

Parkstone Grammar School



CURRICULUM POLICY 2020 - 21

DATE APPROVED	June 2020
APPROVED BY	Curriculum and Student Matters Committee
NEXT REVIEW	July 2021
TYPE OF POLICY	Non-Statutory



CONTENTS

This policy outlines the intent, implementation, allocation time and monitoring of Parkstone's curriculum. This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

LINKED POLICIES

School Development Plan
Collective Worship & Assemblies Policy
Equal Opportunities Policy
SEND Policy
Anti-Bullying Policy
Teaching & Learning Policy
Citizenship Policy
Literacy Policy
Careers Guidance and Access for Education and Training Providers Policy

CURRICULUM INTENT

- Provide a broad and balanced education for all students.
- Enable students to develop knowledge and acquire skills which build and support them during their journey through school and beyond.
- Provide meaningful assessment and feedback for students, enabling them to make progress.
- Support students' spiritual, moral, social and cultural development; as well as their understanding of British Values.
- Support students' physical and mental health and wellbeing.
- Promote a positive learning culture.
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support.
- Provide flexibility in subject choice at KS4 & KS5 that maximise students' love of learning, personal aspirations and progression.
- Develop students equipped to progress to higher education or employment, and thrive outside of the school environment.
- Enhance and enrich students' academic qualifications with a wide range of extra-curricular and timetabled opportunities.
- Enable students to develop the Parkstone values of courage, commitment and compassion.
- To support pupils' development in ways which will foster security, confidence and independence.

KEY STAGE CURRICULUM INTENT

Key Stage 3:

A broad curriculum which supports students in all areas of **d**evelopment, encourages **e**ngagement both in and beyond the classroom, **c**hallenges them academically and builds a diverse bank of **k**nowledge for their next steps. (**DECK**)

Key Stage 4:

A flexible choice of options to maximise students' love of learning as they start to develop a deeper knowledge and build on skills from Key Stage 3; alongside opportunities and support to prepare them to succeed in the 21st Century.

Key Stage 5:

Outstanding academic delivery paired with a wide range of opportunities to enhance and enrich students' school experience, enabling them to excel in their journey beyond Parkstone.



CURRICULUM TIME 2020 -2021

YEARS 12 AND 13

There are fifty 1 hour periods per fortnight in a two-week timetable

	Periods per Fortnight
Each A Level	9
Physical Education/Voluntary/Work Experience	2 in Year 13
Curriculum Enhancement (i.e. Lecture Series, Language Leaders, Sports Leaders, Core Maths, EPQ, Young Enterprise, Gold Duke of Edinburgh Award)	2 in Year 12
Curriculum Enrichment (i.e. PE activities, Work Experience, Drive IQ, Self Defence, Mindfulness, Yoga, Cooking & Food Prep.	2 in Year 12
Wellbeing	1
YEAR 13 STUDENT	
3 A-Levels + Wellbeing + PE/ Voluntary/Work Experience	30
4 A Levels + Wellbeing + PE/ Voluntary/Work Experience	39
YEAR 12 STUDENT	
3 A Levels + Enrichment + Enhancement + Wellbeing	32
4 A Levels + Enrichment + Enhancement + Wellbeing	41

MAIN SCHOOL

	No of Periods Yr. 7	No of Periods Yr. 8	No of Periods Yr. 9	No of Periods Yr.10	No of Periods Yr.11
Mathematics	5	5	7	7	8
English	5	5	8	8	8
Science	6	6			
Physics			4	4	4
Chemistry			4	4	4
Biology			4	4	4
Physical Education	4	4	4	4	4
Religion & Philosophy	3	3	1	1	
Wellbeing	2	1	2	2	2
Technology	4	4			
MFL French	5	3			
German		2			
Spanish		2			
Languages Bridge	1				
Computing	2	2			
Art	2	3			
Drama	2	2			
Geography	3	3			
History	3	3			
Music	3	2			
Option 1			4	4	4
Option 2			4	4	4
Option 3			4	4	4
Option 4			4	4	4



NOTES

1. In Years 9, 10 and 11 options can be chosen from Modern Foreign Languages, Drama, Music, Art, Computing Physical Education, Humanities subjects, Technology subjects, Economics, Business Studies and Astronomy.
2. In Years 12 and 13 the option blocks are timetabled concurrently between Poole and Parkstone Grammar. A variety of the courses are taught jointly between the two schools. The two option blocks containing these courses are timetabled to allow effective travelling time.

