



Windsor High School and Sixth Form

Curriculum Policy

Curriculum Policy	
Responsible Committee:	Windsor Local Advisory Board
Policy Co-ordinating Officer:	Deputy Headteacher – Curriculum
Date revised by Windsor Local Advisory Board:	June 2018
Next review date:	June 2019

Curriculum Policy

Rationale

Our curriculum should be the vehicle to allow our students to become:

- Confident and successful individuals, who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications.
- Responsible citizens who make a positive contribution to society including their local community and the wider international world in which they exist.

The needs of our students must drive our curriculum provision at all times. Whilst confirming our commitment to the broad and balanced principles of the national curriculum, we also celebrate and use our staff expertise to drive excellence and innovation.

In order to access a broad and balanced curriculum, all students need to be confident and proficient in the basic skills of Reading, Writing, Communication and Mathematics and these are given the highest priority at all times. We believe firmly that a student's progress is what ultimately leads to their achievement and that an enabling curriculum model is one that should facilitate this.

Finally, we consider it critical that equality and fundamental British Values are promoted and realised at all levels of curriculum provision and that this is integral to outstanding practice. Whilst we provide individual and small group withdrawal support where necessary, our curriculum is one which celebrates inclusion at all times and we firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all.

All learners are of equal value and have an equal right of entitlement to an appropriate and worthwhile curriculum.

All Windsor High School and Sixth Form stakeholders - Children, parents, teachers, governors / Directors, the wider community and government - are legitimate partners in determining the curriculum.

The curriculum is the sum total of students' experiences during school hours and during extra-curricular activities.

Aims

1. To meet statutory requirements
2. To provide all students with a broad, balanced, relevant set of learning experiences which develop progressively and which are appropriate to individual needs
3. To ensure coherent preparation for employment, training and Further and Higher Education
4. To promote the spiritual, moral, cultural, social (SMSC) and mental and physical development of all students

How will the aims be met?

- **By designing a curriculum fit-for-purpose in the twenty first century;**
- By choosing the appropriate exam board specifications;
- By providing the highest quality learning experience inside and outside of the classroom;
- By regular formative assessment in order to diagnose students' strengths and weaknesses and inform future learning pathways;
- By providing access to high quality and up-to-date resources.

Key Stages

At Key Stage 3 students study English, Maths, Science, Technology (**Product Design, Graphics and Food**), French, German or Spanish, Computing, Geography, History, RE, Art, Music, P.E. and Drama

At Key Stage 4 all students study English, Maths, Science, and PE, plus choose four options best suited to their needs.

Students are given independent advice alongside consultation with parents prior to making options choices. EBACC is not enforced upon all our students, however advice may be for students to supplement our compulsory curriculum with a language and humanities subject if and where appropriate.

At Key Stage 5 students are offered a variety of A-Level and **vocational options** and are interviewed to assess suitability to their chosen courses.

In order for all students to follow a curriculum relevant to their particular needs, interests, strengths and aspirations, the curriculum will give students the opportunity to:

- follow vocational courses pre-16 and post-16
- have an optional work experience placement in Year 10; compulsory work experience placement in Year 12
- explore key issues relating to Careers and Citizenship
- engage in a wide range of extra-curricular activities enriching students' learning experiences
- follow a curriculum enrichment programme

PSHCE in all years (including Citizenship, Sex and Relationships Education (SRE), Careers, Enterprise and Work Related Learning) and Religious Education at Key Stage 4 is delivered through a combination of tutorial time, cross-curricular and alternative curriculum sessions.

