



ELTHORNE PARK

— HIGH SCHOOL —

Curriculum Policy

Adoption – November 2024

Review frequency - Three yearly

Next review – November 2027

Status – Non-statutory

Committee – Curriculum

Curriculum Policy

Autumn 2024

1. Curriculum Intent

Our curriculum is designed to achieve the aims set out in our mission statement: '**achieving excellence in a learning community**'. At EPHS we believe that the goal of achieving personal academic excellence can be achieved through the delivery of a curriculum that is **broad** and **ambitious**. We believe that all students have this entitlement, irrespective of starting-point, background and need, and that these aims can be effectively met through the delivery of a curriculum that is carefully **sequenced** and **research informed** so as to provide a secure bedrock for **lifelong learning, values and achievement**.

A broad curriculum

We believe that students learn best when they are taught a broad and balanced curriculum that allows them to flourish intellectually, artistically, emotionally and physically. This intentional breadth of learning is evidenced in the learning opportunities provided across all key stages, both in terms of the range of subjects taught and the scope of each individual subject curriculum. We recognise the effectiveness of a curriculum that offers both traditional programmes of academic study and applied courses of study and believe that this breadth of academic opportunity can meet the needs of all of our learners as an 11-19 community school.

Our curriculum develops the skills and knowledge that are the bedrock of future success such as literacy and numeracy. We believe that text is at the heart of learning and the development of reading skills is central to student development and the ability to become a successful lifelong learner. Explicit teaching of reading skills is embedded within the KS3 curriculum to develop the overall learning abilities of our students.

An ambitious curriculum

We believe that every student is entitled to a rich and demanding curriculum and that students must be provided with the opportunity to engage in complex thought to make intellectual gains. We recognise that cognitive challenge is at the heart of learning and that periods of intellectual struggle are integral to effective learning. We believe that true expertise and understanding can only be developed over time, otherwise the intellectual gains are likely to be shallow and underdeveloped.

To ensure that each student is provided with this ambitious curriculum entitlement, EPHS organises students into progression pathways and monitors their progress against ambitious targets that aim to motivate all students, irrespective of starting-point, background or need. These pathways help to inform teachers of appropriate curriculum delivery and are used to assess progress and set further learning goals. Our KS3 curriculum fully meets the requirements set out in the National Curriculum and a significant number of students are guided towards EBacc subjects through the allocation of options pathways at KS4.

A sequenced curriculum

All learning is sequenced so that students engage with new concepts, knowledge and skills in a hierarchy of increased intellectual complexity. It is informed by the curriculums that come before and after it to ensure a smooth and purposeful transition to the curriculum in Year 7 and then builds logically towards the challenges of Key Stages 4 and 5.

All learning is captured in well considered curriculum plans that promote intellectual development through the careful mapping of new learning against the prerequisite understanding required to learn new knowledge and skills. Careful consideration is given to the sequence of learning to ensure that concepts are revisited so as to create ever deeper understanding; this structure helps students to remember, not merely encounter, the knowledge and skills that are learnt.

Research informed

Our curriculum is the conscious product of the research, intellectual debate and expertise of our subject-specialist teachers and post-holders. Through engagement with the significant substantive concepts of each subject and their disciplinary processes of knowledge construction, we have created a curriculum that imparts a rich and critical understanding. As a school, we actively consider and balance our statutory responsibilities towards the National Curriculum with our own discerning subject expertise to create a curriculum that ignites intellectual curiosity and promotes the development of knowledge and skills.

We have embedded a culture of scholarship in our teachers and wider support staff. We actively engage all staff in action-research that is supported by wide and varied academic reading. This has created a well-established classroom culture of using an innovative range of pedagogical strategies such as 'communication friendly' practices to enable students of all cognitive abilities to access our curriculum. These are captured and promoted through our EPHS Teaching and Learning Toolkit and enable us to deliver a broad and ambitious curriculum to all students.

Lifelong learning, values and achievement

We are committed to providing a rich and nourishing curriculum that promotes the positive personal development of all of our students so as to equip them to lead responsible, respectful and active lives as future citizens. We have five core aims for students that underpin all of our provision for personal development: EPHS students are **proud** and can celebrate their achievements and the achievements of others; they are active **participants** and are **prepared** for the next stages of life; they **persevere** and have well-developed qualities of resilience; and they are **principled** and understand the difference between right and wrong and have a strong sense of justice. The school seeks to promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These values are embedded across all subjects and the school's approach to teaching and learning.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

3. Curriculum planning, content and resourcing

Our subject-specific curriculum intentions and specified content are set out within coherently sequenced long-term maps and medium length plans that are devised by Curriculum Leaders and their teams of subject experts. Curriculum Leaders and teachers consistently teach the prescribed content within the prescribed sequence to ensure that all students have a consistent learning experience.

