



ELTHORNE PARK
— HIGH SCHOOL —

Curriculum Policy

Adoption – October 2018

Review frequency – three yearly

Next review – October 2021

Status – Statutory

Committee – Curriculum

Curriculum Statement:

Principled Curriculum Design

'Our curriculum is broad and balanced with inclusive pathways for all learners.'

1. Curriculum Intent and Vision

Our mission statement "Achieving Excellence in a Learning Community" highlights our belief that everyone within the school is a learner, that everyone can excel with the support and challenge of others and that all achievement will be celebrated with pride together.

Our underlying principles are that we:-

- *have an inclusive and welcoming learning environment for all*
- *provide a wide range of experiences and opportunities to learn*
- *are an outward facing school actively promoting shared values of tolerance and respect*
- *actively develop students as confident, caring and skilled world citizens*
- *use resources effectively to provide the best outcomes for our students*

We aim for all students to achieve academic excellence but we place equal emphasis on developing students' character, potential and working together in partnership to achieve success.

This expectation is transmitted into the day to day delivery of our curriculum and the teaching and learning experiences for our learners.

We actively promote shared values and expect all members of our learning community to be:-

Proud - Willing to celebrate our achievements and those of people around us

Prepared - Ready and able to deal with the next stage in life

Persevering - Always ready to 'have a go' and never giving up

Principled - Knowing the difference between right and wrong and having strong ethics and sense of justice

Our Curriculum Principles

Our underlying principles are that we provide a curriculum that:

- is broad and balanced and appropriate for all learners
- values both the academic and vocational curriculum
- provides defined curriculum pathways to meet the needs of our learners
- there is clear curriculum progression from Year 7 to 13
- values equally the development of learners' skills, knowledge and understanding
- is structured to be relevant, rigorous, coherent and faithful to subject discipline requirements
- provides stretch and challenge for all learners
- through curriculum design, aims to reduce gaps between groups of learners and accelerate the progression of all groups of learners
- provides a wide range of exciting and challenging learning experiences; drawing on pedagogy informed by latest research
- promotes shared values of social justice, respect, tolerance and appreciation of British values

- is value for money and cost effective, the curriculum is funded to ensure all students have access to a high quality learning experience.

What is distinctive about our curriculum?

- A broad three year curriculum at KS3 based on the National Curriculum, during which all students learn a Modern Foreign Language, follow discrete subjects in the Humanities and participate in Music, Drama and Art. Our students also follow a creative curriculum experiencing Design Technology courses in Food Technology, Textiles, Graphics and Resistant Materials.
- A broad KS4 curriculum offer that values academic rigour and vocational challenge. This is illustrated through students' ability to select four subjects across our broad curriculum offer including 3 Modern Foreign Languages Expressive Arts such as Music, Drama and Art, Design Technology, Computing and a broad range of Vocational subjects.
- A curriculum that emphasises 'challenge' for all learners through distinctive planning and differentiated challenges in lessons.
- A curriculum that emphasises the importance of 'cultural capital' as emphasised by our KS3 enrichment programme and diverse extra-curricular and school visits programme.
- A curriculum that emphasises personal development, citizenship and social justice through our established PSHCE curriculum.
- A 'support' curriculum that encompasses our 'UP curriculum' and accelerated reading programme aimed at accelerating English and Maths at KS3. The COPE course in Year 9 and KS3 also provides a life skills course option for some students on our support pathway. The school is also very proud of our Speech and Language – ARP and associated curriculum.

2. Curriculum Content & Organisation

Curriculum Content

The content of the curriculum is agreed at school level within the set framework of skills, values, knowledge and understanding set out by the school, examination boards and the National curriculum at KS3.

Progression and Pace are stated in each subject areas long and medium term planning documents

Key Skills

At Elthorne Park High school we emphasise the importance of key skills as part of curriculum delivery.

In particular the 5 core **Thinking Skills as central to higher order thinking:**

- Reasoning
- Evaluation
- Information Processing
- Enquiry
- Creative Thinking

We also emphasise the importance of **Personal, Learning and Thinking Skills** broken down into six broad categories:

- Independent Enquirers
- Creative Thinkers
- Effective Participators
- Reflective Learners

- Self Managers
- Team Workers

Assessment

The school has adopted a **common assessment framework** that is consistently applied across all Year groups and subjects. These time specific assessment point enable teachers & students to regularly assess progress and act on feedback.

Assessment Schedule 2018-19

Year Group	Internal Assessment Windows			Public Examinations	Revision Week Windows
	Window 1	Window 2	Window 3		
Year 7	3rd – 14th December (HT 2) IN CLASS ASSESSMENT		13th – 21st June (HT 6) IN CLASS ASSESSMENT		
Year 8	10th – 21st December (HT 2) IN CLASS ASSESSMENT	Ongoing assessment in line with departmental curriculum plans	13th – 21st June (HT 6) IN CLASS ASSESSMENT Maths & Science End of KS3 Assessment TAKE PLACE IN C101		
Year 9	26th November – 7th December (HT 2) IN CLASS ASSESSMENT	25th February – 8th March (HT 4) Inform Options Process IN CLASS ASSESSMENT Maths IN CLASS ASSESSMENT English End of KS3 Assessment TAKE PLACE IN C101	Wb 24th June (HT 6) English IN CLASS ASSESSMENT Science IN CLASS ASSESSMENT Maths End of Y9 Assessment TAKE PLACE IN C101		
Year 10	8th – 19th October (HT 1) TRANSITION ASMT NON CORE ONLY IN CLASS ASSESSMENT	28th January – 8th February (HT 3) IN CLASS ASSESSMENT	29th April – 10th May (HT 5) Inform Y10 into 11 interventions TAKE PLACE IN C101		1. Wb 1st October 2. Wb 21st January 3. Wb 23rd April
Year 11	12th – 23rd November (HT 2) IN LINE WITH PIXL STATUS TAKE PLACE IN C101	4th – 15th March (HT 4) IN LINE WITH PIXL STATUS TAKE PLACE IN C101		13th May – 21st June TAKE PLACE IN C101	1. Wb 5th November 2. Wb 25th February
Year 12	8th – 19th October (HT 1) IN CLASS ASSESSMENT	7th – 18th January (HT 3) TAKE PLACE IN C101	Wb 24th June (HT 6) TAKE PLACE IN C101		1. Wb 1st October 2. Wb 17th December 3. Wb 17th June
Year 13	8th – 19th October (HT 1) TAKE PLACE IN E204	7th – 18th January (HT 3) TAKE PLACE IN C101	Wb 23rd April (HT 5) TAKE PLACE IN E204	13th May – 21st June TAKE PLACE IN C101	1. Wb 1st October 2. Wb 17th December 3. Wb 1st April

Flightpaths

At KS3 and KS4 students are organised on learning flight paths in each subject area. The flightpath followed by each student is based on their prior attainment. Student progression is monitored at regular intervals against their expected flight path target grade. Flexibility and mobility is built into this structure, students can progress between pathways to ensure they continue to be challenged across the curriculum.

