



Loving God - Caring for Each Other - Achieving Excellence

CURRICULUM

Introduction

In line with the Church of England ***Vision for Education*** 2016, we believe every pupil at Crompton House School has a right of access to a curriculum that will challenge and develop all pupils in the context of deeply held Christian values and beliefs. In recognition of the words of Jesus who promised 'life in all its fullness', our vision for a truly Christian curriculum embraces the spiritual, physical, intellectual, emotional, moral and social development of young people. We offer a vision of human flourishing for all that embraces excellence and academic rigour, but sets them in a wider framework of faith, wisdom, hope, community and dignity.

Intent

The curriculum seeks to promote:

1. Skills, knowledge and understanding required to succeed in National examinations, including concepts and practices such as target-setting, academic rigour, critical thinking, measurement and assessment, and self-reflection.
2. Development of cognitive, personal, learning and thinking skills for life-long learning
3. Awareness of the spiritual dimension to life that informs how we see ourselves and others in relation to Biblical teachings on love, dignity, forgiveness, reconciliation, transformation, hope and justice.
4. An appreciation for life and a sense of divine purpose and calling that identifies and embraces our role within the community – local, national and global.

Principles

The curriculum will be characterised by breadth, balance, coherence, relevance, differentiation and progression.

1. **Breadth:** A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).
2. **Balance:** A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.
3. **Coherence:** A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement.
4. **Relevance:** A relevant curriculum will take account of the previous learning of students and their readiness for new experience.
5. **Differentiation:** This must satisfy the two seemingly contradictory requirements:
 - a. That all pupils have equal access to all areas irrespective of their abilities.
 - b. Teachers must differentiate between the different abilities of pupils of the same age and match tasks to pupils, balancing challenge with the likelihood of success.
6. **Progression:** This must be an integral part of any curriculum plans, and progression has to be not only from year to year but also from lesson to lesson and module to module.



Form Groups

Year 7-11:

- Students in Year 7-9 are organised into 4 Houses (Cocker, Crompton, Ormerod and Ridley) to facilitate a greater sense of family and belonging. Students in Year 10-11 retain their House identity, but registration groups reflect Maths and English teaching groups so that additional support / intervention can be offered at critical times in their GCSE programme of activities.
- Registration/Form groups are year-based to provide a greater sense of year group identity and facilitate awareness of year group dynamics, targeted support and academic / pastoral intervention and transition from primary to secondary education, to GCSEs and to AS/A levels.
- Form time activities provides opportunity for daily acts of worship and reflection, as well as providing opportunity for pastoral and administrative tasks that support the smooth running of the school. Every form time must include a daily prayer. There are several activities that can be observed during form time, including:
 - Acts of worship
 - PSHE-Christian ethos form activity
 - Literacy activity and/or silent read

Year 12-13:

- Sixth form students are assigned to academic tutor groups and the academic tutor acts as a personal mentor throughout the year.
- Sixth form Students are not required to attend daily form group time at the start of each day, but they are expected to attend:
 - Weekly assembly (Wednesdays)
 - End of term communion services
 - Any other times as directed by head of Sixth Form.



Curriculum Pathways: KS3 (Yr 7-9)

All students study a range of subjects including: Maths, English, Science, History, Geography, Modern Foreign Language, Computer Science, Religious Studies, PE, PSHE, L4L, Art, Drama, Food, Design Technology and Music.

- **English & Maths:** Pupils follow a Scheme of Work that is creative and challenging according to the needs of each pupil. A small number of access students follow a discreet English and Maths programme of study in order to help close the attainment gap with their peers.
- **Modern Foreign languages:** Most pupils receive 4 hours of language. All pupils study ONE of two languages, which allows the department to set pupils according to ability and extend the learning of the most able. A small number of access students are withdrawn from MFL and undertake additional English or Maths study.
- **Humanities (Geography, History, RS, PSHE, WRL and L4L):** All pupils receive 3 hours x Geography, History and RS, 1 hour x WRL (work-related learning)
- **Art and Technologies:** All pupils receive 2 periods of Art, food technology, design technology and computer science. Art, Food, DT and Computer Science are taught in smaller mixed-ability groups due to space restrictions and for health and safety reasons.
- **Expressive Arts (Drama, Music):** All pupils receive 2 hours of Drama, and music.
- **Physical Education:** PE is taught in gender-specific groups. All pupils have 4 hours over a 2-week cycle.



Year 9 GCSE Pathways: Students in Years 9 choose their GCSE pathway in the Spring Term in preparation for Year 10. Through assemblies and in lessons students receive talks from all subjects offering a course at KS4. Students are guided on different pathways as explained below:

- Pupils are placed onto one of three pathways based on either their MFL results or their SEN status. The three distinct pathways are:
 - **Red:** This is for pupils who are identified as being able to achieve a GCSE pass at level 4 or higher in a modern foreign language. Historically this is around 60% of our students. These students are required to take an MFL GCSE and this accounts for one of their option choices. They follow an EBACC pathway.
 - **Blue:** This is for pupils identified as requiring a reduced curriculum or additional support with maths and/or English. These students are directed to study Practical maths, Communication Studies or Level 1 Work Skills. They may also have the option to drop a GCSE subject and receive additional SEN support if this is identified as in their best interest and they are in receipt of EHCP funding.
 - **Yellow:** All other students are identified as the yellow pathway cohort; however, these students may still choose to follow an EBACC pathway.
- Students are asked to identify their desired GCSE pathway in preference order and select a reserve GCSE. If a class is over-subscribed, or if a subject is removed due to insufficient numbers, we reserve the right to use this reserve GCSE in place of one of their other chosen subjects. **This process will be a completely impartial random selection and not based on any prior data.** The schools believes that all students, regardless of ability have the right to follow their career pathway as far as can practically be accommodated within the constraints of the curriculum.
- Maths and MFL offer Higher and Foundation GCSE papers. The decision for which paper students will sit in the summer exam season, is made by the Head of Subject in the spring term of year 11 based upon student progress over years 9-11.



