



Curriculum Policy

Aim:

To deliver a broad and balanced curriculum that celebrates all subjects, including the arts, equally and enables all children to achieve at the highest level.

Objectives:

We continue to strive to build upon a curriculum that creates:

- Successful learners who enjoy learning, make good progress and achieve excellence
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who can make a positive contribution to society

The implementation of our vision is based upon the following core strands:

- Vocabulary – providing all our students with a firm foundation of the tier 2 and 3 vocabulary, linked to each scheme of learning, unlocks their potential to communicate about their gained knowledge effectively
- Knowledge – a carefully sequenced curriculum that builds on prior learning and prepares students for the next stage
- Reading – research shows how ongoing reading is a significant contributory factor in the long term economic success
- Writing – modeling the process of constructing fluent written outcomes that are fit for any purpose

See Appendix 1 for further details

Monitoring and evaluation

The policy will be monitored by the Governors' Curriculum and Data committee.

Related policies

- Special Educational Needs Policy
- Homework protocol
- Health and Safety Policy

Reviewed: September 2021

By: Head of School

Next Review: September 2022

Approved by the Governing Body on: 23rd September 2021



Appendix 1

The Warriner School Curriculum Vision

Curriculum ethos

We are proud to be a member of an inclusive Multi Academy Trust and our moral purpose underpins the curriculum in all of our schools. We believe that it is vital to offer a broad and balanced curriculum that celebrates all subjects, including the arts, equally. Students are encouraged to follow a pathway that best suits their aspirations and not be constrained by the demands of accountability measures.

Curriculum intent

We continue to strive to build upon a curriculum that creates:

- Successful learners who enjoy learning, make good progress and achieve excellence
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who can make a positive contribution to society

In order to do this, we have been delivering a paradigm shift away from over emphasis on progress to the development of a dynamic curriculum with carefully considered progression through each key stage and beyond, supported by an innovative teaching approach that has at its core effective verbal and written communication. Our schemes of learning and assessment, whilst being knowledge rich, are supported by teaching our children the skills needed for the effective communication of that knowledge in all its forms. Our approach has been developed in conjunction with our MAT primary schools and thus builds upon the prior knowledge, skills and high standards delivered by our primary colleagues in order to avoid any wasted transition learning time.

We want to ensure that every one of our students has access to the rich cultural capital that allows them to be successful, so this thread runs through our schemes of learning. Key to this intent is the identification and teaching of the diverse tier 2 and 3 vocabulary that all of our students require to communicate effectively at the highest level. In this way we seek to maximise social mobility within and beyond the employment needs of our local community.

Our curriculum structure balances breadth with local context. We enable students to study the types and number of subjects which are best suited to their individual learning needs, personal aspirations and ambitions. We strongly encourage students to study one or more foreign language and fully support a broad range of arts subjects. To reflect local and national issues facing our children, we have doubled the time allocation for PSHE in KS3 to deliver schemes of learning that enable our children to make safe, informed choices.

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and to be successful in their learning so that we can deliver our mission and aims.

In summary, we believe that our curriculum intent:



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- Has at its heart the MAT's inclusive approach and moral purpose
- Supports the school vision of challenging everyone to be the best that they can be
- Creates an aspirational high achievement culture
- Embeds the cultural capital and supporting vocabulary needed for effective communication at the highest level for all our students
- Disregards any perceived social mobility barriers
- Takes into account individual learning needs and styles
- Allows everyone to experience success
- Raises standards of attainment and progress

To build upon the progress made at primary schools, and to reflect the specific needs of secondary education, we have built interleaving and 'Thinking Hard' approaches into our schemes of learning and assessment. This approach has resulted in every subject having a well-planned and structured curriculum which is knowledge rich, interleaves content, has clear purposeful assessment built in and which delivers the highest aspirations with the appropriate scaffolding for those who need it for as long as they need it.

The development of our approach is firmly rooted in research and brings together primary and secondary learning from a range of leading educationalists, PiXL, ASCL and Ofsted. We believe that, as a consequence, we are able to deliver true curriculum equality for all of our students.

