Easthampstead Park Community School
Curriculum Policy

Reviewed February 2020

1. Curriculum intent

At Easthampstead Park Community School, our core values of kindness, community, respect and pride are at the heart of everything we do. We set high expectations to ensure that every student excels across all aspects of school life.

Our intention is to ensure pupils make outstanding progress from their starting points and that the curriculum offer removes any potential barriers to learning.

We want our pupils to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond school.

At Easthampstead Park Community School, students will,

- experience a broad, deep and knowledge rich curriculum;
- be literate and numerate;
- have high expectations for their behaviour and achievement;
- build their character;
- develop their cultural, social, moral, mental and physical development;
- secure foundations for progression.

Students experience a broad, deep and knowledge rich curriculum
Our school curriculum helps pupils to achieve high standards and make excellent progress. At KS3, the curriculum is broad and pupils learn essential knowledge and develop cultural capital to ensure they have a deep understanding across a range of subjects. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded.

Many students have a clear idea of subjects they like the most and the least by the middle of Year 8 and offering some choice at this stage engages students as partners in their learning and leads to improved outcomes. We therefore ask students to spend more time on 3 chosen areas of interest in Year 9, which we regard as a foundation year. These courses are not externally examined; they aim to develop a mastery of the skills required to complete a subject in Key Stage 4. At KS4, the courses are carefully planned to ensure that content is thoroughly revisited and this undoubtedly prepares pupils for external examinations at the end of the course.

Students will be literate and numerate
The development of student language and oracy is at the forefront of our curriculum as we understand how vital it is for our students to build confidence in communication skills not only for their time in school but also to prepare them for working life. We ensure students have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. Numeracy skills are taught and practiced not just in Maths, but in all of the STEM subjects. Students who arrive with below expected maths skills are quickly caught up through expert teaching and adaptive teaching intervention through closer working between the maths

department and SENd support. The school ensures that pupils are literate and numerate enabling them to flourish, thrive and access the next stage of their education, employment or training.

Students will have high expectations for their behaviour and achievement

The school is inclusive and ambitious for all. We have high expectations of all students and provide opportunities for students to learn what is expected of them morally. Our behaviour policy ensures that pupils learn that actions have consequences and, through restorative practice, we ensure students can accept and appreciate differences between people. Our behaviour policies reflect the British Values expected of citizens in today's society and our role as a Community school serving our locality. Whilst students gain knowledge through KS3 and KS4, we also want them to become learners who are enquiring, enthusiastic, engaged and who communicate well. All students at Easthampstead Park Community School are expected to be respectful to others, and take pride in their work.

Students will build their character

At the school, we are totally committed to improving the life chances and aspirations of students. We are an Arts Mark School, and support many of our students with finding their voices and developing their self-confidence through opportunities in the expressive and creative arts. We run collapsed curriculum days three times a year and a daily PREP period equip pupils with the tools they need to succeed in all aspects of the curriculum, building their resilience, resourcefulness and collaboration. The extensive CEIAG programme prepares students for further education and apprenticeships providing them with high quality careers advice and employer engagement opportunities. With a focus on building character and resilience, we ensure students have access to a wider curriculum which provides numerous opportunities in sport, creativity, performing, and world of work, volunteering and membership. An extensive enrichment programme supports the development of students into well rounded citizens.

Students will develop their cultural, moral, social, mental and physical development

At Easthampstead Park Community School, we pride ourselves on delivering a high quality SMSC (Spiritual, Moral, Social and Cultural) curriculum. SMSC is championed at the school in order to develop students as a whole, not just academically, to ensure that they are fully prepared for life in modern Britain. Students are encouraged to take part in a range of sporting, cultural and charitable activities. Links with local and national business enrich the curriculum offer and help to contextualise learning.

Students will secure foundations for progression

It is our intention at the school to ensure students have secure foundations for progression into further education and apprenticeships. From Year 7, students receive careers information with a clear focus on the Gatsby Benchmarks and this is supported through collapsed curriculum days thrice yearly. Over the course of 5 years, students receive a rigorous and bespoke aspirations program that exposes our students to a huge range of voices and experiences. Our links with local businesses including Fujistu, Johnson & Johnson and Legal and General help ensure our careers advice and guidance is comprehensive and of the highest quality.