Curriculum and Assessment - Flight Paths

	KS2 Entry	EOY GCSE Target Grade					KS5 Recruitment
		Y7	Y8	Y9	Y10	Y11	
Advancing Pathway	110 - 120	4	5	6 / 7	7 / 8	8 / 9	EEP Cohort
Secure Pathway	100 - 109	2 / 3	3 / 4	4 / 5	5 / 6	6 / 7	Academic Pathway Cohort
Developing Pathway	94 - 99	1 / 2	2 / 3	3 / 4	4 / 5	5	Applied Technical (Plus) Cohort
	85 - 93	1	1 / 2	2 / 3	3 / 4	4	
Foundation Pathway	<84	BL / 1	1	1 / 2	2 / 3	3	L2 Provision at KS5 Cohort

	KS2 Entry	EOY BTEC Target Grade					KS5 Recruitment
		Y7	Y8	Y9	Y10	Y11	
Advancing Pathway	110 - 120	4	5	6 / 7	D	D*	EEP Cohort
Secure Pathway	100 - 109	2 / 3	3 / 4	4 / 5	M	D*	Academic Pathway Cohort
Developing Pathway	94 - 99	1 / 2	2 / 3	3 / 4	P+	M	Applied Technical (Plus) Cohort
	85 - 93	1	1 / 2	2 / 3	P	M	
Foundation Pathway	<84	BL / 1	1	1 / 2	P-	P	L2 Provision at KS5 Cohort

Assessment for learning is at the core of outstanding lessons because it enables teachers and students to identify what has been learnt and what are the next steps that need to be taken in order for students to progress further.

We encourage teachers to regularly use **formative assessment strategies**:

- be timely and state clearly what a student has done well, linking praise to specific National Curriculum or exam board criteria.
- highlight what improvements are required to move the student forward to the next level or grade.
- set an action that the student must carry out to prove that they are engaging with their target.
- plan time for students to action their targets as part of normal classroom routine.

Teachers should always use the common language of **WWW (what went well)** and **Actions** when writing formative assessment comments on students' work.

The **Green Pen of Progress (GPOP)** is an important part of our commitment to effective formative assessment is students' use of the green pen of progress where, in order to make learning visible, students respond to feedback in green ink.

We ask staff to assess and provide **feedback on literacy** using the school's agreed codes and procedures. We also provide **examination and coursework grade feedback** as required.

We expect **self and peer assessment** to be used as key curriculum delivery strategies to encourage students to become independent and reflective learners.

Our Curriculum Offer

Our Curriculum at Key Stage 3

Students follow a three year Key Stage 3 curriculum across most subject areas, however some subject areas deliver KS4 topics in Year 9.

KS3 Curriculum Organisation																
50 periods per cycle (two week timetable) – 25 periods per week. 1 hour lessons.																
Years 7 8 and 9																
Year	English	Maths	Science	Computing	PE	DT	MFL	Hist	Geog	RS	Art	Music	Drama	PSHCE	Enrich	
7	6	6	6	2	4	4	4	3	3	2	2	2	2	2	2	
8	6	6	6	2	3	4	5	3	3	2	2	2	2	2	2	
9	6 (Sp)	6 (Aut)	6 (Aut)	2 (Spr)	3	4	5	4 (Sp)	4 (Aut)	2 (Aut)	2	2	2	2	x	
	GCSE courses start at the beginning of the Autumn term – Year 9.								GCSE courses start in either the Spring or Summer term – Year 9.							
	KS3 curriculum delivered throughout Year 9.								All BTEC and Vocational courses commence at the start of Year 10.							

At Key Stage 3 the school provides a broad and balanced curriculum that includes a core curriculum of English, Maths, and Science. Students follow courses in Computing, History, Geography and Religious Education. In addition students follow a carousel of three Languages at the start of Year 7 sampling French, German and Spanish before specialising in either one or two of these languages as they progress through Key Stage 3.

We are very proud of our broad and exciting Expressive Arts curriculum that ensures that all students follow courses in Music, Drama, Art and Physical Education. Students also follow a rotating carousel in Design Technology where they study Food Technology, Resistant Materials, Graphics and Textiles.

In Years 7 and 8 students follow our Enrichment curriculum, lessons that the students select to develop areas of interest beyond the main curriculum, for example, students might follow enrichment classes in Astronomy, Photography, Japanese, Camp Craft or First Aid.

All students have a weekly PSHCE lesson covering a range of themes such as personal development and safety, careers and educational progression guidance and study skills. The Citizenship element of the course covers a number of relevant and topical citizenship themes including British Values.

Some students follow an alternative 'UP' pathway and are taught in discrete classes for English, Mathematics, Science and Humanities. This course is aimed at accelerating individuals' literacy and numeracy and life skills. This is complemented by 'accelerated reading' periods to further improve their reading and literacy skills.

A small number of students follow a personalised KS3 COPE programme to support key skills development.

Additional Resourced Provision (ARP) – Children with Speech, Language and Communication Needs

The school has a specialist base for our ARP students within the SEN 'Hub' area at the heart of our school.

Students joining our ARP are broadly functioning at the same cognitive level as their mainstream peers. The majority of lessons are within mainstream classes. ARP students receive additional curriculum support to meet their individual needs, and benefit from small group environments in these sessions within a modified learning environment. In addition, students benefit from a personalised curriculum, and therapeutic input (Speech and Language Therapist) from other specialist staff.

Students within the ARP receive specialist interventions such as....

- The LIT Programme – literacy acceleration curriculum developed by the Hackney Learning Trust.
- Vocabulary programme – evidence-based, multisensory, pre-learning and overlearning of vocabulary.
- Units of sound and DALP programme for phonics.
- Speech and Language – specialist support sessions.
- Zones of Regulation – emotional self-regulation programme.

Students can gradually fully re-engage in mainstream lessons subject to their progression in key skills and core areas of the curriculum.