Students are provided with curriculum overviews at the start of each academic year to enable them to understand the sequence of learning in each subject and the synergy between individual units of

learning within a subject. These overviews also stipulate the opportunities that students will have to receive formalised feedback on their learning over the course of the academic year. These assessment and feedback opportunities are common across all teaching groups within a subject and use the same assessment resources and methods to communicate feedback.

Each medium-term plan is accompanied by appropriate ‘backbone’ resourcing to ensure that each subject teacher has effective resourcing to translate our curriculum intentions into effective learning episodes. It is our firm belief that our team of subject-expert teachers know how to best translate our prescribed learning aims into effective lessons and therefore we allow teachers the autonomy to make adaptations to these ‘backbone’ resources to meet the needs of their students whilst also ensuring a consistency of outcome across teaching groups.

4. Curriculum organisation

Key Stage 3

Our Key Stage 3 curriculum is constructed to ensure that all students benefit from a broad and balanced curriculum and are able to continue this deliberate breadth into subsequent key stages.

All students benefit from a rigorous, well-structured and ambitious KS3 curriculum in the three core subjects (English, Mathematics and Science) whilst also providing a balanced curriculum that enables students to develop their learning across the wider curriculum. All mainstream students benefit from a carousel of Modern Foreign Languages upon joining the school in Year 7 before specialising in either French, German or Spanish. All students benefit from their KS3 study of EBacc subjects such as Computer Science, Geography, History and Religious Studies to enable them progress onto KS4 EBacc courses of study as well as studying a broad arts curriculum that encompasses Music, Drama and Art. Our students also follow a creative curriculum through dedicated curriculum opportunities in Food Technology, Textiles, Graphics and Resistant Materials.

In addition to the promotion of reading skills within the English curriculum, students in Years 7 and 8 benefit from the additional provision of reading lessons to explicitly teach reading skills and to widen the breadth of reading material that students are exposed to at KS3.

Key Stage 3 Curriculum Organisation			
50 periods per cycle (two-week timetable) with each lesson for the duration of 1 hour			
	Teaching hours per cycle in Year 7	Teaching hours per cycle in Year 8	Teaching hours per cycle in Year 9
English	6	6	6
Mathematics	6	6	6
Science	6	6	6
PSHCE	2	2	2
Reading	2	2	0
Geography	3	3	4
History	3	3	4

Modern Foreign Languages	4	5	5
Computing	2	2	2
Religious Studies	2	2	2
Physical Education	4	3	3
Design Technology	4	4	4
Art	2	2	2
Drama	2	2	2
Music	2	2	2

The UP programme

Sometimes students require additional support to make progress across the curriculum because their attainment is significantly below the expectations for their age. To support these students, students may be allocated to the UP pathway to support them in receiving a specialised KS3 curriculum that supports transition from primary school and accelerates progress in literacy and numeracy. Students on the UP pathway have a bespoke KS3 experience that includes access to phonics recovery programmes and accelerated reader interventions if required. The curriculum aims for the UP-programme mirror those of the mainstream KS3 curriculum, but are delivered using carefully considered adaptive teaching strategies and typically have an enhanced teacher-to-student ratio to accelerate progress.

Key Stage 4

Our Key Stage 4 curriculum offer aims to provide students with a broad, balanced and ambitious curriculum in Years 10 and 11. It builds logically and coherently from the KS3 curriculum and is designed to facilitate graduation into the Sixth Form.

Key Stage 4 Curriculum Organisation		
50 periods per cycle (two-week timetable) with each lesson for the duration of 1 hour		
	Teaching hours per cycle in Year 10	Teaching hours per cycle in Year 11
English Language and English Literature	8	8
Mathematics	8	8
Science (Combined or Triple Science)	10/15	10/15
PSHCE	2	2
Physical Education (Core)	2	2

Options Subject 1	5	5
Options Subject 2	5	5
Options Subject 3	5	5
Options Subject 4	5	5

In the spring term of Year 9, Students are allocated to options pathways to ensure that their choices will create a broad and balanced curriculum that is suitably ambitious. These options pathways are informed by four data sources: KS2 SATS data; reading age data; Year 9 reports; any SEND information that is pertinent to curriculum options. These four data sources are considered holistically by the Senior Leader responsible for curriculum and students are allocated to one of five pathways as set out in the table below:

