

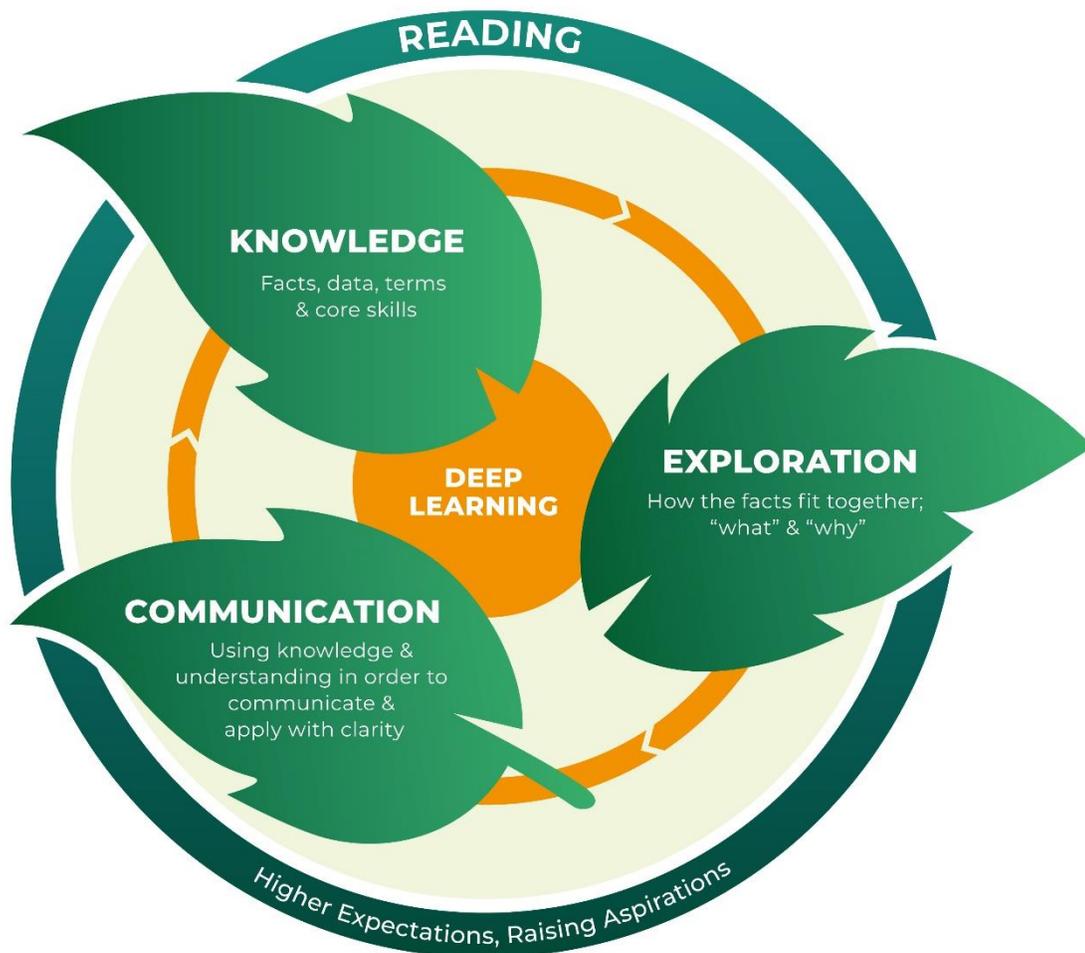


Clacton County High School

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Higher Expectations, Raising Aspirations

Curriculum Intent



Clacton County High School

Foreward

Each of us – child, school, home, and the wider community - plays a vital role in realising our vision of **Higher Expectations, Raising Aspirations**. With the shared involvement of every individual, we aspire to be a confident outward-looking community in which every member demonstrates our PROUD values and where each student:

Perseverance	- develops a growth mindset and the resolve to learn from failure
Responsibility	- values and takes responsibility for themselves and their actions
Opportunity	- takes every opportunity available and makes the most of each one
Unity	- understands that more can be achieved with teamwork and collaboration
Diversity	- to value, respect and support individual differences

In order to help our young people develop we believe it is for our students to explore all their talents and experience a wide range of opportunities. To this end, we look to ensure our curriculum is broad, balanced, relevant, and personalised.