Our Key Stage 4 Curriculum

The majority of students follow a two year KS4 curriculum, however we encourage flexibility so some subjects start their KS4 courses slightly earlier in either the Autumn or Summer term of Year 9.

In line with recent examination board changes all courses are linear with examinations at the end of the course. The majority of courses do not have a coursework component – there are however some exceptions.

KS4 Curriculum Organisation									
50 periods per cycle (two week timetable) – 25 periods per week. 1 hour lessons.									
Years 10 & 11*									
* some courses start in Year 9 – see KS3 curriculum organisation table									
Year	English Language & Literature	Maths	Science Double/Triple	PE	PSHCE	Option 1	Option 2	Option 3	Option 4
10	8	8	10/15	2	2	5	5	5	5
11	8	8	10/15	2	2	5	5	5	5

The curriculum has been carefully planned and mapped to ensure pathway progression between KS3 and 4. There are three pathways shared with parents and students:

- **‘Stretch’** is an open academic pathway followed by the majority of students. Many opt to follow English Baccalaureate subjects within this pathway. Students have 4 open option choices enabling them to select subject combinations that encourage breadth but also permit some specialism. This pathway enables some students to follow discrete science courses, our Triple Science offer.
- **‘Consolidation’** is a targeted pathway followed by a smaller number of students who have 4 open option choices but are encouraged to consider a blend of academic and Level 2 vocational subjects to support future progression.
- **‘Support’** provides a reduced curriculum pathway for a very small number of students. They select only 3 options and the courses offered provide a mix of academic, vocational and basic and life skills courses. Students receive additional time and support to improve their literacy and numeracy.

At KS4, all students follow courses in English Language, English Literature, Mathematics and Double Science. Students also have the option of taking three discrete Sciences – Biology, Chemistry and Physics.

As part of our broad curriculum offer at KS4, students can select from three Modern Foreign Languages - French, Spanish and German, with the option of specialising in two languages.

In Humanities, GCSE courses are offered in Geography, History and Religious Education, students may opt to follow two Humanities courses at KS4.

Both GCSE Computing and Level 2 Certificate in Creative iMedia are offered to meet the needs of students across all 3 pathways.

We offer a broad range of Expressive Arts subjects, including GCSEs in Music, Drama and Fine Art. This combined with our offer of DT subjects in Food, Textiles, Graphics and Resistant Material ensures there is clear progression in these creative subjects from KS3 to KS4.

The school offers a wide range of Level 2 vocational courses including Health and Social Care, BTEC Technical Award in Media, NCFE Certificate in Business Studies and Enterprise, L2 Certificate in Creative iMedia and the Cambridge National in Sports Science. These courses are reviewed annually to meet the vocational needs of targeted students. These are supported by bespoke alternative provision packages with local providers to meet the needs of a small number of individuals.

The breadth of our curriculum is illustrated by the four open options that students can select from. This enables students to either follow a traditional academic route along an EBacc pathway or select a blend of academic and vocational subjects. The majority of students follow 9 subjects at KS4 with the exception of a small number of students on the support pathway.

Students following the support pathway have the option of selecting GCSE, vocational and basic skills courses and are also provided with additional time to improve their literacy and numeracy.

There is planned progression between our KS3 and KS4 curriculum offer to ensure an appropriate transition for students on all 3 pathways.

Students are guided towards an appropriate pathway based on their subject interests, current attainment in each subject, prior attainment and future career interests. This follows a detailed guidance process involving students, parents and staff.

At KS4 all students follow courses in the following subjects: English Language, English Literature, Mathematics, Science, PE (core) and PSHCE. Most students select subjects across 4 options.			
KS4 Pathways	Pathway 1 Stretch	Pathway 2 Consolidation	Pathway 3 Support
Number of subjects that can be selected	Four subjects from the 4 option blocks Total 9 or more subjects. Lead to a Level 2 qualifications All students take Triple Science	Four subjects from the 4 option blocks. Total 8 subjects Lead to a Level 2 qualifications All students take Double Science	Three subjects from the 4 options blocks. Total 7 subjects Lead to a Level 2, Level 1 or entry level qualification. Additional English and Mathematics taken by all students to support core GCSE delivery.
Subjects offered in Option blocks	GCSEs		BTEC/Vocational courses
	Geography* History* Religious Studies French* Spanish* German* Computer Science* Business Studies Music Drama Physical Education – Sports Science Art and Design – Fine Art Art and Design – Graphic Communications. Food Preparation and Nutrition Resistant Materials Textiles		Health and Social Care - BTEC Technical Award in Media - BTEC Cambridge National in Sports Exercise CiDa L2 – Certificate in Creative IMedia NCFE Certificate in Business and Enterprise COPE – Certificate of Personal Effectiveness.

Our Curriculum Offer at KS5

Aims: Building independent, aspirational and accomplished learners.

The aim of our Sixth Form is to ensure that our students are equipped with the opportunities to achieve academic excellence, prepare them for future employment and develop the life skills that will enable them to make a positive contribution to the wider community. We strive to ensure that all pupils aspire to reach their full potential and set themselves ambitious goals for the future.

KS5 Curriculum Organisation

A broad range of programmes of study are available to our sixth former to cater for a wide range of interests and aspirations. Our course offer includes both A level and BTEC qualifications to cater for students' academic or vocational preferences. Students may also combine academic and vocational courses to support their future career pathways.

In line with recent examination board changes, all courses are linear with examinations at the end of the two year course.

We provide three discrete curriculum pathways at KS5:

- **Extended pathway:** students will take 4 A level subjects in addition to the Extended Project Qualification.
- **Academic pathway:** students will take 3 A level qualifications.
- **Applied Technical pathway:** students take one Level 3 Extended Diploma qualification. We also offer an Applied Technical Plus pathway – students take 1AS in addition to an Extended Diploma qualification.

KS5 Curriculum Overview		
A level: 10 hours per cycle		
Extended Vocational Courses: 22 hours per cycle.		
A Level Courses	A Level Courses	Vocational Courses
Art	German	BTEC extended Diploma in Art and Design.
Biology	History	
Chemistry	Mathematics	BTEC extended Diploma in Business Studies.
Computing	PE	
Economics	Philosophy and Ethics	BTEC extended Diploma in Health and Social Care.
English Literature	Physics	
<i>French</i>	Psychology	
Film Studies	Spanish	
Further Mathematics	Sociology	
Geography	Theatre Studies	BTEC extended Diploma in Sport
Super-curricular Offer		
<ul style="list-style-type: none">• AQA Extended Project Qualification (EPQ)• STEM curriculum• Oxbridge Challenges: Essay Writing & Maths Challenge• Subject Specific Lectures		
PSCHE & Transition: study skills and UCAS workshops.		

