



Murray Park Community School
Curriculum Policy

Title of Policy	Curriculum Policy
Date of Adoption	Summer 2020
Originator	Suzanne Whiston
Date of Review	Summer 2021
Additional Information	<p>This policy links to the following policies and procedures:</p> <ul style="list-style-type: none">• Assessment policy• Teaching and Learning policy• SEND policy and information report• Equality information and objectives• Pupil Premium policy• Relationships and sex education policy

1. Aims

1.1 Ambition Statement

At Murray Park School, our curriculum vision is to provide an ambitious and inspirational education for all of our students. Our strong set of values: Perseverance; Respect; Independence; Dreams and Excellence (PRIDE) underpins our ethos. Through our curriculum, our students develop the confidence to embrace the responsibilities that life has to offer and to become valued members of the local community, both now and in the future.

In all lessons the students are challenged and engaged in an education that prepares them for their futures. Our curriculum enables all of our students to develop life skills, such as, creativity, empathy and collaboration, resulting in resilient individuals with high aspirations. Our health and wellbeing provision ensures that our students lead healthy and fulfilling lives and that every student has the knowledge and confidence to take care of their own health and wellbeing.

As a result of our outstanding careers programme, all of our students are prepared for the next stage of their education, training and employment through our extensive network of business partners and dedicated careers' centre. Our wide range of extra-curricular activities include residential opportunities and international travel. These opportunities enrich the formal curriculum and deepen the students' knowledge and skills.

Every child at Murray Park School is equipped to become a well-qualified and successful young person.

Our curriculum:

- provides a broad and balanced education for all students;
- enables students to develop knowledge, understand concepts and acquire skills and be able to choose and apply these in relevant situations;
- supports students' spiritual, moral, social and cultural development;
- supports students' physical development and responsibility for their own health and enables them to be active;
- promotes a positive attitude towards learning through our mission of 'Supporting students in gaining a positive outlook, shaping their futures and reaching their full potential';
- ensures equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
- has a high academic, vocational and technical ambition for all students;
- provides subject choices that support the students' learning and progression and enables them to work towards achieving their goals;
- provides a broad curriculum which includes those subjects offered in the EBacc;
- develops students' independent learning skills and resilience, to equip them for further/higher education and employment.

1.2 Curriculum Rationale



Intent

Our curriculum has been developed to ensure that it is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND or high needs, the knowledge and cultural capital they need to succeed in life. Murray Park's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The School's alternative provision ensures that we have the same academic, technical and vocational ambitions for our learners and where this is not practical, for example, for some learners with high levels of SEND, we adapt the curriculum so it is ambitious and meets their needs. Our students study the full curriculum, ensuring that we have a full range of subjects for as long as possible, specialising only when necessary.

Implementation

Teachers at Murray Park School demonstrate good knowledge of the subject(s) and courses they teach. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. The curriculum is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. Assessment is used to help learners to embed and use knowledge, to check understanding and to inform teaching. The resources and materials that teachers select support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Our curriculum develops the School's values of Perseverance; Respect; Independence; Dreams and Excellence (PRIDE). A rigorous approach to the teaching of reading develops the learners' confidence and enjoyment in reading.

Impact

The curriculum is designed in order for the learners to develop detailed knowledge and skills in all subject areas. It ensures that the learners are prepared for the next stage of their education, employment or training by gaining qualifications which enable them to go on to destinations that meet their interests, aspirations and their course of study. The curriculum is designed to enable the students to read widely and often, with fluency and comprehension. (Cf. School inspection handbook, November 2019)

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher and the Deputy Headteacher Curriculum to account for its implementation.

The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets;
- enough teaching time is provided for students to cover the National Curriculum and other statutory requirements;

- proper provision is made for students with different abilities and needs, including children with special educational needs (SEND);
- all courses provided for students that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state;
- the School implements the relevant statutory assessment arrangements;
- it participates actively in decision-making about the breadth and balance of the curriculum;
- it fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals;
- students from year 8 onwards are provided with independent, impartial careers guidance and that this is appropriately resourced.

