



Curriculum Policy 2023-24

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This document is due for review	Spring 2024

Statement of intent

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Statement of Intent

Clacton County High School recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of pupils. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extracurricular activities that we organise to enrich pupils' experiences of their lives and education.

Curriculum Aims

- Provide equal opportunities for all students regardless of gender, aptitude, cultural, ethnic or religious background.
- Have students at its heart, putting their interests above those of the institution.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with partner schools in the primary sector and Post-16 to ease transition and secure the broadest possible curriculum offer.
- Involve the community and parents/carers.
- Prepare students for further study, the world of work and to become active citizens.
- Develop positive personal and social values.
- Provide a variety of activities which bring about effective learning, provide appropriate challenges and lead to achievement for all.
- Provide continuity and progression from the point of transfer to the time of leaving school.

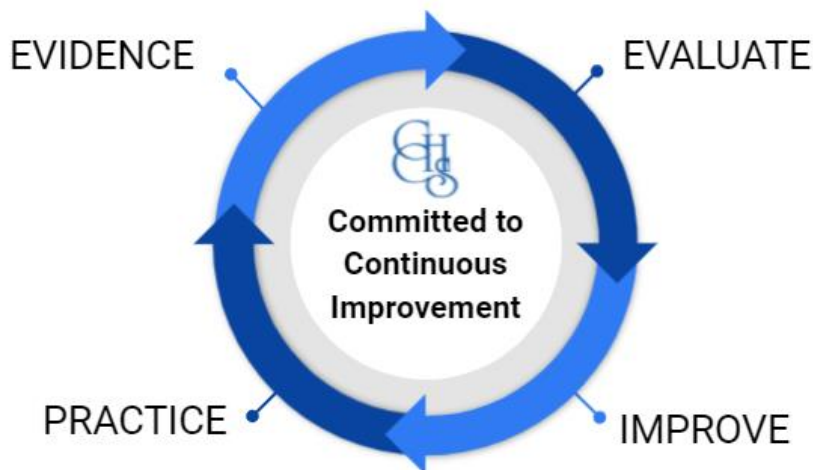
Curriculum Structure

- The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of the National Curriculum, and embraces cross-curricular themes including: careers information and guidance (CIAG); personal, social, health and economic education (PSHEE); science, technology, engineering and mathematics (STEM); sex and relationships education (SRE); citizenship and cross curricular skills, in particular those of literacy, numeracy and ICT. Modern British Values (MBV) are delivered throughout the curriculum and through our PROUD Learning days.
- We have audited our provision of the wider curriculum and where there is not full curriculum coverage, we ensure that these needs are met through enrichment opportunities and cross-curricula delivery.
- The development of students' personal and social skills, and their spiritual and cultural development are addressed specifically through the PSHEE programme and school assemblies, as well as permeating the whole curriculum, both formal and hidden.
- The importance of developing ICT, literacy and numeracy, is recognised by the allocation of additional lessons at KS3 for students with prior attainment in English and mathematics below national expectations and a continuing emphasis on the further development of these skills across the whole curriculum.
- The range of subjects on offer in the school at Key Stage 3 and 4, and the qualifications they currently lead to, are detailed within our policy below and on our curriculum micro-site.

1. Our curriculum vision and intent

Clacton County High School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life. Our aim is to meet the needs of young people in Clacton, preparing them for adult and working life in the 21st century.

The curriculum is at the heart of every school and at CCHS we are committed to the continuous improvement of our curriculum and its delivery.



“Education is the passport to the future, for tomorrow belongs to those who prepare for it today”
- Malcom X -

Education isn't just about knowledge or facts, as the Dalai Lama says, it's also about educating hearts. At CCHS we educate our young people, through our PROUD values, to be kind and empathetic as well as to have the ability to think, listen and speak out confidently about what they believe in, enabling them to be successful in life. But what determines whether an individual is successful in life? And what defines success?

The dictionary describes success as “attaining wealth, prosperity and/or fame” but we all know that money/and or fame doesn't buy happiness. Successful people are confident and can lead themselves, as well as others. They have their own vision and mission and seek to bring it to life on a daily basis. Being successful means the achievement of desired visions and planned goals.