Student Grouping at KS3 and 4

Grouping is decided following Year group profiling to ensure we best meet the needs of all students and individual subject curriculum delivery needs.

Students are set in the core subject of Mathematics and Science and there is broad setting in English.

Single sex grouping takes place for Physical Education in Years 9 to 11.

Student Grouping at KS3 and KS4					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	Mixed attainment 1 x Lower set A half UP nurture (2)	Mixed attainment UP nurture (2)	Mixed attainment UP nurture (2)	2 Lower sets nurture All others mixed attainment	2 Lower sets nurture All others mixed attainment
Maths	Set Set groups in each half of Year group UP nurture (2)	Set 2 higher sets. Set groups in each half of Year group UP nurture (2)	Set Set groups in each half of Year group UP nurture (1)	Set Set groups in each half of Year group	Set Set groups in each half of Year group
Science	Set Set groups in each half of Year group UP nurture (2)	Set Set groups in each half of Year group UP nurture (2)	Set Set groups in each half of Year group UP nurture (1)	Set Triple Science Sets 1-7	Set Triple Science Linear sets 1-6
MFL	Mixed attainment	Mixed attainment in Fr/Ge Potential setting in Sp	Mixed attainment in Fr Potential setting in Ge/Sp	Mixed attainment – based on options choices	Mixed attainment – based on options choices
DT	Mixed attainment	Mixed attainment	Mixed attainment	Mixed attainment – based on options choices	Mixed attainment – based on options choices
History	Mixed attainment UP nurture	Mixed attainment UP nurture	Lower set nurture group on 1 side (from English)	Mixed attainment – based on options choices	Mixed attainment – based on options choices
Geography	Mixed attainment UP nurture	Mixed attainment UP nurture	Mixed attainment UP nurture	Mixed attainment – based on options choices	Mixed attainment – based on options choices
PE	Mixed attainment & mixed gender	Mixed attainment & mixed gender	Single gender & mixed attainment	Single gender & mixed attainment	Single gender & mixed attainment
All Other Subjects	Mixed attainment at KS3			Mixed attainment – based on options choices at KS4.	

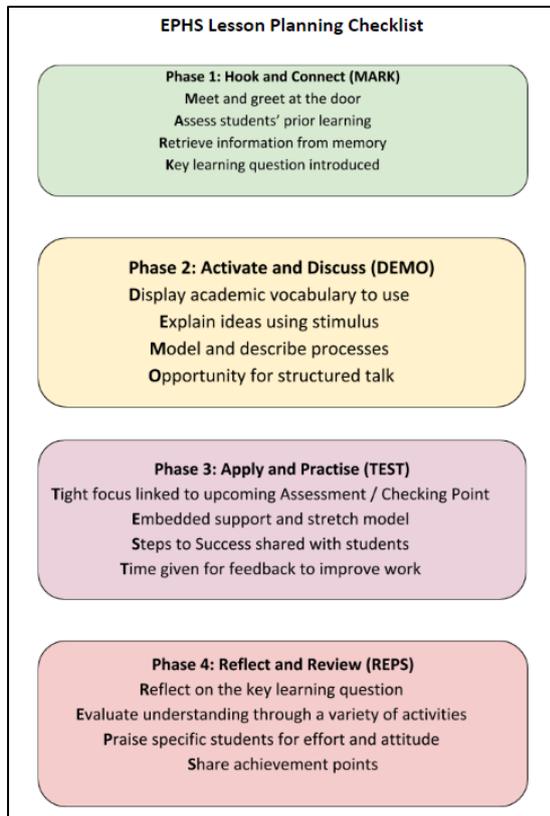
Curriculum Delivery – Teaching and Learning

We are very proud of our status as a research driven school. As part of this we expect all staff to engage annually in our action research programme to ensure they adopt and use the latest pedagogy

and stimulating teaching methods to challenge and support our students. We promote the importance of enquiry based learning with the student at the centre of the learning experience.

As part of the day to day delivery of the curriculum we expect our staff to deliver a high quality experience for our students based around some key principles around teaching and learning delivery.

In terms of planning and delivery we expect our staff to deliver lessons that utilise these key planning stages:



The 'Elthorne Way' seeks to develop these key areas of pedagogy in the framework of a lesson that is well structured and consistent. The 'Elthorne Way' is outlined below in [Appendix A](#). This provides prompts for agreed good practice at EPHS.

The areas of the 'Elthorne Way' for Teaching and Learning outlines five crucial aspects of pedagogy that we ask staff to adhere to and emphasise in their practice:

- developing engaging activities that encourage thought;
 - becoming communication friendly;
 - assessment for learning;
 - developing independence and resilience as learners;
 - stretch and challenge for all.
- ✓ All teachers have consistently high expectations of all pupils.
 - ✓ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
 - ✓ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.

- ✓ Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- ✓ Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- ✓ Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

We ask our staff to share best practice through our CPD structures and use and contribute to our 'Elthorne Teacher Toolkit' to support their professional development.

Teacher Toolkit – Elthorne Park High School

EPHS T&L priority	You could try:		
Variety of teaching activities that encourage thought http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/	Think Pair Share Frank Lyman https://www.teachervision.com/group-work/think-pair-share-cooperative-learning-strategy Giving thinking time then asking students to talk for 30 seconds to a partner Have a silent debate and then share Talk in pairs and then share with another pair. (The sharing component can also be done as a whole class discussion)	Right Is Right Doug Lemov http://teachlikeachampion.com/blog/2-0-excerpt-right-right-challenges/ Provide a vocabulary bank for students so that they can use in class discussion and in their written work. Students tweak each other's responses until they are absolutely correct, using the appropriate academic vocabulary	Diamond 9 Discussion Russel Tarr http://www.classtools.net/blog/diamond-diagrams-for-prioritisation/ www.thinkingclassroom.co.uk Create 9 diamond shaped cards with different ideas. Students decide where to place the 9 mini diamonds to make the larger diamond shape. Diamond shaped cards at the top are deemed to be more important than the ideas at the bottom of the diamond.

For full information on school curriculum delivery – see our Teaching Learning and Assessment Policy on our school website.

Home learning is an important part of our curriculum and enhances each student's learning experience. Research shows that where homework is appropriate and supports students' academic learning, it has a significant impact on accelerating progress (*John Hattie*).