3.2 Headteacher and Deputy Headteacher Curriculum

The Headteacher and the Deputy Headteacher Curriculum are responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the School and indicate how the needs of individual students will be met;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- where appropriate, the individual needs of some students are met through adapting the curriculum;
- they manage requests to withdraw children from curriculum subjects, where appropriate;
- the School's procedures for assessment meet all legal requirements;
- the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- the governing board is advised on whole-school targets in order to make informed decisions;
- proper provision is in place for students with different abilities and needs, including children with SEND.

3.3 Heads of Department/Subject

Heads of Department/Subject ensure that the school curriculum is implemented in accordance with this policy. It is the responsibility of the Heads of Department/Subject to ensure that long-term plans for the academic year are in place by the end of the previous academic year for all year groups. They ensure that the students in their subject areas follow an interleaving curriculum whereby knowledge and skills are tested throughout lessons in order for knowledge to be embedded into the students' long-term memories. Half-termly assessments test current knowledge and skills in addition to knowledge and skills taught in previous units.

Heads of Department/Subject ensure that the long-term curriculum plans detail the topic of each lesson, the differentiated homework set and the interleaving tasks. The long-term plans highlight the key learning principles of the subject and show how learning is progressive and strengthened throughout the key stage. The long-term plan makes explicit the key skills, knowledge and understanding that the students will be required to develop. Throughout each key stage the students develop retrieval practice and revision skills.

The medium-term plans focus on groups of lessons and make explicit the learning purpose. These plans show differentiated learning strategies and resources which challenge all learners. They

evidence the learner and teacher activities and explain how learning will be introduced, provided, processed and reviewed. From these documents, all members of teaching staff undertake their short-term planning. All members of teaching staff are required to follow the curriculum plans.

The standard of the curriculum is quality assured through the school's quality assurance system (C.f the Teaching and Learning policy) led by the Deputy Headteacher (Curriculum) and the Assistant Headteacher (Teaching and Learning)

4. Organisation and planning of the curriculum

At key stage 3, the students study the compulsory national curriculum subjects: English, maths, science, history, geography, modern foreign languages, design and technology, art and design, music, physical education, citizenship and computing. Schools must also provide religious education (RE) and relationships and sex education. The students also study Personal, Social, Health and Economic Education (PSHE) and drama. (Appendix A details the complete structure of the curriculum at key stage 3.)

At key stage 4, the students work towards national qualifications (GCSEs and vocational courses). The compulsory core subjects are English, maths and science. The foundation subjects are computing, physical education and citizenship. Following statutory requirements, Murray Park School offers subjects from the arts, design and technology, humanities and modern foreign languages. Religious Education (RE) and Relationships and Sex Education are also provided at key stage 4. (Appendix B details the structure of the curriculum at key stage 4. Appendix C lists the qualifications taught at key stage 4.)

English Baccalaureate (EBacc)

The EBacc is a way to measure how many students in a school choose to take a GCSE in the following core subjects:

- English language and literature
- maths
- the sciences
- history of geography
- a language

The School's options process enables students to study EBacc subjects.

The curriculum at Murray Park School at both key stages 3 and 4 includes the following subjects:

- Personal, Social, Health and Economic Education
- Spiritual, moral, social and cultural development
- British values
- Careers Education, Information, Advice and Guidance

In order to support the delivery of the curriculum the students have access to a wide range of facilities, including a well-equipped library and a suite of IT rooms.

Language and literacy

At Murray Park School, all teachers develop the students' reading, writing, listening and speaking skills as an integral part of their teaching. The students are taught to speak clearly and to convey ideas confidently. The teachers develop the students' reading and writing in all subjects to support their acquisition of knowledge and skills.

Numeracy and mathematics

Confidence in numeracy and other mathematical skills are prerequisites of success across the curriculum. Teachers develop the students' numeracy and mathematical reasoning so that they understand and appreciate the importance of mathematics and its relevance in their subject areas.