As educators at CCHS we have developed a culture of high expectations for all, which raises aspirations transforming lives. We believe anything is possible if you have the right attitude to learning. Our taught school week comprises twenty 75 minute periods in years 7-11; teaching time per subject reflects the need to maintain a broad and balanced curriculum. Through our ambitious curriculum, and our PROUD values, which are threaded throughout, we aim to develop character and confidence making a positive difference to every young person's life chances, regardless of their starting point. Encouraging our students to explore all their talents and allowing them to experience a wide range of opportunities, opens their minds to a brighter future enabling them to achieve their dreams and goals, in short, to be successful...and transform their lives.

2. Our curriculum implementation

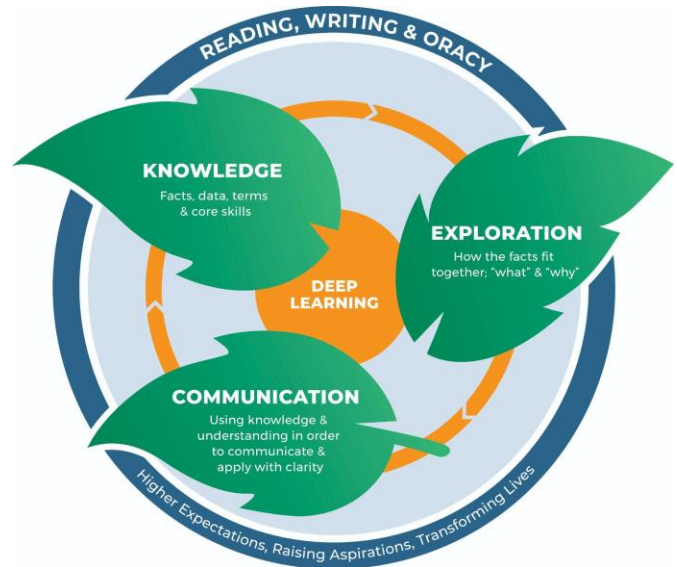
‘The main purpose of the curriculum is to build up the content of long-term memory (the Schema) so that when students are asked to think, they are able to think in more powerful ways because what is in the long-term memories makes their short-term memories more powerful. That is why curriculum matters.’ (William 2018)

At CCHS we know our students learn best through emotional engagement using stories, dilemmas, provocative art and controversies to ignite their curiosity. Humans are a curious, challenge seeking species, and being challenged is an entitlement for every child.

Our broad, ambitious, well sequenced curriculum delivered using pedagogical techniques such as

Rosenshine's Principles, Cognitive Load Theory and Generative Learning, enables our students to learn more and remember more, assimilate and apply their knowledge to different contexts giving them the confidence to articulate their ideas or challenge others.

The delivery of our curriculum is focussed on our trivium, ‘knowledge, exploration and communication’ and is literacy-rich providing our students with the opportunities to read and write in a range of contexts, using Tier 2 and Tier 3 vocabulary, for different purposes and in response to a variety of exciting, first-hand experiences.



Knowledge

Knowledge is important to all thinking. We understand new things in relation to what we already know. Retrieving knowledge helps us to remember it for longer. During teaching, we focus on two key parts to make knowledge powerful; the learning of knowledge, skills and techniques and the remembering of that knowledge, skill or technique.

Exploration

During exploration students develop their understanding of skills or knowledge, asking the “how” and “why” questions, through challenging, thought provoking tasks, experiments, hands-on practice or debate. Exploration provides opportunities for teachers to show students how to practise, assimilate and apply their knowledge to a variety of contexts.

Communication

Through communication teachers are able to feedback, probe and address misconceptions ensuring students are able to communicate their understanding with confidence and clarity through either oracy or the written word.

Inclusivity

We believe that being challenged is an entitlement for every child and so we deliver our ambitious curriculum to all, scaffolding where appropriate, but never differentiating materials in advance as it predetermines what students are able to do. We ensure all students are able to access the full curriculum, however, in some cases students are better suited to a different program of study.

Our approach to Teaching & Learning

At CCHS our primary focus is on the delivery of high quality teaching and learning that allows our students to achieve their full potential. In order to effectively deliver our ambitious curriculum we must ensure that our teaching staff have access to high quality professional development that keeps them at the forefront of the latest research in teaching practice whilst being given the opportunity to share this learning with colleagues.

