULUM IMPACT

At Kettlethorpe High School, our curriculum will:

- ensure that the sequence of learning builds on previous knowledge whilst supporting future progression;
- lead to qualifications that prepare pupils for all post-16 opportunities, including college and apprenticeships;
- enable all pupils to fulfil their potential;
- meet the needs of pupils of all abilities, including SEND and disadvantaged pupils;
- allow pupils to acquire an appreciation and respect for their own and other cultures;
- prepare pupils to compete in the global economy;
- prepare pupils to make informed choices at the end of Key Stage 3, Key Stage 4 and beyond;
- help pupils develop lively, enquiring minds and the ability to question and argue rationally.

### 4. CURRICULUM HOURS

At Key Stage 3, pupils are divided into two populations. Pupils are set by ability in the core subjects and are taught in streamed, but more mixed ability, groups in the foundation subjects. Group sizes are between 22-30 pupils depending on the nature of the subject. All lessons are one hour in length and there are 25 lessons per week. The school has a two week timetable in Year 10 and Year 11, allowing humanities and modern foreign languages to be taught for five hours each, in a fortnight. SMSC (Spiritual, Moral, Social and Cultural) education is embedded into the curriculum and delivered through all subjects. PSHE (Personal, Social and Health Education) provision is through a series of extended tutor periods each Wednesday. These lessons are delivered by staff and visiting experts (as appropriate to the theme).

## Key Stage 3 subjects

Subject	Hours per week
English	5
Maths	4
Science	3
Physical Education	2
Modern Languages	2
DT / Computing	3
Art & Design	1
Drama	1
Geography	1
History	1
Music	1
Religious Studies	1

## Year 9 and Key Stage 4 subjects

Subject	Hours per week
English	5
Maths	4
Science	6 (4 in Y9)
PE	1 (2 in Y9)
Modern Language	2.5 (3 in Y9)
Geography or History	2.5 (3 in Y9)
Choice 1	2
Choice 2	2

## Choice subjects

Art & Design (Fine Art) GCSE

Art & Design (Textile Design) GCSE

Business GCSE

Child Development Technical Qualification

Computer Science GCSE

Dance GCSE

Curriculum Policy

Design & Technology GCSE

Visual Communications Technical Award

Hospitality & Catering Technical Award

Drama GCSE

Media Studies GCSE

Music GCSE

Outdoor Pursuits BTEC

PE GCSE

Religious Studies GCSE

A small number of pupils will be selected to follow a slightly alternative curriculum which fully meets their individual needs.

Exam boards we use:

AQA: <http://www.aqa.org.uk>

Edexcel: <http://qualifications.pearson.com/en/home.html>

OCR: <http://www.ocr.org.uk/>

WJEC: <http://www.wjec.co.uk/qualifications/>

## 5. ASSESSMENT

All pupils will be set a minimum but aspirational target that we expect them to achieve at the end of their Key Stage based on their Key Stage 2 SATs. At Key Stage 3 the school has implemented progression steps and at Key Stage 4 pupils targets are GCSE grades/levels.

As a result, pupils are engaged in their learning and know which step they are working at and what they need to do to improve. Regular, low stakes testing ensures that pupils embed knowledge into their long term memory. Pupils are assessed by a combination of peer, self and teacher assessments.

Summative assessment will take place at least once per half term. Following each assessment, Personal Learning Checklist (PLCs) are created and used to ensure incisive intervention takes place to fill gaps in knowledge. This means that pupils make good progress. Parents receive reports 2 times per year and 3 times in Year 11. The final report for pupils includes a personal statement written by the child's Form Tutor. The reports will indicate the progress that pupils have made towards their target grade, school attendance and an indication of their attitude to learning.

## 6. CURRICULUM REVIEW

Curriculum implementation will be reviewed and quality assured through line management, light touch monitoring, work scrutiny, learning walks and lesson observations.

The curriculum delivered in each subject will be reviewed annually by subject leaders to ensure the sequence of delivery allows pupils to build on their knowledge and be sufficiently stretched and challenged.

The curriculum hours and subjects offered will be analysed by the Senior Leadership Team and governors on an annual basis to ensure the school provides a curriculum led financial budget plan.

The school will collect Pupil Voice and discuss curriculum content and delivery annually. This will be fed back to senior team and staff.