SAFEGUARDING

Staff delivering content in lessons or extracurricular clubs ensure that content is addressed appropriately.

Through the Wellbeing Programme curriculum time is also given to addressing issues to support pupils' development in ways which will foster security, confidence and independence. A safeguarding curriculum is also integrated within the existing curriculum allowing for continuity and progress through all key stages.

EQUAL OPPORTUNITIES

The curriculum reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

The intent of Parkstone's Curriculum should be accessible to all and allow all students to receive a high quality of education.

ROLES & RESPONSIBILITIES FOR THE IMPLEMENTATION OF THE CURRICULUM

GOVERNORS

- Should approve the Curriculum Policy annually.
- Ensure the school is teaching a broad and balanced curriculum and participate actively in decision-making about the breadth and balance of the curriculum.
- Ensure proper provision is made for students with different abilities and needs, including children with special educational needs (SEND) and who are Pupil Premium.
- Ensure students are provided with independent, impartial careers guidance, and that this is appropriately resourced.
- All examination courses selected are appropriate for the context of the school and the intent of the curriculum.

HEADTEACHER AND LEADERSHIP GROUP

- Formulate the draft Curriculum Policy.
- Ensure that the design of the Curriculum is reviewed annually to check it is meeting necessary requirements, the needs of the students and the curriculum intent of the school.
- Ensure the Governing Body is informed of relevant information and involved with the decision making around the breadth and depth of the curriculum.
- Ensure that proper provision is in place for students with different abilities and needs, including children with special educational needs (SEND) and who are Pupil Premium.



- Monitor the implementation of the curriculum across the school to ensure it is meeting requirements, the needs of students and the curriculum intent of the school.
- To manage requests to withdraw children from curriculum subjects, where appropriate.
- Ensure Key Stage assemblies, 'Debate of the Week', off timetabled activities and the extracurricular programme meet the requirements for students under the school's curriculum intent.
- Monitor the implementation of curriculum content in line with other school policies such as the Literacy Policy and Teaching & Learning Policy.

SENDCo

- Ensure that proper provision is recommended, in place across the departments and reviewed termly for students with special educational needs (SEND).

HEADS OF DEPARTMENT

- Ensure that department schemes of learning meet the intent of the school curriculum.
- Ensure that schemes of learning are designed and monitored so all classes are taught the entirety of the expected curriculum.
- Ensure that proper provision is in place across the department for students with different abilities and needs, including children with special educational needs (SEND) and who are Pupil Premium.
- Ensure their curriculum implementation is in line with assessment requirements.
- Ensure that department implementation of schemes of learning are consistent and meet the requirements of other policies, such as the Literacy Policy and Teaching & Learning Policy.

HEADS OF YEAR

- Ensure that year group assemblies and tutor group activities meet the intent of the school curriculum.
- Ensure that proper provision is in place for students across their year group with different abilities and needs, including children with special educational needs (SEND) and who are Pupil Premium.

TEACHERS ACROSS THE CURRICULUM

- Ensure that they are familiar with the intent of the school's curriculum.
- Ensure they implement the curriculum in line with their department schemes of learning and each topic is fully covered.
- Ensure that proper provision is in place in their classroom for students with different abilities and needs, including children with special educational needs (SEND) and who are Pupil Premium.
- Ensure that other policies which support curriculum implementation are adhered to, such as the Literacy Policy and the Teaching & Learning Policy.

CONTACT

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