Curriculum implementation

The strands in our policy are underpinned by teacher modelling in the role of experts and supported by the development of expanded success criteria, which provides the scaffolding to enable all our students to experience excellence. We have been developing a MAT-wide common understanding of how to teach vocabulary effectively, how to model reading for all key stages and how to embed the ability to write with confidence for any purpose and audience.

Curriculum Provision

We have a very broad KS3 Curriculum: In Key Stage 3 (Years 7, 8 and 9) there are lessons in English, Maths, Science, Languages (French and German), Design and Technology, Computer Science, History, Geography, PE, Philosophy and Ethics, Art, Music, Drama and PSHE. This suite of subjects is complemented by our 'Enrichment Days' programme which spans across the year, where students are able to take part in rich learning experiences that do not easily fit into the normal school day and allow for students to learn in different ways.

Years 7, 8 & 9



The curriculum includes:

- English
- Mathematics
- Science
- Two Modern Foreign Languages (MFL): French (all in Year 7) and German (some in Year 8 & 9)
- Humanities: History, Geography and Religious Education
- Performing Arts: Drama and Music
- Art
- Computer Science
- Physical Education (two hours per week)
- PSHE

For students who are behind in their chronological reading age, additional support is provided through short-term withdrawal to enable them to rapidly catch up.

The Library is open until 3.30pm every day to support where needed.

In Year 9 there is a consultation between school, students and parents/carers about the courses and pathways to be followed from Year 10 onwards leading to GCSE and a range of alternative accreditations. In Year 9 the style of delivery, and in some cases the content, is similar to that of GCSE, enabling the choice of subjects for Key Stage 4 to be well informed.

Years 10 & 11

In Year 10 students specialise in their chosen GCSE subjects. They will embark on the examined courses in Term 1 of Year 10. Our Key Stage 4 curriculum is broadly-based and balanced; all students will follow a *common core curriculum* in the following:

- English: Literature and Language
- Mathematics
- Science: Separate Science (Triple) or Combined Science (Trilogy and Synergy)
- Philosophy & Ethics/P.S.H.E.E (non exam)
- Physical Education (non-exam)

The students will then follow one of three pathways and they will make choices which should reflect a blend of aptitude, interest, experience, enjoyment and future career ambitions.

Optional Subjects include:

- Animal Care
- Art
- Asdan
- Computer Science
- Creative iMedia (single and double option)
- Dance
- Design & Technology
- Food technology
- Drama
- French

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- Geography
- German
- History
- Music
- Physical Education GCSE
- Religious Studies
- Sociology
- Triple Science

Extra-Curricular Opportunities

An additional after school enrichment programme includes a range of sporting activities, music (including orchestra and choir) and drama. The library remains open until 3.30 daily. Study Groups are also in place for Year 11 students, depending on their individual learning needs.

The Warriner Sixth Form

We aim to provide a supportive & ambitious environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral and social development. Each student can expect a personalised education with the highest quality teaching and a supportive learning environment that will ensure that they leave on a well-matched post-18 route. Students will undertake a minimum of three A Level subjects.

'A' Levels offered:

- Art & Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Drama and Theatre
- English Language
- English Literature
- French
- Geography
- German
- History
- Law
- Level 3 Core Mathematics
- Further Mathematics
- Mathematics
- Music
- Physical Education

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- Physics
- Psychology
- Religious Studies
- Sociology

Additional opportunities

We offer:

- EPQ
- Gold DofE
- TA programme
- Junior Leadership Team
- Non exam PSHE
- Non exam PE

Careers:

The Warriner School has a proactive strategy for the Careers Information, Advice and Guidance (CIAG) that we provide to young people. The strategy is embedded within a clear framework. It reflects the school's ethos and meets the needs of all students by focusing on the Eight Gatsby Benchmarks of Good Career Guidance

Quality Assurance

The senior leaders in the school, including curriculum leaders, ensure that the rationale for the curriculum design is shared across the school. In developing this there is careful consideration given to knowledge progression and the sequencing of concepts in and across subjects. We seek to ensure that the delivery of the curriculum is equitable for all and enhances capacity to access the full curriculum. Leaders, including governors, as part of the monitoring process, build in regular opportunities for reviewing through our Deep Dive process. Teacher expertise in curriculum is developed through whole-school and subject specific CPD and our Performance Management programme.