Curriculum delivery

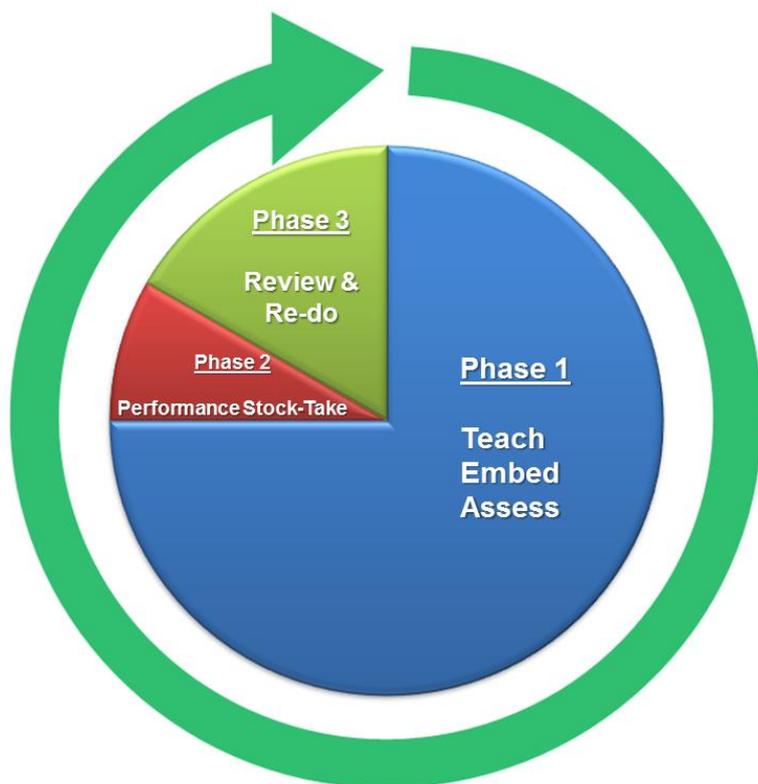
The 360° Curriculum - Principle behind 360° Curriculum

The curriculum at Windsor is broad, balanced, stimulating and engaging, offering personalised opportunities for all students. Our curriculum builds on learning experiences at primary school, working towards the mastery of skills, knowledge and understanding that prepares students for their examination courses. We aim to foster a love of learning, stimulate curiosity, develop creativity and enthuse and engage so our students become lifelong learners.

The principle behind a 360° approach to the curriculum is as follows-

- *All students should be able to maximise their learning in all subject areas; they should be given the chance to re-visit learning and correct their misunderstandings*

As such the curriculum is split into cycles, with 3 distinct Phases in each cycle:



Explanation of phases of The 360° Curriculum and Assessment Cycle

Phase 1 (Approx. Weeks 1 – 9) **Teach – Embed – Assess**

Delivery of curriculum content. Promoting enquiry, problem solving, deepening understanding and furthering knowledge; Assess Learning

Phase 2 (Approx. Week 10) **Performance Stock-Take**

Faculty data meetings to moderate work / standards; Closure of data window; collation of data. In-Class – Diagnostic

Phase 3 (Approx. Weeks 11 – 12) **Review and Re-do**

Based on Diagnostic; students re-draft / re-do work. Project-based learning, grouped according to assessment diagnostic (opportunities to master / exceed).

360° Mastery (Year 7 & 8)

The principle behind the Year 7 & 8 Mastery curriculum is that it is a continuation of KS2 learning, following the WAT principles of the I and We Aspire curriculum in trust primary schools.

Mastery involves a judgement of attainment according to age-related expectation, with progress being measured by staff in a more holistic way

The aim of the Mastery curriculum is to deliver the students into Year 9 equipped with the skills enabling them to access the higher-level content and understanding required for GCSE.

- Year 7 & 8 is split into 3 cycles (each 12 – 13 weeks in total)
- 9 – 10 weeks of teaching, embedding and assessing (Phase 1)
- Followed by a collection of data (Phase 2)
- Finished by a diagnostic and a period of review (DIRT) and re-learning (Phase 3)
- 3 Assessments coincide with 3 data collection points for KS3 (reduced from 5 currently)

360° Bridging (Year 9)

The Year 9 Bridging curriculum uses the GCSE 9 – 1 grades scale to measure attainment.

Targets in all subject areas are set using the Top 5% FFT measure and scaled down to reflect an end-of-Year 9 position for each student. Top 5% FFT targets, whilst ambitious, should be perceived as achievable by both staff and students.

The three cycles approach from Years 7 & 8 also applies to Year 9 with a slight variation- Art, Music, Drama / Technology curricula (blocked on a rotation) will shorten the length of the Phase 1 and 3 to fit their rotations. There will be 3 data collections in Year 9.

360° GCSE

Splitting Years 10 and 11 into 3 equal cycles will not fit in with the many various GCSE specifications, which dictate schemes of learning of varying length. Hence, the 360° GCSE curriculum is to be adopted by curriculum areas as a principle of good teaching and learning practice. Departments will embed the 3 phases of the cycle within their Schemes of Learning by the length of time suited to each topic within each subject.

There will be 5 data collections in Key Stage 4.