Curricular enrichment and extra-curricular activities

Murray Park School is committed to providing a wealth of learning opportunities beyond the classroom, through weekly clubs, sports activities, careers activities, local and national competitions, day and residential trips, lectures, activities led by visiting speakers and opportunities for leadership. The Commit to Six programme encourages the students in key stage 4 to extend their knowledge and skills in all subject areas. The School has a strong tradition of organising trips and visits for students and an annual schedule of extra-curricular activities is provided at the start of each academic year which includes the opportunity for students to visit a variety of countries. These activities act as motivation and inspiration for the students in addition to enhancing and enriching the curriculum.

5. Inclusion

Teachers set high expectations for all students. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers plan lessons so that students with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Students with SEND and additional needs, who receive support from the Hub and the Bridge provision, follow the National Curriculum.

Teachers also take into account the needs of students whose first language is not English. Lessons are planned so that teaching opportunities help students to develop their English and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor the coverage of National Curriculum subjects and compliance with other statutory requirements through school visits.

Heads of department/subject monitor the way their subject is taught through learning walks, lesson observations, work scrutines and the regular sharing of good practice during departmental meetings,

meetings with heads of department, Teach Meet and CPD sessions. They also ensure that the school's rewards policy is being adhered to by the members of their department and that parents/carers are kept regularly informed of the progress of their child.

Heads of department/subject also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the Deputy Head (Curriculum). At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and Learning policy
- SEND policy and information report
- Equality information and objectives
- Pupil Premium policy
- Relationships and sex education policy

Appendix A

Key Stage 3 Curriculum for 2020-2021

Year 7

Subject	Number of lessons per fortnight
English	9
Mathematics	8
Science	6
Art and Design	2
Citizenship, Careers, Personal, Social, Health and Economic Education, Relationships and Sex Education	These subjects form the Personal Development programme and are taught on a carousel during each academic year. 2
Computing	2
Design and technology	4
Drama	1 (Equivalent of 1 averaged out over the year as taught on rotation for half the year with Music)
Geography	3
History	2
Languages	4 (Either French or Spanish).
Music	1 (Equivalent of 1 averaged out over the year as taught on rotation for half the year with Drama)
Physical Education	4
Religious Studies	2

- Students choose whether to study Spanish or French on entry to Murray Park School.
- Students do not study Music and Drama simultaneously. The subjects rotate at the midpoint of the year.
- Within Design and Technology students study Engineering, Design, Textiles and Food and Nutrition on 9 week rotations.

Year 8

Subject	Number of lessons per fortnight
English	8
Mathematics	8
Science	7
Art and Design	2
Citizenship, Careers, Personal, Social, Health and Economic Education, Relationships and Sex Education	These subjects form the Personal Development programme and are taught on a carousel during each academic year. 2
Computing	2
Design and technology	4
Drama	1 (Equivalent of 1 averaged out over the year as taught on rotation for half the year with Music)
Geography	2
History	3
Languages	4 Students study French or German which is chosen by the student
Music	1 (Equivalent of 1 averaged out over the year as taught on rotation for half the year with Drama)
Physical Education	4
Religious Studies	2

- For students who studied German in Year 7, they have the option of whether to continue with this in Year 8 or opt for French. They study one language.
- Students do not study Music and Drama simultaneously. The subjects rotate at the midpoint of the year.
- Within Design and Technology students study Engineering, Design, Textiles and Food and Nutrition on 9 week rotations.

Year 9

Subject	Number of lessons per fortnight
English	8
Mathematics	8
Science	6
Art and Design	2
Citizenship, Careers, Personal, Social, Health and Economic Education, Relationships and Sex Education	These subjects form the Personal Development programme and are taught on a carousel during each academic year. 2
Computing	2
Design and technology	4
Drama	1
Geography	2
History	2
Languages	6
Music	1
Physical Education	4
Religious Studies	2

- All students study French with the top 50% of the year group studying German in addition.
- Students do not study Music and Drama simultaneously. The subjects rotate at the midpoint of the year.
- Within Design and Technology students study Engineering, Design, Textiles and Food and Nutrition on 9 week rotations.