The Curriculum Content at Key Stage 3

Subject	Year 7		Year 8		Year 9	
	No of Periods	% of total time	No of Periods	% of total time	No of Periods	% of total time
Art	2	4%	2	4%	2	4%
Computer Science	2	4%	2	4%	2	4%
Design and Technology / STEM	2	4%	2	4%	2	4%
Drama	2	4%	2	4%	2	4%
English	7	14%	7	14%	7	14%
Food	2	4%	2	4%	2	4%
Geography	3	6%	3	6%	3	6%
History	3	6%	3	6%	3	6%
Maths	7	14%	7	14%	7	14%
Modern Foreign languages	4	8%	4	8%	4	8%
Music	2	4%	2	4%	2	4%
P.E.	4	8%	4	8%	4	8%
Work Related Learning	1	2%	1	2%	1	2%
Religious Studies	3	6%	3	6%	3	6%
Science	6	12%	6	12%	6	12%



Curriculum Pathways: KS4 (Yr 10-11) *Refer Appendix 4 for KS4 Curriculum Diagrams*

Matters related to Years 10 and 11:

- Across Years 10-11 all students study core subjects comprising: Maths, English, Religious Studies, PE, and Science (PSHE is now delivered via form tutor groups)
- **English:** In English, most pupils study both English Language and English Literature. Low ability students may be dis-applied from English Literature.
- **Maths:** In Maths most students follow a higher tier Maths GCSE, however, weaker students may be directed onto the foundation tier Maths GCSE.
- **EBACC:** Students who follow a 'Red pathway' are following an EBacc curriculum which must include maths, English, Science, modern foreign language and at least one humanities option (Geography or History). Yellow and Blue pathway students may still choose to study a language and humanities subject, which means they will also be included in EBACC statistical data, but this is not a compulsory requirement for these students.
- **Optional GCSE/BTECs:** In addition to maths, English, science (2 GCSE equivalent) and RS, students select further GCSEs or BTECs dependent on the remaining time available on their timetable. All students receive up to 9 GCSEs, with the exception of Separate Science students who are able to achieve 10 GCSEs. EHCP and Blue pathway students may follow a reduced curriculum offer.
- **Off-Site:** A small number of students may be taught off-site for various reasons and for various periods of time as part of a personalised curriculum plan. Where possible, these students will be given opportunity to catch up on missed work with the help of a learning mentor. Similarly, some students may attend sporting academies for part of a day or a full day each week. It is the responsibility of students and teachers to ensure all missed work is completed, and if necessary, appropriate support should be provided.
- **Attainment 8 and Progress 8:** *Refer Appendix 5 for further explanation*
DfE accountability measures require students follow a broad curriculum, and this is identified as 8 subjects across three strands (commonly referred to as 'buckets'). Students are guided to ensure appropriate pathways are followed and the implication for school accountability under Progress 8 is monitored by senior and middle leadership.
- In the Autumn Term: The Year 11 timetable is collapsed for one day and pupils will receive a talk on A-Level options, Further/Higher education, and career pathways. They will also be able to visit each department offering AS/A2 options to sample lessons and ask questions. There will also be an open evening at which parents and Year 11 students can visit departments and gain further advice on the AS/A2 courses they are considering.



Curriculum Content of Years 10 and 11

Subject	Year 10		Year 11	
	No of Periods	% of total time	No of Periods	% of total time
English	8	16%	8	16%
Maths	8	16%	8	16%
Science	9	18%	8	16%
Religious Studies	3	6%	4	8%
P.E.	2	4%	2	4%
PSHE/WRL	PSHE/WRL is delivered through form time and collapsed timetable events during the year			
Option Line 1	5	10%	5	10%
Option Line 2	5	10%	5	10%
Option Line 3	5	10%	5	10%
Option Line 4	5	10%	5	10%

6th Form (Year 12-13) Refer Appendix 6 for KS5 Curriculum Diagrams

In 6th Form we offer a broad-based curriculum which largely consists of academic A level qualifications, but, where possible, we will seek to extend to include vocational qualifications.

Students select 3 subjects to be studied to 'A' level. Further Maths is offered as an optional 4th option to our maths cohort. Students may also opt to study Core Maths which is equivalent to a Maths AS level. Subjects are placed into four blocks to achieve maximum pupil satisfaction.

In year 12, each subject is studied for 9 periods over a 2-week period, and for 10 periods over a 2-week timetable in year 13. Students undertake a mock exam in June during Year 12 and January during year 13. In addition:

- All Students can opt to follow an extra-curricular activity (Leadership programme, EPQ Extended Project) that will promote their personal, social and leadership skills.
- All students are encouraged to become involved with various student committees, become subject prefects, preparing and delivering assemblies, fund-raising and other activities.
- Further support is provided through Academic tutors (each student is assigned to an academic tutor and they will have regular conversations throughout the year to review progress against target), Careers Advisor, and external speakers.

As far as possible, Green Wednesday afternoon is kept free of lessons to encourage student engagement in enrichment and work-related activities.



WHOLE SCHOOL PROVISION

Personal, Social and Health Education (PSHE): Full details of our school provision for all years regarding PSHE and relationships and sex education (RSE) is set out in our PSHE programme of study and RSE policy.

Work-Related Learning (WRL): Full details of our school provision for all years regarding careers education, advice and guidance in accordance with statutory requirements set out in the 2018 DfE 'Careers guidance and access for education and training providers' is set out in our Careers Education, Information, Advice and Guidance (CEIAG) P