The role of the [middle leader; subject leaders, the SENCO](#) and [heads of key stages](#), is pivotal. Middle leaders are involved in the dissemination and delivery of the vision for ensuring the curriculum offers parity for all groups of learners and at least meets or exceeds the standards set out in the National Curriculum. Middle leaders collaborate to focus on knowledge progression and the sequencing of concepts in their own subject and, in the context of learning, in other subjects, projects or themes. [Effective CPD](#) ensures middle leaders have the knowledge, expertise and practical skill to design and implement a dynamic curriculum.

APPENDIX 2 - Curriculum Map –Key Stage 3



A broad and balanced curriculum is delivered throughout Year 7-9. It aims to provide the building blocks of both skills and knowledge across a wide range of subjects to create well rounded students. The curriculum is specifically designed to encourage students to develop skills and knowledge in all areas of the curriculum, it encompasses core, creative, language and humanities subjects. All students study both PSHE at key stage 3 and Life in Modern Britain at key stage 4 to further promote fundamental British values.

The curriculum for Year 7 - 9 students is as follows:

Year 7	Core P.E.	PSHE	English	Maths	EBacc	Open	Total
	4	2: 1 with their Tutor & 1 with their PSHE teacher	7	7	20	10	50
					Science (6), History, RE, & Geography (8) MFL (French) (6)	Art (2), Music (2), Drama (2), Computing (2), D+T (2)	

Year 8	Core P.E.	PSHE	English	Maths	EBacc	Open	Total
	4	2	7	7	18	12	50
					Science (6), Geography (3), History (3), , MFL (French (3) and German (3))	Art (2), Music (2), Drama (2), Computing (2), D+T (2), Philosophy & Ethics (2)	

Year 9	Core P.E.	PSHE	English	Maths	EBacc	Open	Total
	4	1	8	7	18	12	50
					Science (6), Geography (3), History (3),	Art (2), Music (2), Drama (2),	



					MFL (French (3) and German (3)	Computing (2), D+T (2), Philosophy & Ethics (2)	
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All students in Year 7 will study 6 hours of French however in Year 8 and 9 students where appropriate will pick up a second language of German, studying 3 hours of each language across a fortnight. Some students may continue studying only one language and receive extra support in literacy and numeracy in place of the second language.

In years 7, 8 and 9 a very small number of students do not study a language at all. In year 7 these students receive literacy support from the WIN department and in years 8 and 9, as well as extra English and maths these students are taught life skills and begin an ASDAN course that continues into year 10.



APPENDIX 3 - Curriculum Map – Key Stage 4

The options process

In terms 3 & 4 of Year 9, students are taken through the process of opting for the subjects they will continue to study in Years 10 and 11. Information is given orally to students (in an assembly) and to parents (in a presentation after school) and also in the form of a comprehensive options booklet. Students and parents are then given opportunities to consult with subject staff and tutors (the year 9 consultation evening is strategically placed in this period) before making their choices. This process runs throughout term 4 with the deadline for completion of the options paperwork being at the end of this term. The information regarding choices is summarised below:

In Years 10 and 11 the curriculum is as follows:

Core Curriculum

All students follow a common core curriculum in English, Mathematics and Sciences, Physical Education (non-exam) and Life in Modern Britain lessons which encompasses PSHE, Philosophy and Ethics, Personal Finance, Citizenship and Law. A Personal and Social Education Programme (non-exam) which includes Careers Information, Advice and Guidance is delivered through the tutorial programme. Students demonstrating the appropriate skills in Mathematics lessons are entered for Additional Mathematics (FSMQ). All students study English language and English literature and most students are entered for both GCSE exams.

Options

Appropriate guidance is given to all students, parents and carers as to the suitability of potential courses. Prior attainment, current progress measures and general contextual information are all used to direct students onto one of four pathways. The pathways offer different combinations of subjects which best suit different groups of students in terms of academic challenge and preparation for the future.

The Yellow Pathway is designed for students who will go to high tariff institutions to follow academic subjects or pursue higher/degree level apprenticeships or school leaver employment scheme.