Pathway colour	Details of the curriculum offered to students on this pathway
Red	<p>Students on this Options Pathway study the EBacc. In addition to the compulsory subjects they should pick:</p> <ul style="list-style-type: none"> • Either GCSE History or GCSE Geography • Either GCSE French, GCSE German or GCSE Spanish • Two additional options of their own choice <p>Students on this pathway may choose to opt to study Triple Science</p>
Orange	<p>Students on this Options Pathway are recommended to study a broad, balanced and ambitious curriculum. In addition to the compulsory subjects, they should pick:</p> <ul style="list-style-type: none"> • either GCSE History, GCSE Geography, GCSE French, GCSE German or GCSE Spanish • three additional options of their choice <p>Students on this pathway may choose to opt to study Triple Science</p>
Yellow	<p>Students on this Options Pathway are recommended to study a broad, balanced and ambitious curriculum. In addition to the compulsory subjects, they should pick:</p> <ul style="list-style-type: none"> • either GCSE History, GCSE Geography, GCSE French, GCSE German or GCSE Spanish • three additional options of their choice <p>Students on this pathway may not choose to opt to study Triple Science</p>
Blue	<p>Students on this Options Pathway will study 3 options subjects. They will also receive targeted support in English and Maths through additional timetabled lessons. In addition to the compulsory subjects, they should pick a free choice of three options subjects</p>
EPAC	<p>The EPAC pathway is composed of Level 1 and Level 2 qualifications with an enhanced focus on Core subjects and some vocational Level 1 qualifications.</p>

	The decision to allocate students to the EPAC pathway is discussed through the EHCP annual review process.
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Options subjects that are typically offered are set out below. It is possible that some subjects may be removed from this curriculum offer if there is not enough student interest. There are some prohibited course combinations where the curriculum content of two qualifications is too similar or where a combination would create a narrowing of the curriculum. All GCSE courses are linear with examinations at the end of the course and the majority of courses do not have a coursework component. Students studying a Level 2 BTEC follow courses that are modular in structure and have ongoing assessment throughout the duration of the course in the form of public examinations and NEA components.

GCSE Geography	GCSE Art & Design – Fine Art	GCSE Art & Design – Graphic Communications
GCSE History	GCSE Food Preparation & Nutrition	GCSE Business
GCSE French	GCSE Design & Technology - Resistant Materials	BTEC Creative Media Production or CAMNAT Imedia
GCSE German	GCSE Design & Technology - Textiles	BTEC Health and Social Care
GCSE Spanish	GCSE Drama	GCSE Music
GCSE Separate Sciences (Triple Science)	GCSE Religious Education	BTEC Sport
BTEC Enterprise	GCSE Computer Science	GCSE Physical Education

Key Stage 5

A broad range of vocational and academic subjects are offered at KS5 with the selection of KS5 subjects being supported by three different academic pathways: the Elthorne Extended Pathway, the Academic Pathway and the Applied Pathway.

Details of the prescriptions for each pathway are set out below:

Elthorne Extended Pathway	Students on this pathway will take 4 full Linear A Level qualifications from the start of Year 12 in addition to the EPQ. All examinations will be sat at the end of Year 13. Progression on this
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	<p>pathway will be determined by student performance in internal assessments.</p> <ul style="list-style-type: none"> ▪ Recommended for students who achieve 5 or more Grade 7's including English & Mathematics. ▪ A Grade 6 in the subject selected to study is required for this curriculum pathway. ▪ Where the selected subject has not been studied at GCSE, students must meet the entry criteria specified over the next two pages. <p>In addition, students will demonstrate a commitment to super curricular studies and can demonstrate this through the written section of their application.</p>
Academic Pathway	<p>Students on this pathway will commence on 3 full Linear A Level qualifications with all examinations to be sat at the end of Year 13. Students will also have the option of taking the EPQ.</p> <ul style="list-style-type: none"> ▪ Students require a Grade 5 in English and Maths in addition to 3 other Grade 5 qualifications. ▪ A Grade 6 in the subject selected to study is required for this curriculum pathway.
Applied Pathway	<p>Students on this pathway will take one Level 3 Extended Diploma qualification in Business, Health & Social Care or Sport. (All qualifications are a 3 A Level equivalency) Students will also have the option of taking the EPQ.</p> <p>Students require an equivalent of 5 qualifications at Grade 9 to 4.</p>

KS5 subjects that are typically offered are set out below. It is possible that some subjects may be removed from this curriculum offer if there is not enough student interest.

Art: Fine Art	Biology	Mathematics (Further)	
Art: Graphics	Chemistry	Biology	Chemistry
Art: Photography	Computer Science	English Literature	Drama
Mathematics	English Literature	French	Economics
Physical Education	Film Studies	German	Geography
Physics	Mathematics	Politics	Physics
Sociology	Psychology	History	Psychology
Spanish	Sociology		Religious Studies

Religious Education and the right to withdrawal

In accordance with the 2013 National Curriculum in England framework document, EPHS provides all students with a curriculum that 'promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils at the school for the opportunities, responsibilities and

experiences of later life'. Our approach to teaching Religious Studies is sensitive to the beliefs and values of all of our stakeholders and we believe that this important area of the curriculum supports these statutory responsibilities.