Curriculum Intent and Vision

Through a stimulating and challenging curriculum, built upon the needs of our students and the local community, we aim to foster a life-long love of learning. Through a diverse portfolio of experiences we will engender the intellectual, social, creative, physical, moral and spiritual development of all our students. Our curriculum will build character and make a positive difference to every young persons' life chances, opening doors to a brighter future.

We believe that our curriculum drives the success of all our students regardless of their starting points or backgrounds. At its core our curriculum is about students learning facts (knowledge); having the ability to argue (exploration), and being able to communicate effectively (communication).

KNOWLEDGE:

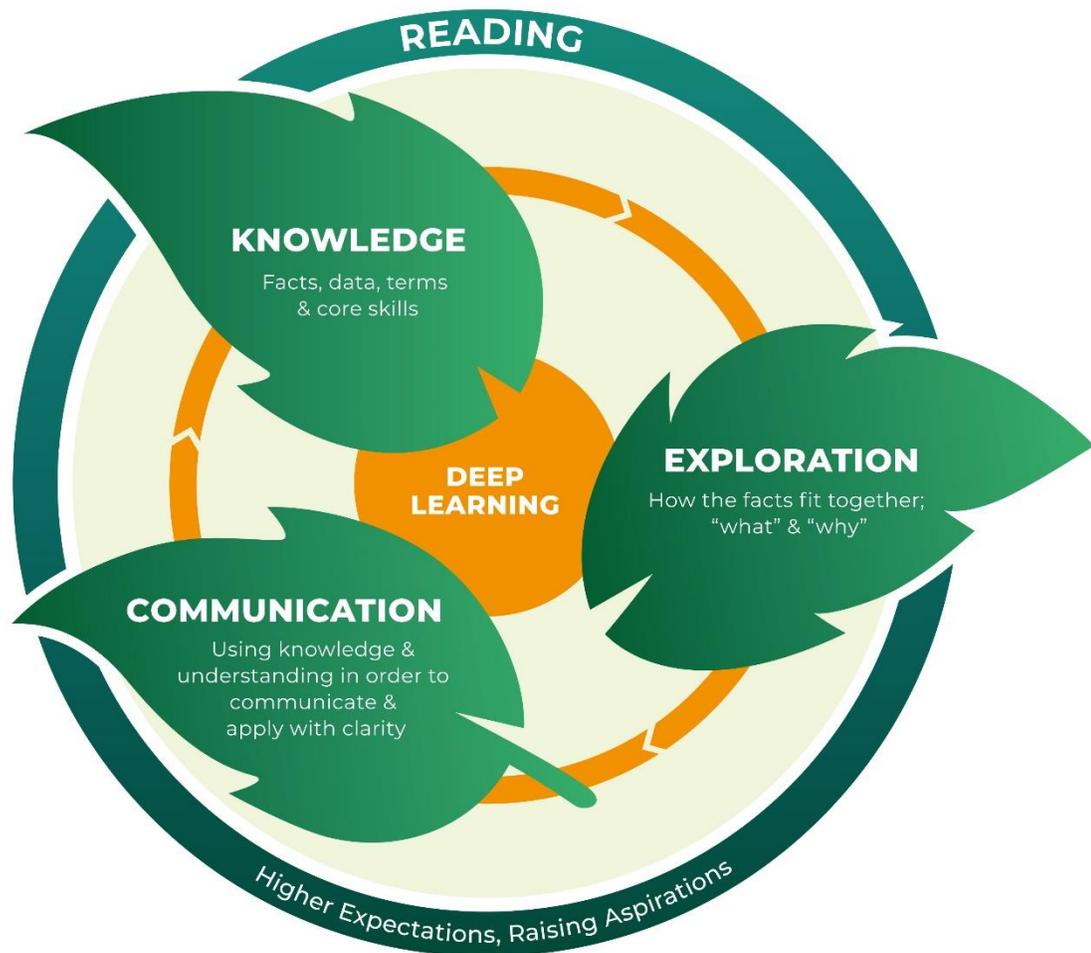
- Memorising facts and direct instruction of knowledge.
- Student retaining and recalling knowledge, learning by heart, low-stakes testing and deliberate practice.
- Students learning basic skills and techniques.
- Explicit teaching to build cultural capital alongside subject specific terminology and the skill of reading different (and challenging) texts.