2. Curriculum Implementation

The school believes that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. The curriculum is designed and implemented in such a way that it builds on prior knowledge and prepares pupils for the next stage in their education. This is

complimented by the school's 'Principles of Teaching' which underpin all lesson planning. This ensures that lessons are engaging and suitably differentiated so that students spend the large majority of time working independently at their level of ability.

Development of language and building knowledge are integral to curriculum planning. Heads of Department, who are experts in their subjects, carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Teachers plan learning that allows pupils to embed and recall knowledge through techniques such as interleaving of topics and spaced practice. This builds firm foundations for progression to the next level and exam success.

KS3 - Discovery School

At KS3 the curriculum is designed around the concept of discovery. Students are guided to explore and question, developing a detailed understanding of key concepts, and how they interrelate. For example, in Year 7, students study an integrated Humanities curriculum, exploring big ideas and concepts, drawing upon aspects of Geography, History, Religious Studies and Citizenship. Each unit of work at KS3 has a planned learning journey with a supporting knowledge organiser which is shared with students, setting out what they need to know, understand and do to succeed. The vast majority of students in Year 7 and 8 study a modern foreign language, either German or Spanish, learning about another culture. A small, select group of students have 'Project' lessons instead of MFL, focusing on supporting them with developing the literacy, numeracy and social skills and self-confidence required to succeed in their wider curriculum. The National Curriculum content is carefully tracked to ensure that pupils have covered all areas of non-statutory KS4 subjects by the end of Year 8.

Year 9 - Foundation Year

In Year 8, pupils choose 3 subjects to study in depth in Year 9. This is a deliberate action to engage students and enable them to really enjoy their subject and learn the depth of their subject over a three year course. The curriculum model allows students to choose 3 subjects in addition to the core Maths, English, Science, PE and Citizenship lessons. These bridging courses are not externally examined but lay the foundations for KS4. In year 9, pupils are able to move between subjects within option blocks thereby ensuring that they are satisfied with their option choices at the start of KS4.

KS4 - Destiny School

Whilst all students are encouraged to study EBacc subjects in KS4, our options process is structured to allow students a free choice. This ensures equity of delivery, with all students having equal access to subjects. The options are designed to stretch and challenge students and to meet the demands of the local labour market. Students are offered a mixture of practical and academic subjects from all areas of the curriculum. This gives every student a broad and balanced curriculum, but still offers a flexibility to maximise the outcomes achieved by each individual. A small number of students each year are guided to select 'WorkSkills' as one of their KS4 options, a subject designed to support them with developing key life skills and improve their employability.

Below is the list of KS4 courses students can currently opt to study:

Core curriculum	**Options**
GCSE English Language	GCSE History
GCSE English Literature	GCSE Geography

GCSE Maths	GCSE Spanish
GCSE Combined Science	GCSE German
Citizenship (Non-examination)	GCSE French
PE (Non-examination)	GCSE Fine Art
	GCSE Photography
	GCSE Graphics
	GCSE Computer Science
	GCSE Media Studies
	GCSE 3D Design
	GCSE Business Studies
	OCR Child Development
	BTEC Hospitality and Catering
	BTEC iMedia
	BTEC Business Studies
	BTEC Sport

3. Curriculum Impact

At Easthampstead Park Community School, our curriculum will:

- Ensure that the sequence of learning builds on previous knowledge whilst supporting future progression.
- Lead to qualifications that are of worth for employers and for entry to further and higher education.
- Enable all pupils to fulfil their potential.
- Meet the needs of pupils of all abilities at the academy.
- Allow pupils to acquire an appreciation and respect for their own and other cultures.
- Prepare pupils to compete in the global economy.
- Prepare pupils to make informed choices at the end of KS3, KS4 and beyond.
- Help students develop lively, enquiring minds and the ability to question and argue rationally.