Appendix B

Key Stage 4 Curriculum for 2020-2021

Years 10 and 11

Subjects	Number of lessons per fortnight
English	9
Mathematics	8
Science	9
Citizenship, Careers, Computing, Personal, Social, Health and Economic Education, Relationships and Sex Education, Core Religious Education	These subjects form the Personal Development programme. They are taught on a carousel and through drop down days during each academic year. 2
Physical Education	2
Option One	5
Option Two	5
Option Three	5
Option Four	5

- The students who opt to study triple sciences undertake additional lessons during curriculum time.
- The School provides two options' routes.

Appendix C

List of Key Stage 4 qualifications

Exam Board	Specification Title	Spec Code	QAN	Qualification Type
OCR	Ancient History	J198	603/0664/6	GCSE Linear
AQA	Art & Design Art, Craft & Design (9-1)	8201	601/8088/2	GCSE Linear
AQA	Art & Design Photography (9-1)	8206	601/8088/2	GCSE Linear
AQA	Art & Design Textile Design (9-1)	8204	601/8088/2	GCSE Linear
AQA	Biology (9-1)	8461	601/8752/9	GCSE Linear
EDXL	Business (9-1)	1BS0	603/0121/1	GCSE Linear
AQA	Chemistry (9-1)	8462	601/8757/8	GCSE Linear
AQA	Combined Science (9-1) Trilogy	8464	601/8758/X	GCSE Linear Double Award
WJEC	Constructing the Built Environment	9811	601/0543/4	Level 1/2 Award
EDXL	Creative Media Production	CSBK6	603/1238/5	BTEC Tech Award level 1/2
AQA	Design & Technology (9-1)	8552	603/0984/2	GCSE Linear
EDXL	Digital Information Technology	BYNJ6	603/2740/6	BTEC Tech Award level 1/2
AQA	Drama (9-1)	8261	601/8575/2	GCSE Linear
OCR	Engineering Manufacture	J842	601/1219/0	Cambridge National Certificate
AQA	English Language (9-1)	8700	601/4292/3	GCSE Linear
AQA	English Literature (9-1)	8702	601/4447/6	GCSE Linear
AQA	Food Preparation & Nutrition (9-1)	8585	601/8421/8	GCSE Linear
AQA	French (9-1)	8658	601/8157/6	GCSE Linear
AQA	Functional Skills English			Functional Skills
AQA	Functional Skills Maths			Functional Skills
AQA	Geography (9-1)	8035	601/8410/3	GCSE Linear
AQA	German (9-1)	8668	601/8159/X	GCSE Linear

City & Guilds	Hair & Beauty L2 Technical Award	3038-21	601/7247/2	Level 2 Technical Award
EDXL	Health & Social Care	ZWN41	603/0395/5	BTEC Tech Award level 1/2
EDXL	History (9-1)	1H10	601/8092/4	GCSE Linear
AQA	Mathematics (9-1)	8300	601/4608/4	GCSE Linear
EDXL	Music (9-1)	1MU0	601/8204/0	GCSE Linear
EDXL	Physical Education (9-1)	1PE0	601/8161/8	GCSE Linear
AQA	Physics (9-1)	8463	601/8751/7	GCSE Linear
EDXL	Politics	8PL0	603/1226/9	GCE Advanced Subsidiary
AQA	Religious Studies	8062	601/8400/0	GCSE Linear
EDXL	Sport	BNRL6	600/4779/3	BTEC First Award level 1/2
OCR	Sport Science Level 1/2 Certificate	J812	600/5121/8	Cambridge National Certificate
AQA	Statistics	8382	603/1177/0	GCSE Linear