Parents and carers have the right to withdraw their child either partly or wholly from lessons taught within the Religious Studies curriculum. Although parents, carers and students over the age of 18 may elect to withdraw their child or themselves from Religious Studies lessons without providing an explanation for their request, all requests must be formalised through written communication with the school rather than being requested on an ad-hoc basis to ensure that students being withdrawn have adequate supervision.

Please be aware that parents, carers or students over 18 cannot elect for their child or themselves to be removed from curriculum areas that explore religious ideas as a component of another subject area such as History, English or Art as this may result in students not having access to the full scope of the National Curriculum or may lead to disadvantage in the study of approved courses at Key Stage 4 and 5. In addition, please note that the school cannot provide alternative curriculum arrangements such as additional lessons in other subject areas in lieu of our Religious Studies curriculum.

The right to withdrawal from sex education

Parents of students at Elthorne Park High School cannot withdraw their child or children from areas of the curriculum that teach relationships or Health education such as the PSHCE curriculum. They may, however, request to withdraw their children from all or part of any sex education. Sex education is defined as reference to healthy sexual relationships including facts about sex and intimate relationships. Parents do not have the right to withdraw their children from the biological aspects of human growth and reproduction necessary under the national curriculum in science.

A parent's request for the right to withdraw their child or children must first be made in writing to the headteacher and will always be carefully considered as part of a consultation with the senior RSE lead. If, following an open discussion, a parent still wishes to withdraw their child from specific lessons, the school will respect their wishes and alternative supervision arrangements will be made for the student. After turning 15 years of age, if a student wishes to receive sex education (and has previously been withdrawn) then the school will make arrangements to provide the child with sex education within the subsequent three terms. Parents have no right to appeal against that decision.

5. Assessment and monitoring of student progress

Monitoring of progress at Key Stage 3

At EPHS we regularly assess students for five key reasons: to inform the short and medium term in-class provision that we provide; to enable students to understand the next steps that they need to complete in order to progress further; to measure student progress and to enable us to report on current standards to stakeholders; to identify students for intervention opportunities; and to inform their curriculum offer in processes such as the KS4 and KS5 options processes.

To best facilitate these five processes, we organise students on entry into six pathways: 'advancing', 'secure', 'developing plus', 'developing', 'foundation plus' and 'foundation'. Allocation to these pathways is informed by SATs and other transition data (in an ordinary year where public KS2 assessments are completed) and other internal measurements such as CATs assessments and reading-age assessment.

Each curriculum area has mapped the standards that students on each pathway should reach by particular points in the academic year to be deemed to be either 'on track' or 'above track'. Each curriculum area also has an archive of exemplar work to support in the standardisation of progress judgements. These judgements are reported to parents and carers on a biannual basis alongside subject specific targets and a summary of each student's attitude to learning and home learning.

Student progression against targets for the pathway is regularly reviewed through our assessment schedule and opportunities for flexibility and mobility have been built into our assessment and monitoring processes so that students can benefit from support and challenge.

Each KS3 pathway anticipates a likely set of grade outcomes at KS4 as informed by historic national grade outcomes that discount the bottom 50% of national achievement.

Monitoring of progress at Key Stage 4

Progress at KS4 is monitored using targets that are informed by national patterns of achievement comparative to KS2 baseline data. These are expressed as 'minimum target grades' (or MTGs) so that our ambitions for each student are not capped by the performance of the historical national cohort. In addition to reporting on progress against MTGs, we also share a teacher forecast of likely end-of-Year 11 grade outcomes alongside subject specific targets and a summary of each student's attitude to learning and home learning.

At Key Stage 4, students are assessed through a variety of methods including standardised in-class assessment, formalised mock examination assessment (these are referred to as Pre-public examinations or PPEs) and ongoing in-class formative assessment. These outcomes are also included in our reporting of progress to parents and carers.

Monitoring of progress at Key Stage 5

Progress at KS5 is monitored using targets that are informed by national patterns of achievement comparative to average point score at KS4. These are expressed as 'minimum target grades' (or MTGs) so that our ambitions for each student are not capped by the performance of the historical national cohort. In addition to reporting on progress against MTGs, we also share a teacher forecast of likely end-of-Year 13 grade outcomes alongside subject specific targets and a summary of each student's attitude to learning and home learning.

At Key Stage 5, students are assessed through a variety of methods including standardised in-class assessment, formalised mock examination assessment and ongoing in-class formative assessment. These outcomes are also included in our reporting of progress to parents and carers.