4. Curriculum Hours

- Students in each year group are divided into an X and Y half of the year.
- Students are set by ability in Maths and are taught in streamed but more mixed ability groups in English and Science. They are taught in mixed ability groups across the rest of the curriculum.
- All lessons are 70 mins in length and there are 20 lessons per week, organised in a two week timetable (40 lessons per fortnight).
- All year groups have a 30 minute PREP session at the start of each day, with their form tutor. PREP stands for Prepare, Review, Evaluate, Plan. PREP time focuses on cementing vital learning skills such as

literacy, numeracy, resilience and cooperation. As students move further up the school, PREP time is also used for subject-based interventions.

- SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) are embedded into the curriculum and delivered through all subjects. In years 9-11, they are also taught through Citizenship lessons.
- PSHE (Personal, Social and Health Education) provision is through fortnightly lessons, PREP sessions and a series of collapsed curriculum days, planned and delivered by staff and visiting organisations.

Subject	Periods per fortnight - Year 7 and 8
English	5
Maths	5
Science	4
Humanities (Geography, History, RS)	8
Art	3
DT	3
Performing Arts (Dance, Drama, Music, Choir)	4
PE	3
MFL	3
Computing	1
PHSE	1

Subject	Periods per fortnight - Year 9 and 10	Periods per fortnight - Year 11
English	7	7
Maths	7	6
Science	6	7
Subject 1	5	5
Subject 2	5	5
Subject 3	5	5
PE	4	4
Citizenship	1	1

PHSE	1	1

5. Assessment

- Students are assessed by a combination of peer, self and teacher assessments. Summative assessment will take place at least once per term.
- Following each assessment, incisive intervention to fill gaps in knowledge means that pupils make rapid progress.
- Regular, high challenge low stakes testing ensures students embed knowledge into their long term memory.
- In Year 7-9, following each summative assessment, students are ranked on the basis of their percentage score in each subject, and this information is reported to parents.
- In Year 10 and 11, students are set subject targets, on their KS2 SATs.
- Parents receive reports 3 times per year. The reports will indicate the progress that students made and an indication of their behaviour and attitude to learning.

6. Curriculum Review

- Curriculum implementation will be reviewed and quality assured through the termly MRE (monitoring, reviewing, evaluating) process carried out by Heads of Department, DDIs (Developmental Drop ins), and line management.
- The curriculum delivered in each subject will be reviewed annually by Heads of Department to ensure the sequence of delivery allows students to build on their knowledge and that students are sufficiently stretched and challenged.
- The curriculum hours and subjects offered will be analysed by the senior leadership team and governors on an annual basis.
- The School Council will discuss curriculum content and delivery annually. This will be fed back to senior team and staff. Parents and students will have the opportunity to review the curriculum content and delivery through parent and student surveys.