EXPLORATION:

- Students having the opportunity to debate, question and challenge.
- Students experimenting and learning through authentic, hands-on experience.
- Students practising and developing their skills.
- Opportunities to analyse, evaluate and problem solve.
- Gaining understanding through experimenting, debating, questioning and challenging.
- Asking the "how" and "why" questions.

COMMUNICATION:

- To be able to communicate with confidence and clarity in a variety of formal and informal situations; through the spoken and written word, including speeches and essay writing.
- Opportunities to perform, to make things and to showcase the products of learning.
- Application of learning to a variety of contexts.



Curriculum Implementation

At CCHS we believe our students learn best through emotional engagement using stories, dilemmas, provocative art and controversies to ignite their curiosity. Humans are a challenge seeking species, and being challenged is an entitlement for every child. Humans are curious, but thinking is hard and it should be. Our lessons will be challenging and provide students with an opportunity to explore humanity and make links to people. For example, students may learn about the process of coastal erosion, but will also be asked big questions such as 'whose responsibility is it to pay for the safeguarding of people's homes?' The narratives explored across the curriculum will help students to learn about big concepts as well as make an intellectual and emotional connection.

Each subject at CCHS will outline the important **KNOWLEDGE** that the young people should learn during each scheme of learning and this will be taught as established fact. For example, students will learn about percentages, the Treaty of Versailles or photosynthesis. Students will also learn about how that knowledge was formed, the legitimacy of the knowledge and how it continues to be revised.

The sequencing of lessons has been considered carefully to ensure the right thing is taught at the right time. Moreover, teachers endeavor to reference learning from other curriculum areas in order to help students join up their learning. This will help students to recall knowledge, to cement that knowledge and have an understanding of how it knits together in other curriculum areas.

What will this look like in a classroom? Some examples below:

- Building from small pieces of knowledge.
- Teachers will be agile: being able to consider introducing subject specific vocabulary or historical context before introducing new units. For example, an English teacher about to study *An Inspector Calls* will want to first look at what was happening in Britain politically at the end of the Second World War.
- Students will be taught how to analyse and explore; to make connections and give reasons for their ideas
- Use logical thinking.
- Acknowledge and understand ethical concerns.
- Understanding the importance of audience, communication and citizenship.

As a school we are mindful of the demands of the new, revised GCSE and the demands our young people face in the ever changing global economy. We need our young people to have a deep knowledge, which allows them to be responsive and informed as they navigate their place in the world. At CCHS our Tutor Programme provides students with the opportunity to investigate current affairs, learn new vocabulary and discuss and debate socio-economic issues and how it affects them.

Portfolio of Experience

Equally important to our taught curriculum is the portfolio of experiences to enable personal and social development, develop citizenship and community work and present challenge.

These include, a work related opportunity in Key Stage 4 and regular work experience in Key Stage 5, trips (for all ages and abilities), a wide range of well attended extra-curricular clubs, fundraising events, peer mentoring, ambassador roles and representing the school. All have the aim of helping our young people to develop their identity so they are ready and equipped to fully engage with life beyond school.

Curriculum Impact

Students at Clacton County High make excellent progress across the curriculum regardless of their backgrounds. They attend well and leave us well rounded and equipped to take their next steps. We have successfully delivered a 3 year Key Stage 4 curriculum since 2008 ensuring all students have the appropriate time to achieve their full potential. These are longstanding curriculum principles with proven outcomes; despite our students arriving significantly below national average in Year 7, they leave Year 11 above national average for progress.

Additionally, Year 11 students all go on to further education or training and almost all Key Stage 5 students leave with a secured destination in higher/further education, employment, training or apprenticeships. Clacton County High School NEET data is significantly better than national and local figures.