Home learning is an important part of curriculum delivery because:

- It Increases independent engagement in the learning process, contributing to the development of independent study habits
- It raises a child's level of attainment by extending & reinforcing their learning
- It develops skills, attitudes and disciplines that students will need for successful lifelong learning.

We emphasise two forms of home learning:

- **Short Prep Tasks:** short home learning activities such as memorising vocabulary or research investigation activities that can be used to inform the start of lessons.
- **Extended home learning tasks** this may come in a variety of formats but encourage a students to engage in a longer piece of home learning that will draw on their wider skills and entail research and application of class learning.

Extra-Curricular Opportunities and Trips

The school is very proud of its broad and inclusive extra-curricular activities and trips programme that supplements and enriches our main curriculum.

The **extra-curricular programme** includes many activities across several different areas to engage all students. In addition to mainstream sports, we run clubs such as handball and trampolining.

The school runs a comprehensive range of clubs and activities, examples include, Debating club, Performing Arts events and clubs, Languages club, Orchestra & String Quartet practice and performance sessions, Computing club to name but a few.

We are very proud of the large number of students who participate in the school based Duke of Edinburgh Awards scheme.

The experience of students is further broadened by a large number of **school trips** such as Modern Foreign Language exchange trips to Spain, France and Germany. Geography fields visits to Dorset and Iceland. English trips to Shakespeare festivals, Geography trips to Dorset and Iceland, History trips to the Houses of Parliament, Berlin and Beijing, Government and Politics trips to Washington. A number of Theatre, Performance and Art trips run to Central London. Our students also attend local visits to support the BBC School Project.

Key Stage 4 and 5 students have the opportunity to attend University and Careers visits to support their future choices. Science provide opportunities for students to attend STEM Science and Science in Action events. In addition we run a number of fun team building trips such as our PGL residential trips for Year 8 students and our Ski trip to the French Alps run in Year 9 and for the Sixth form.

Appendix B

We encourage all students to participate in these events to broaden their knowledge around the main curriculum and offer opportunities for wider cultural enrichment.

Examples of extra-curricular clubs, opportunities and visits can be seen in the appendix to this policy.

Appendix C

Monitoring the Curriculum - Quality Assurance Procedures

Delivery of the curriculum and this policy is monitored and evaluated in several ways throughout the school year:

Area of Curriculum Monitoring	Method of Monitoring & Evaluation
Policy	<ul style="list-style-type: none">○ Annual review of curriculum policy by the Governing Body and Senior Leadership Team.
Planning Long and Medium term planning	<ul style="list-style-type: none">○ Line management meetings with Senior Leadership Team line managers.○ Planning documents (long and medium term planning) must be available by subject leaders in the shared area and long term overviews are also shared on the school website.
Delivery	As per the school's self-evaluation procedures: <ul style="list-style-type: none">○ Lesson observations○ Learning walks○ Student interviews○ Staff interviews and feedback at departmental meeting○ Book looks

Effectiveness	<ul style="list-style-type: none"> ○ Data analysis as set out in the assessment calendar ○ Examination results analysis ○ Appraisal reviews ○ Curriculum review visits and reports
Development	<ul style="list-style-type: none"> ○ Proposals made to enhance our curriculum delivery will be evaluated in the Autumn term by the Senior Leadership team and Governing Body ○ Recommendations for course and delivery changes from Subject Leaders need to be shared at examination results meetings with the Headteacher and DHT Curriculum

Appendix A: The 'Elthorne Way' Teaching and Learning: Curriculum Delivery

Teaching in the classroom: how do students learn best at Elthorne Park?

Pedagogy: The Elthorne Way

In applying 'The Elthorne Way' below, we expect teachers to use the following as a starting point at all times.

- 1) Application of whole school agreed evidence informed strategies drawn from the 'EPHS Teaching and Learning Toolkit' (as appropriate to the learners in the lesson).**
- 2) All CPD run in the school is evidence informed.**

1) Application of whole school agreed evidence informed strategies drawn from the 'EPHS Teaching and Learning Toolkit' (as appropriate to the learners in the lesson).

At Elthorne, we activate and connect the learning by:	So that...	Relevant Evidence informed research /strategies
Using the Elthorne arrival routine and beginning with a starter in the form of a hook or big question as students walk in.	Students are curious and keen to begin and start learning straight away.	<i>Bennett, T., 'Creating a Culture: How school leaders can optimise behaviour' DFE, March 2017</i>
Beginning a lesson with a short review of previous learning and checking existing understanding first.	We can gauge how much students have learned to strengthen the connections of the material learnt. The regular review of prior learning will allow students to recall words, content and concepts more easily when they need this material to answer questions or learn new material.	<i>Willingham, D., 'What will Improve a Student's Memory?', American Educator, Winter 2009</i>
Sharing the outcomes for the lesson.	So that the students are clear about the what, how, and why of learning and they know what the expected outcomes look like from the outset.	<i>Fulmer, S, Dr. 'Should I share my learning outcomes with students?' The Learning Scientists Blog. August. 2017.</i>
Pre-teaching and checking subject specific language from the outset.	Students are equipped with some of the literacy tools that they will need as the lesson and learning progresses.	

<p>format that is appropriate to the reading age of the class</p> <p>Asking a range of questions targeted at particular students, and using discussion to build on and challenge the responses of others.</p>	<p>We clarify and strengthen students' knowledge of concepts by asking "why," "how," and "compare and contrast" questions. These questions require more than factual knowledge and force students to add more detail, evidence for arguments, and comparisons of key ideas, allowing students to move beyond an exchange of opinions or feelings.</p>	<p>Kelley, J. Reading F.A.V.S. Elthorne Park High School. September 2018</p> <p>Quigley, A. 'Conducting Classroom Talk' The Confident Teacher Blog. April, 2014</p> <p>Quigley, A. 'Disciplined Discussion - As Easy as ABC' The Confident Teacher Blog. December, 2013</p> <p>Rosenshine, B., 'Principles of Instruction', American Educator, Spring 2012</p>
<p>Explaining ideas using visuals to support instructions, content and context. This may include the use of checklists.</p>	<p>Students' learning increases. Research shows that learners receive information through two primary pathways e.g. words and graphics, and the learning will increase when teachers convey new material through both of these means. For example, graphics that convey concepts and ideas are more effective when paired with written labels, spoken explanation or both. Graphics include illustrations, diagrams, and flowcharts, as well as animation or video. Students can learn to solve problems faster. Through the use of worked examples we can plan lessons that minimise the strain on the working memory and allow students to build up the kinds of mental models e.g. show students how its done before they try it. This will allow them to flourish when faced with a challenge</p>	<p>Smith, M. & Weinstein, Y., 'Learn How to Study using... Dual Coding', Learning Scientists, 2016.</p> <p>Metacognition and Self Regulated Learning Report. EEF. April, 2018.</p>
<p>Providing students with models and worked examples.</p>	<p>Students have sufficient time to rehearse new material as without the opportunity to rehearse this new material, it will be lost.</p>	<p>Recommendation No.3 Metacognition and Self Regulated Learning Summary of Recommendations. EEF, April, 2018</p> <p>Rosenshine, B., 'Principles of Instruction', American Educator, Spring 2012</p> <p>Retrieval practice</p>