Appendix 1

Easthampstead Park Community School - Principles of Teaching

Principles of Better Practice	So that...
1. High Behavioural Expectations and Routines	
A. Teachers demonstrate effective classroom management B. Teachers consistently apply the behaviour policy C. Teachers ensure there is a high ratio of student participation D. Teachers reinforce effort and provide recognition E. Teachers ask questions that promote student participation	A. Minimal valuable lesson time is wasted dealing with low-level disruption or disorderly transitions B. Students can think hard about their learning free from distraction C. Students are engaged in thinking hard about key learning D. Students understand the connection between effort and achievement E. A high number of students are asked and answer questions
2. Quality of instruction	
A. Teachers give highly effective explanations B. Teachers provide clearly defined outcomes C. Teacher presents new knowledge in small steps D. New knowledge is founded upon old knowledge E. Teachers model excellence and how to achieve it F. Teachers ask a high quantity of process and factual questions	A. Students quickly grasp key ideas B. Students have complete clarity around what they are learning and what success looks like C. Each step can be mastered before students move on. D. Students can learn new ideas by reference to ideas they already know E. Students know what excellence looks like as well as how to achieve it F. Students are given opportunities to practice new material.
3. Subject mastery	
A. Teachers demonstrate expertise in exam specifications B. Teachers plan for and address misconceptions C. Teachers sequence and interleave content D. Teachers promote and uphold the highest standards of literacy, and explicitly teach key words (tier 2 and 3) E. Teachers provide scaffolds to support students with employing new knowledge i.e. modelling, WAGOLL F. Teachers ask questions which are specific and accurate	A. Students are successful in examinations B. Students overcome common misconceptions C. Students revisit material in a way which promotes long term memory. D. Students can access and confidently use academic language in their responses (both written and verbal) E. Students understand their end goal and the steps required to successfully obtain it. F. Students can provide high quality answers
4. Making it stick	
A. Teachers use regular low stakes testing B. Teachers guide students as they begin to practice new material C. Teacher gives students opportunities to independently practice D. Teachers use visuals and other resources to support explanations E. Challenging reading is shared and discussed F. Students are provided with opportunities to discuss and debate new knowledge with their peer	A. Students can embed learning into their long term memory B. Students can develop fluency and accuracy in new areas of learning C. Skills and knowledge become automatic for students D. Students can successfully understand and remember key aspects of learning E. Students' vocabulary and knowledge develops F. Their understanding of key ideas is detailed and conceptual
5. Assessment and feedback	
A. Teachers give students high quality feedback. B. Teachers accurately gather information on student learning C. Time to reflect and act upon feedback D. Teachers plan and ask questions which provide a picture of student learning.	A. Students' actions are refocused or redirected to achieve a goal. B. Teachers know which topics to reteach which were not grasped first time. C. Students can swiftly develop further knowledge and skills. D. Teachers can identify gaps in student learning.
6. Adaptive teaching	
A. Teachers provide scaffolds for demanding tasks B. Teachers pitch high every lesson	A. Students are able to succeed in challenging tasks. B. Students are challenged to exceed expectations

C. Teachers adapt teaching as needs emerge D. Teachers have a developed understanding of pupils with diverse needs E. Teachers ask questions which are appropriately pitched and directed	C. All students make exceptional progress D. All students with SEND/HAPS/EAL/PP make exceptional progress E. Students are challenged to answer appropriate questions

Appendix 2

Lessons@EPCS

Entry Routine	
Meet, Greet, Stand and Seat Teacher greets students at the door and welcomes them into the classroom. Students stand in silence behind their desks and the teacher checks uniform and takes the register. Bags are under desks and coats on the back of chairs and tools for	**So that…** Students enter the classroom in a calm and focused manner Students are in correct uniform ready to start the lesson Students start the lesson in silence and are settled ready for learning. Learning begins promptly

Starter (10 mins)	
Starter, recapping prior learning Teacher gives students a short task, designed to either: A. Recap recently taught knowledge. B. Recap knowledge from previous topics.	**So that…** So students can embed learning into their long term memory Students revisit material in a way which promotes long term memory. Students begin to make links between their prior learning, and the content to be taught during this

Teacher Instruction (Input)	
Teacher explicitly shares clearly defined outcomes for the lesson Teacher uses highly effective explanations to teach key concepts and highlights common misconceptions The teacher models what success will look like (WAGOLL)	Students have complete clarity around what they are learning and what success looks like Students have a firm grasp of the steps they need to take in order to be successful Students quickly grasp key ideas

Deliberate Practice (DO)	
Teacher designs purposeful tasks which are closely aligned to [illegible] specific outcomes Tasks are focused on improving a specific skill or embedding key ideas Tasks stretch students just outside of their comfort zone	Students can develop fluency and accuracy in key skills Students can clearly articulate improvements they are making Students can apply their learning in a variety of contexts Students have to thinking hard about what they are learning

Learning Check (Review)	
Teacher uses formative assessment strategies to assess progress against the clearly defined outcomes Teacher gives timely written and or verbal feedback which is	Teacher knows which topics to re-teach that were not grasped first time Student actions are refocused or redirected to achieve goal Students can swiftly unlock

Final review	
Teacher assesses progress of all students against the clearly defined outcomes	Teachers know which topics to re-teach that were not grasped first time Teachers know which students grasped key concepts and which need re-teaching

Exit Routine	
Students stand in silence behind desks Teacher checks uniform before dismissing students row by row	Students leave the lesson in a calm and orderly manner