Wider Curriculum

In addition to delivery of the subjects seen in Appendix A, our wider curriculum is delivered through a bespoke programme and followed up during a tutor session to ensure the effective delivery of vital curriculum elements including: careers information and guidance (CIAG); personal, social, health and economic education (PSHEE); science, technology, engineering and mathematics (STEM); sex, relationships and health education (SRHE); citizenship and cross-curricular skills, in particular those of literacy, numeracy and ICT. These lessons will also involve the input of external agencies to support our in-house delivery. Modern British Values form a thread throughout all of the wider curriculum lessons and we ensure that there are relevant tie-ins to the entire range of subject areas in all key stages.

Broader Curriculum

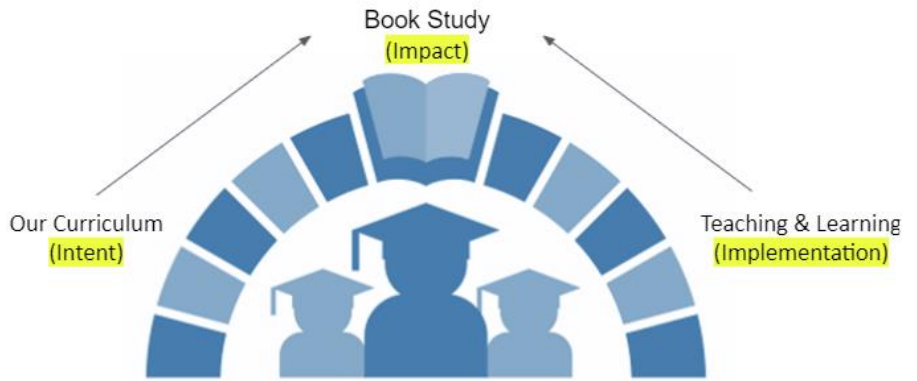
For our year 9 students we broaden their curriculum further by providing them with the opportunity to experience a range of different topics on a rotating basis. Sessions such as first aid, managing finance, Duke of Edinburgh Award, film animation, couch to 5k and cooking.

Extra-curricular

Our extra-curricular offer is vast and ranges from sports clubs to building, and racing, Formula 24 cars. We also run various subject related, and non-subject related, trips, encouraging our students to explore all their talents and allowing them to experience a wide range of opportunities, opening their minds to a brighter future enabling them to achieve their dreams and goals, in short, to be successful.

3. Our Curriculum Impact

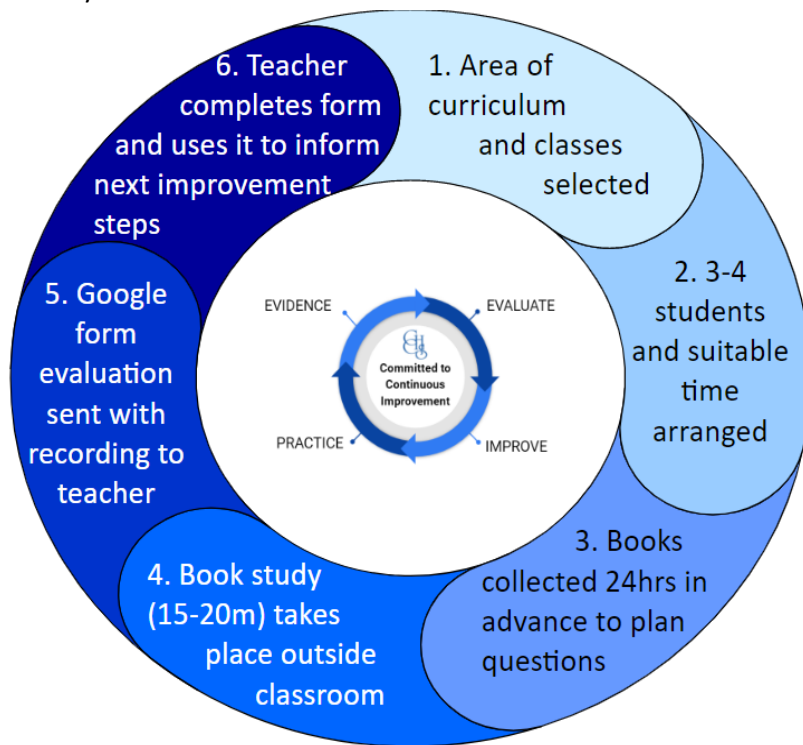
Being able to evaluate the intent and implementation of the curriculum is essential to evaluate success. As a school, we have developed a *Book Study* approach to measuring curriculum impact that assesses what students’ know and can articulate.