<p>Providing activities that break down learning into manageable steps and encourage recall and review allowing time for discussion, consolidation and practice.</p>	<p>Students are practising and rehearsing skills or content correctly. This will allow students to be more successful when working independently.</p> <p>We can help to consolidate this information into our memory. Retrieval practises bringing information to mind. Our long term memory has a huge capacity to store information whereas our working memory has a fairly limited capacity. Automatic recall frees working memory for problem solving and creativity.</p> <p>Students can learn new material with fewer errors.</p>	<p>Practice testing</p> <p>Distributed practice</p> <p>Research suggests that spending time rephrasing, elaborating and summarising new material will help to commit it to the long term memory.</p> <p><u>Dunlosky, J., 'Strengthening the Student Toolbox: Study Strategies to Boost Learning', American Educator. Fall, 2013.</u></p>
<p>Regularly checking student understanding.</p>	<p>Students develop a thirst for knowledge and are inspired by the passion of the teacher as learner.</p> <p>Students know why they are doing what they doing, and how it connects to wider learning.</p>	
<p>Consciously promoting curiosity by showing our love of subject knowledge.</p>	<p>Students have the opportunity to work independently to broaden their knowledge, skills and understanding outside of lesson time.</p>	<p><u>Recommendation no. 2 Metacognition and Self-regulated Learning. Summary of Recommendations. EEF, April, 2018</u></p>
<p>Ensuring that there is a clear thread of learning in the lesson (and over time) with a range of activities that link well to one another.</p>		<p><u>Weinstein, Y & Smith, M., 'Six Strategies for Effective Learning', Learning Scientists, 2017.</u></p>
<p>Setting home learning tasks that deepen learning further or prep for future learning</p>		

		<p>7 step model for explicitly teaching metacognitive strategies (EEF):</p> <ol style="list-style-type: none"> 1. Activating prior knowledge; 2. Explicit strategy instruction; 3. Modelling of learned strategy; 4. Memorisation of strategy; 5. Guided practice; 6. Independent practice; and <p>Structured reflection.</p>
At Elthorne, we adapt the learning by:	So that...	Relevant Evidence informed Research / strategies
<p>Ensuring we know our students: their abilities, strengths, needs and personalities. This should also be reflected in the seating plan.</p> <p>Using assessment data and targets to set high expectations and planning differentiated tasks with differentiated resources that challenge all.</p> <p>Using resources that provide both hint and challenge and setting extension tasks to stretch further.</p> <p>Making highly effective use of other adults in the classroom to accelerate the progress of those who may otherwise fall behind.</p> <p>Using differentiated questioning to break down</p>	<p>We can plan for individual strengths, needs and progress and ensure that each student reaches his or her potential.</p> <p>Students of all abilities make excellent progress appropriate to their ability.</p> <p>All students are able to access both support and challenge when they need it.</p> <p>We make good use of resources and students are confident to ask other adults in the room for help when they need it.</p>	<p><i>Sharpe, H., '5 Ways to Make Knowledge Stick' Teacher Toolkit Blog. March 2018</i></p> <p><i>Dunlosky, J., 'Strengthening the Student Toolbox: Study Strategies to Boost Learning', American Educator. Fall, 2013.</i></p> <p><i>Rosenshine, B., 'Principles of Instruction', American Educator, Spring 2012</i></p> <p><i>Weinstein, Y & Smith, M., 'Six Strategies for Effective Learning', Learning Scientists, 2017.</i></p> <p>7 step model for explicitly teaching metacognitive strategies:</p>

<p>concepts and also develop higher order thinking.</p> <p>Providing communication friendly resources, checklists and scaffolds to support learning.</p> <p>Developing and monitoring independent practice.</p>	<p>We are able to reinforce where needed and challenge whenever possible.</p> <p>We provide clarity and accessibility as well as develop and model good literacy.</p> <p>Students have the opportunity to work independently to broaden their knowledge, skills and understanding outside of lesson time.</p>	<p>Activating prior knowledge; Explicit strategy instruction; Modelling of learned strategy; Memorisation of strategy; Guided practice; Independent practice; and structured reflection.</p>
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At Elthorne, we check the learning by:	So that...	Relevant Evidence informed Research
<p>Regularly ‘checking in’ on students to ensure they have fully understood the key learning question</p> <p>Evaluating understanding of content through a variety of different Teaching and Learning activities.</p> <p>Planning questions in advance to develop understanding, and using hinge questions to assess before moving on.</p>	<p>Both the teacher and the students can reflect on progress made throughout the lesson and gaps in understanding / misconceptions can be addressed quickly</p> <p>Students have a better chance of fully understanding the content if they have been given the opportunity to learn the content at least 3 different times in three different ways then they are more likely to embed that knowledge into their long term memories.</p> <p>We plan a ‘route’ through the learning and anticipate misconceptions that may occur.</p>	<p><i>Rosenshine, B., ‘Principles of Instruction’, American Educator, Spring 2012</i></p> <p><i>Dunlosky, J., ‘Strengthening the Student Toolbox: Study Strategies to Boost Learning’, American Educator. Fall, 2013.</i></p> <p><i>Quigley, A. ‘Disciplined Discussion - As Easy as ABC’ The Confident Teacher Blog. December, 2013</i></p>