360° Post-16

The same principle applies to Years 12 & 13 as for 360° GCSE.

There will be 5 data collections in Key Stage 5.

Assessment Cycle

What is great assessment?

- Must support teaching and promote learning.
- Must help close the learning gap between current and expected learning.
- Must be meaningful and manageable.
- Must raise aspiration and encourage pupils to work hard.

The goal of assessment

- Find out what pupils know & teach accordingly.
- Find out what pupils don't know and teach them it.
- Set pupils' challenging targets
- Pre-plan assessments to help define curriculum excellence.
- Use assessment data to evaluate & improve teaching.

Data tracking and collection

- Within Phase 1 of each cycle, departments are expected to complete periodic Key Learning Tasks as and when appropriate to measure learning. At the end of Phase 1 students should be ready to undertake a more formal Key Assessment Task (Phase 2 assessment).
- Assessment timing will precede the data collection point on the calendar (and the departmental data meeting).
- Formal exams in all year groups to be more explicit (see Examination Strategy below)

Student progression and achievement tracking

Equiv NC level	KS2 Scaled score	Year 7			Year 8			Year 9		Year 10				Year 11			Equiv grade	Equiv NC level	
		Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au1	Au2	Sp1	Su1	Su2	Au1			Au2
		E	E	E	E	E	E	9	9	9	9	9	9	9	9	9	9	9	A*
		E	E	E	E	E	E	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	A*
		E	E	E	E	E	E	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	A*
		E	E	E	E	E	E	8	8	8	8	8	8	8	8	8	8	8	A*
		E	E	E	E	E	E	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	A*
		E	E	E	E	E	E	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	A
		E	E	E	E	E	E	7	7	7	7	7	7	7	7	7	7	7	A
		E	E	E	E	E	E	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	A
		E	E	E	E	E	E	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	B
		E	E	E	E	E	E	6	6	6	6	6	6	6	6	6	6	6	B
		E	E	E	E	E	E	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	B
8		E	E	E	E	E	E	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	B
8		E	E	E	E	E	E	5	5	5	5	5	5	5	5	5	5	5	B/C
8		E	E	E	E	E	E	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	C
7		E	E	E	E	E	E	M+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	C
7		E	E	E	E	E	E	M+	4	4	4	4	4	4	4	4	4	4	C
7		E	E	M+	M+	M+	M+	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	C
6	130	E	M+	M+	M+	M+	M	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	D
6	123	M+	M+	M+	M+	M	M	3	3	3	3	3	3	3	3	3	3	3	D
6	116.5	M+	M+	M+	M	M	WT	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	D
5	110.5	M+	M	M	M	WT	WT	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	E
5	105	M	M	WT	WT	WT	WT	2	2	2	2	2	2	2	2	2	2	2	E
5	100	M	WT	WT	WT	WT	WT	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	E
4	95.5	WT	WT	WT	WT	WT	WT	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	F/G
4/3	91.4	WT	WT	WT	WT	WT	WT	1	1	1	1	1	1	1	1	1	1	1	F/G
3	87.8	WT	WT	WT	WT	WT	WT	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	F/G
	84.7	WT	WT	WT	WT	B	B	B+	B+	B+	B+	B+	B+	B+	B+	B+	B+	B+	U
	82.1	WT	WT	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	U
	80	B	B	B	B	B	B	B-	B-	B-	B-	B-	B-	B-	B-	B-	B-	B-	U

The above illustrates the possible linear age-related-progression of an 'average' student. Whilst Year 7 & 8 is an illustration of Mastery, the judgement of progress is more superficial than this. However, from Year 9 onwards the targets become very important in the tracking of progress (RED = minimum expected progress target; YELLOW = FFT Top 20% target; GREEN = FFT Top 5% target).

Who will monitor the curriculum?

1. Curriculum Leaders and Faculty Directors within Faculties
2. Deputy Head (Curriculum) to monitor the patterns of recruitment of optional subjects and options within subjects, together with developing and reviewing curriculum offer to reflect appropriate pathways 14-19 for all students.

How will the curriculum be monitored?

By progress and examination analysis, lesson observation, talking to staff and students, sampling student's work, evaluating schemes of work, observing Collective Acts of Worship and by observing students outside of lessons.

By keeping records of recruitment in specialist areas of the Curriculum.

Policy Co-ordinating officer: Deputy Headteacher – Curriculum

Date of last review: June 2018