“the keystone that connects the curriculum with teaching and learning”

Along with using Book Study, we also use climate walks (lesson drop in), internal assessment data and student outcomes to measure the full impact of our curriculum.

An overview of the Book Study:



4. Transition

Students join us in year 7 at the beginning of KS3. Teaching programmes are carefully planned to take into account students’ previous work and achievements at KS2. This work will be supported by the use of agreed transfer documentation, including National Curriculum information and other formal and informal contacts between teaching staff here and at our main partner primary schools. The importance of transition from KS3 to GCSE courses also needs to be recognised in the planning of schemes of work and the level of demands made upon students.

5. Sixth Form

The aims outlined at the start of this document apply equally in the sixth form. The sixth form works alongside a number of other local providers as part of the VI6 partnership delivered from the University of Essex to ensure the broadest possible range of courses are offered to our students.

Sigma Sixth offers approximately 20 traditional A Levels alongside approximately 10 to 15 vocational courses, at Level 3. All these courses offer progression to employment, apprenticeships and higher education. The full details of these courses can be found within our Sixth Form Prospectus. There is also a small Level 2 offer for students who need this.

Alongside their academic study, there is the opportunity for students to engage in significant enrichment opportunities. Some of these are organised on a regular, weekly basis and include the opportunity to improve qualifications in the core subjects of English and maths, and additional experiences in sport. Opportunities for involvement in voluntary activities are also made available. All enrichment activities are optional, but it is hoped as many students as possible will decide to participate.

6. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

This policy operates in conjunction with the following school policies:

- [Assessment, Reporting and Recording policy](#)
- [Exam - Non Exam Policy](#)
- [Careers Policy](#)
- [Equalities Policy](#)
- [PSHE](#) and [RSE](#) Policy
- [Special Educational Needs Policy](#)

7. Roles and responsibilities

7.1 The local governance committee is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regard to student progress and attainment.
- Contributing towards decisions made about the curriculum.
- Assisting the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

7.2 The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the SLT.
- Communicating the agreed curriculum to the governance committee on an annual basis.
- Producing an annual report for the governance committee advising on the standards achieved by students and any alternative arrangements made to ensure all students could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.
- Updating and maintaining this policy.

7.3 Subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring student progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for students in need so that everyone can have full access to the curriculum.

7.4 Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping students engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.

- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able students are given additional, more challenging work to celebrate their talents.
- Celebrating all students' academic achievements.
- Reporting progress of students with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all students and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able students.

7.5 The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring students receive the additional help they need.
- Liaising with external agencies where necessary to ensure students who require additional support receive it.

8. Organisation and planning

8.1 The school's curriculum will be delivered over 190 days and equally throughout the school week.

8.2 Each school day will be split into four sessions and students will receive at least two breaks and, or, a movement time between lessons.

8.3 In collaboration with subject leaders, teachers and other members of the SLT, the headteacher will devise the following plans:

- **Long-term plans** that deal with the major areas and strands of the national curriculum to be covered across all key stages.
- **Medium-term plans** that deal with the activities within units of work that are set out termly.
- **Short-term plans** that are concerned with individual lessons or sessions on a weekly basis and address issues of curriculum adaptation and access for individual students.

8.4 Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject within another. A full list of subjects covered in school can be found in the Curriculum content section of this policy.

8.5 Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

8.6 Teachers will plan lessons which are challenging for all students and ensure that there are provisions in place for more academically able students, e.g. completing additional work that is above the academic level of their peers.

8.7 Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.

8.8 Students who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required.

8.9 TAs will be deployed within lessons or interventions strategically so that they can assist with students who require additional help, but are also able to minimise disruptions where necessary.

8.10 Students with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

8.11 Classrooms will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.

9. Curriculum content

9.1 The school will have due regard to the national curriculum at all times throughout the academic year.

9.2 The school will ensure every student has access to the following core subjects:

- English
- Mathematics
- Science
- RE
- RSHE

9.3 The school will ensure students also have access to the following foundation subjects:

- Art and design
- Citizenship
- Computing
- Design and technology
- Languages
- Geography
- History
- Music
- PE

9.4 The school will determine the most appropriate curriculum for each individual child. Students will follow the national curriculum at KS3 and choose their KS4 options in year 9.