<p>Giving regular and detailed feedback, both verbal and written, to students in line with school policy.</p> <p>Allocating adequate time to respond to feedback using GPOP</p> <p>Using a variety of AFL strategies</p>	<p>Students have the opportunity to act on and respond to feedback in order to move closer to achieving their target grade. There is significant evidence to suggest that good feedback can allow students to make up to 8 months accelerated progress in their learning.</p> <p>Students can learn from the teacher, their peers, through models and as a result of their own reflection.</p>	<p><u>Feedback'. Teaching and Learning Toolkit. EEF. September. 2018.</u></p>
<p>At Elthorne, we allow the learning by:</p>	<p>So that...</p>	
<p>Following the EPHS arrival routine, where we greet students at the door and engage them with a starter immediately. Understanding that relationships are fundamental to good learning in any classroom. Promoting positivity between students as well as between teachers and students.</p> <p>Using precise praise.</p> <p>De-escalating poor or challenging behaviour if it does arise.</p> <p>Setting up established systems that make movement around the classroom consistent and effective.</p> <p>Designing seating plans so that effective learning can take place</p>	<p>Students are ready to begin learning straight away.</p> <p>Learning is a positive experience for all in the class.</p> <p>Students know exactly what they are doing well and when.</p> <p>Poor behaviour does not become detrimental to the learning in the lesson.</p> <p>Students know how to conduct themselves in lessons and are able to do so independently and responsibly.</p>	<p><u>Bennett, T., 'Creating a Culture: How school leaders can optimise behaviour' DFE, March 2017</u></p> <p><u>Lemov, D., 'Teach Like a Champion: 49 Techniques that put students on the path to college' Jossey-Bass. 2010</u></p> <p><u>Lemov, D., 'Teach Like a Champion: 49 Techniques that put students on the path to college' Jossey-Bass. 2010</u></p>

<p>and considering our own positioning in the classroom as teachers – circulating and supporting rather than sitting at the desk at the front.</p> <p>Following the EPHS Behaviour policy by using the ‘action, action, sanction’ routine consistently.</p> <p>Taking pride in our work and insisting on high levels of presentation of students’ work.</p>	<p>We allow students to succeed as a result of proactive choices about seating and we are an active presence in the classroom at all times to maximise learning.</p> <p>Students are given the opportunity and support to change their behaviour before a sanction is issued.</p> <p>Students learn the importance of good presentation and are able to be proud of the work they produce.</p>	<p><u>Lemov, D., ‘Teach Like a Champion: 49 Techniques that pt students on the path to college’ Jossey-Bass. 2010</u></p> <p><u>Lemov, D., ‘Teach Like a Champion: 49 Techniques that pt students on the path to college’ Jossey-Bass. 2010</u></p>
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Appendix B: Trips and Extra Curricular Events – Samples of Activities 2018 19

ART & DT	Department/Area
Art & DT Exhibition	Art & DT
Craft Council	Art & DT
New Designers Show	Art & DT
Art In Action Talk	Art & DT
Branding Museum	Art & DT
Cheese Making Workshop	Art & DT
Craft Council	Art & DT
8L Year Team Award	Art & DT
Graphic Designer	Art & DT
Craft Council	Art & DT
Craft Council	Art & DT
GCSE, Food and Nutrition Trip	Art & DT
New Designers Show	Art & DT
BUSINESS & HEALTH & SOCIAL CARE	
Year 12 Photography Trip	Bus/HSC
Royal Holloway Visit	Bus/HSC
St Marys University PE Visit	Bus/HSC
Discover Day Nursing	Bus/HSC
Freud Museum	Bus/HSC
V + A Museum of Childhood	Bus/HSC
National Archive Kew	Bus/HSC
COMPUTING	
Technical Digital Careers Show	Computing
CROSS - CURRICULAR	
Charity Sweet Sale	Cross -Curricular
Yr 9 Reward Trip	Cross -Curricular
PP Reward Theatre Trip	Cross -Curricular
Senior Citizens Christmas Party	Cross -Curricular
PGL Trip - Year 8	Cross -Curricular
Harry Potter Event	Cross-Curricular
Silver DoE Qualifying Expedition	Cross-Curricular
Brook Charity Talk	Cross-Curricular
Year 7 Halloween Disco	Cross-Curricular
Forbidden Plant Visit	Cross-Curricular
DoE Practice Expedition	Cross-Curricular
Scholastic Book fair	Cross-Curricular
Natural History Museum	Cross-Curricular
Careers In Property Development	Cross-Curricular
Road Safety Workshop	Cross-Curricular
Your Life You Choose	Cross-Curricular
7 Up Hanwell Zoo	Cross-Curricular

Yr 8 Award Trip (Park Royal)	Cross-Curricular
Harvester & Waterstones Visit	Cross-Curricular
Cope Xmas Sale	Cross-Curricular
Christmas Jumper Day	Cross-Curricular
Cope Residential	Cross-Curricular
Author Visit	Cross-Curricular
Author Q + A	Cross-Curricular
Black History Month	Cross-Curricular
Silver DoE Award Training Practical	Cross-Curricular
Yr 7 Reward Trip	Cross-Curricular
Children of Willesden	Cross-Curricular
Canterbury Kit Workshop	Cross-Curricular
LGBT + Diversity Role Models	Cross-Curricular
Ealing Teen Read (hosting)	Cross-Curricular
Sports Day	Cross-Curricular
Open Evening	Cross-Curricular
BBC School Report	Cross-Curricular
Pointless Quiz	Cross-Curricular
Options Evening	Cross-Curricular
Anti-smoking Intervention	Cross-Curricular
Social Communication Event	Cross-Curricular
BBC Report Day	Cross-Curricular
PSHCE Parental Drop in	Cross-Curricular
Chelsea's Choice Event	Cross-Curricular
Sky Skills Academy	Cross-Curricular
Ealing Teen Read (hosting)	Cross-Curricular
Bookbuzz Launch	Cross-Curricular
Girls to the Front, London	Cross-Curricular
Teenage Cancer Trust	Cross-Curricular
Yr 8 Reward Film P3 + 4	Cross-Curricular
Reward Trip	Cross-Curricular
Stars Travel Surgery	Cross-Curricular
Visit Brunel University	Cross-Curricular
Author Talk	Cross-Curricular
Jack Petchey Speak Challenge	Cross-Curricular
Children of Willesden	Cross-Curricular
CutFilms Award Ceremony	Cross-Curricular
Chessington Sleepover	Cross-Curricular
Yr 7 Art Therapy Induction	Cross-Curricular
DoE Award 2018	Cross-Curricular
Patron Reading Launch Assemblies	Cross-Curricular
Bronze DoE Practice Training	Cross-Curricular
DoE Qualifying Trip	Cross-Curricular
Project Guardian PSHCE	Cross-Curricular
Yr 7 Talent Show	Cross-Curricular

Yr 11 Prom	Cross-Curricular
Yr 11 Prom Photography	Cross-Curricular
Cinema + Nandos	Cross-Curricular
Ski Trip La Plagna	Cross-Curricular
ENGLISH	
Much to Do about Nothing Trip	English
Pixl High 5 English	English
Shakespeare Workshop	English
Penguin Books	English
British Library	English
Royal Holloway Visit	English
Yr 11 Creative Writing	English
Read to Succeed	English
FILM	
Introduction to Critical Theory Trip	Film
A Level Study Trip	Film
HUMANITIES	
Museum of London Visit	Humanities
Geography Fieldwork Trip Year 10 New Forest	Humanities
Iceland Parents Meeting	Humanities
6th Form Washington Trip	Humanities
Yr 11 Jack the Ripper Walk	Humanities
Visit to Greenwich Museum	Humanities
History Revision Sessions	Humanities
Geography A Level Field Trip New Forest	Humanities
Houses of Parliament Visit	Humanities
Houses of Parliament Visit	Humanities
Rationalising Religion	Humanities
Iceland Trip KS4/5	Humanities
AS/A Level History Russia 1917-1991	Humanities
MATHEMATICS	
UKMT Challenge	Mathematics
UKMT Junior Maths Challenge	Mathematics
Maths WTM	Mathematics
UKMT Junior Conference	Mathematics
MFL	
Spanish Theatre Trip	MFL
Spanish Exchange to EPHS	MFL
MFL Rewards Breakfasts	MFL
Berlin Residential Parents Mtg	MFL
Science Museum Trip	MFL
Spanish Exchange Parent Meeting	MFL
Spanish Exchange to Madrid	MFL
Berlin Residential	MFL
German Exchange to EPHS	MFL

French Exchange to EPHS	MFL
German Exchange to Germany	MFL
French Exchange	MFL
German Exchange Pizza Party	MFL
A level German Film Study	MFL
BFI Southbank French Study Day	MFL
German Exchange Parents Information Evening	MFL
MUSIC & DRAMA	
Concert at St Marys	Music & Drama
Theatre Visit Woking	Music & Drama
Performing Arts Festival	Music & Drama
Technical Rehearsals	Music & Drama
Christmas Concert	Music & Drama
Yr 9 Beat Boxing	Music & Drama
Concert at St Marys	Music & Drama
Lyric Theatre	Music & Drama
Music for Youth PROMS 2017	Music & Drama
Jack and the Beanstalk Theatre Trip	Music & Drama
Composing Music GCSE Workshop	Music & Drama
Things I know to be true theatre trip	Music & Drama
Samba Workshop	Music & Drama
Things I Know to b True Revision	Music & Drama
Christmas Music Celebration Assemblies	Music & Drama
Things I know are true Theatre Trip	Music & Drama
The Plough + Stars Theatre Trip	Music & Drama
Jubilee Theatre Visit	Music & Drama
Classical Musical Competition	Music & Drama
School Musical + Matinees High School Musical	Music & Drama
SCIENCE	
British Physics Challenge event	Science
West London Science Challenge Day	Science
Chemistry in Action	Science
Science Lecture	Science
Art Competition	Science
Chemistry in Action	Science
ASE Practical Science Mtg	Science
Science Lecture	Science
SIXTH FORM	
What Career	6th Form
So You Want to be doctor event	6th Form
Safe Drive Stay Alive	6th Form
UK Parliament Week - Debate	6th Form
Celebration of Achievement	6th Form
UK Parliament Week Question Time	6th Form
UCAS Exhibition	6th Form

UK Parliament Week	6th Form
UK Parliament Week Referendum	6th Form
UCAS Fair	6th Form
Yr 12 External Induction	6th Form
Political Introduction	6th Form
6th Form Apprenticeship Fayre	6th Form
University of West London Conference	6th Form
Science and Psychology Conference	6th Form

Appendix C: Sample of Extra-curricular Clubs and Activities

Extra-Curricular Activities at EPHS 2018 19 Programme

FILM STUDIES		
Activity	Year Group	Day
Film Studies Club	7 to 9	Thursdays

HUMANITIES		
Activity	Year Group	Day
GCSE History Club	11	Mondays
History Drop-In	11	Fridays

MATHS		
Activity	Year Group	Day
Advanced Maths Club	8 to 11	Wednesdays
Advanced Maths Club	12 and 13	Thursdays

MUSIC		
Activity	Year Group	Day
Music Rehearsals - Chorus	7 and 8	Mondays
Music Rehearsals - Chorus	9 and 10	Tuesdays
Music Band Rehearsal	8, 9, 10 and 12	Tuesdays
Music Band Rehearsal	8, 9, 10 and 12	Wednesdays
Steel Pans Ensemble	All Years	Wednesdays
School Orchestra	All Years	Thursdays
Guitar Club	All Years	Thursdays
Music Rehearsals - Main Cast	9 and 10	Thursdays
Eltones Singing Group	All Years	Fridays

PHYSICAL EDUCATION		
Activity	Year Group	Day
Gymnastics	7 to 9	Mondays
Girls Fitness Club	All Years	Tuesdays
Cross Country	All Years	Tuesdays
Netball Club	7	Tuesdays
Basketball Club	10 and 11	Tuesdays
Girls Football Club	All Years	Tuesdays
Open Basketball Club	7 to 10	Wednesdays
Boys Football Club	7 to 10	Wednesdays
Boys Open Football Club	7 and 8	Wednesdays
Open Rugby Club	7 to 10	Wednesdays
Trampolining Club	All Years	Wednesdays
Netball Development Club	7 to 9	Wednesdays
Handball Club	All Years	Thursdays
Netball Club	8 to 10	Thursdays
Boys Open Football Club	8	Thursdays
Basketball Club	7 to 9	Thursdays
Multi Sports	9	Fridays

OTHER CLUBS		
Activity	Year Group	Day
Chess Club	All Years	Mon Tues Weds
Monics Club	All Years	Mondays
Debate Club	7 to 9	Mondays
Debate Society	All Years	Tuesdays
Cuisine Club	7 to 9	Mondays (Week 1 ONLY)
Japanese Club	All Years	Tuesdays
Dungeons & Dragons Club	7 to 11	Tuesdays
Marvel Club	7 and 8	Wednesdays
Monics Club	7 to 11	Thursdays
Duke of Edinburgh	KS3/4/5	As per tt published