9.5 The school will make examination entries for each individual child and will make decisions on tier of entry.

9.6 Students will be able to choose their subjects for KS5 in Year 11 if they are able to meet the entry requirements of each course.

9.7 Students will be informed that if they do not achieve a grade 4 or higher in GCSE mathematics and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 programme of study.

The table below details the full list of subjects covered in school.

RANGE OF SUBJECTS & QUALIFICATIONS

Subject	Years 7,8 & 9	Years 10 & 11	Years 12-13
English literature	✓	GCSE	A-Level
English Language	✓	GCSE	A-Level
Mathematics	✓	GCSE	A-Level
Further Maths	✓	L2 Certificate	A-Level
Science	✓	GCSE	BTEC Level 3
Biology	✓	GCSE	A-Level
Chemistry	✓	GCSE	A-Level
Physics	✓	GCSE	A-Level
French	✓	GCSE (from 2024)	
Spanish	✓	GCSE	A-Level
Physical Education	✓	OCR National	
Sport			BTEC Level 3 (double)
Sport Science		OCR National (until 2023)	
Dance	✓	Vocational	
History	✓	GCSE	A-Level
Geography	✓	GCSE	A-Level
Religious Education	✓	GCSE	A-Level
Computer Science	✓	GCSE	A-Level
ICT			BTEC Level 3
Textiles	✓	GCSE	A-Level
Food Technology	✓	WJEC Vocational Award	Vocational L3
Art	✓	GCSE	A-Level
Photography		GCSE	A-Level
Drama	✓	Vocational	A-Level
Music	✓	Vocational	RSL level 3
Literacy	✓		
Product Design	✓	Vocational	BTEC Level 3
Media Studies	✓	Vocational	A-Level
Business Studies	✓	OCR National	BTEC Level 3
Child Care	✓	Vocational	
Health & Social Care			BTEC Level 3 (double)
Psychology			A-Level
Sociology			A-Level
Extended Project			Academic
Law			A-Level
Criminology			Vocational L3
Engineering	✓	Vocational	
Sociology			A-Level
Economics			A-Level

10. PSHE

10.1 As part of the curriculum, the school will make provision for PSHE where important topics in relation to personal development and health can be covered.

10.2 PSHE lessons are taught once every fortnight during which the statutory Health, Relationships and Sex Education curriculum will be covered.

10.3 All provisions made regarding PSHE lessons will be made in line with the school's PSHE policy.

11. Careers education

11.1 The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.

11.2 The school will ensure that every student is exposed to the world of work.

11.3 The school will engage with and ensure students have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, including by inviting visiting speakers with whom students can relate.

11.4 The school will provide opportunities in which students can participate in meaningful encounters with employers. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Mentoring, including online mentoring.
- Employer-delivered employability workshops.
- Business games and enterprise competitions.

12. Reporting and assessment

12.1 All reporting and assessments will be conducted in line with the school's Assessment Policy.

12.2 Homework set will be challenging and assess students' knowledge and understanding of concepts covered within lessons.

12.3 The school's assessment processes will be used to plan for adaptations within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.

12.4 Individual student performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded and reported back to the headteacher, students and students' parents.

12.5 Students will also complete national assessments. The results of these assessments will be reported back to the headteacher, students and their parents.

12.6 Evaluations and assessments will feed back into future or modified curriculum plans.

12.7 Special considerations will be given to students who require them, e.g. students with SEND, students who are ill, or students who suffer from conditions that inhibit their academic performance.

12.8 Assessment of students with EAL will take into account the students' age, length of time in the UK, previous education and ability in other languages.

13. Equal opportunities

13.1 There are nine protected characteristics within the Equality Act 2010, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

13.2 When planning and implementing the curriculum, the school will have due regard to the student Equality, Equity, Diversity and Inclusion Policy at all times.

13.3 Care will be taken within all schemes or work to ensure that all students have access to the curriculum content.

13.4 The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

14. Supporting students with SEND

14.1 The curriculum is designed to provide access and opportunity for all students who attend the school.

14.2 Where required, students with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers.
- Taking measures to ensure students with SEND are not discriminated against in any way.
- Teachers monitoring the progress of students with SEND and reporting this to the SENCO.
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers students with SEND have to education.

15. Monitoring and review

This policy is reviewed annually by the headteacher and the local governance committee.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is Spring 2024.