The Blue Pathway is designed for students who will continue into higher education beyond GCSEs and are likely to attend university or pursue a higher/degree level apprenticeship or school leaver scheme.

The Green Pathway is designed for students who would benefit from a reduced suite of GCSE exam-based subjects complemented by subjects that are accredited in other ways.

For a small number of students their pathway will be complemented by a course from an external educational provider, allowing for a more bespoke curriculum to meet need.



The Yellow Pathway	Students will study the Core curriculum and will choose four further courses from the Additional courses list. One of these four choices must be either French or German and a second must be either Geography or History.
The Blue Pathway	Students will study the Core curriculum and will choose four further courses from the Additional courses list. One of these four choices must come from this list of subjects: French, German, Geography, History, Separate Science and Computer Science.
The Green Pathway	Students will study the Core curriculum and will choose three further courses from the Additional courses list.

The CORE Curriculum	Additional Courses
<ul style="list-style-type: none"> • English Literature (1 GCSE) • English Language (1 GCSE) • Mathematics (1 GCSE) • Sciences (2 GCSEs for most students) • Life in Modern Britain (non GCSE) • PE/Games (non-GCSE) 	<ul style="list-style-type: none"> • Animal Care (BTEC) • Art • 3D Art • ASDAN • Computer Science • Dance • Design and Technology • Drama • French • Geography • German • History • Music • Physical Education • Religious Studies • Sociology • Separate or Combined Science • Life Skills – for identified students <p>Vocational Courses</p> <ul style="list-style-type: none"> • Creative iMedia • Animal Care • College course placement



APPENDIX 4 – Curriculum Map – Key Stage 5

In Years 12 and 13 students follow up to four (but usually 3) A level subjects. These are chosen from the following:

Art
Biology
Business Studies
Chemistry
Computing
Drama
English Language
English Literature
French
Further Mathematics
Geography
History
Law
Mathematics
Music
PE
Physics
Psychology
Religious Studies
Sociology

In addition, we offer a level 3 diploma in Animal Management in year 12.

A number of students complete the Extended Project (EPQ) in addition to their A level subjects. Also, we offer an AS qualification in CORE Mathematics should students wish to complete this. Sixth Formers typically study three A level subjects with some studying a fourth.

All students receive PSHE lessons to in order to support study skills as well as to prepare them for life after Sixth Form. Wider health is important, and students therefore take part in PE activities during one afternoon per week.



APPENDIX 4 - Grouping of students

Mixed Attainment classes take place in English, Mathematics and Science from Year 7 onwards. All other subjects also start with broadly mixed ability classes. In Humanities subjects (Geography, History and Philosophy & Ethics) there is an Integrated Studies group in each half year and this is made up of students who have weak literacy skills. Design & Technology is taught in slightly smaller groups throughout Key Stage 3.

In Years 10 and 11, English and Mathematics set all students according to ability. Science and Option subjects are taught in mixed ability classes.

APPENDIX 5 - Impartial advice and Guidance

Year 9

Currently, the options evening takes place in early January. Parents and students are invited into school to hear descriptions of the different pathways and the courses on offer at key stage 4. Representatives from all subject areas are present to discuss courses with parents and students. Careers advice is available during the evening.

Students are given until mid-February to make their choices with each choice being ratified by the head of department for each subject they choose. The whole process is overseen by form tutors who also sign off the students' forms. During this period the annual Year 9 subject consultation evening is held so that parents can further check the suitability of courses chosen with subject teachers.

Year 11

The Warriner Sixth Form open evening is held in early January and it offers insight and support to year 11s who are interested in applying. Careers advice is available to all year 11 students. The SEN department provide written plans to all post 16 providers for EHCP and other high-level SEN students and key workers take students to open evenings and to transition visits at college.

Students applying to the Warriner Sixth Form are supported through an interview process from March onwards. From this, students are given appropriate guidance over course selection and entry requirements. From this, year 11 students will receive provisional offers for their agreed options. Applicants will also be invited to the Sixth Form open days in July, during which they have the opportunity to attend 'taster' lessons in all subjects on offer. On Year 11 GCSE results day in August, those students who have applied to the Warriner Sixth Form meet with a senior member of staff to discuss their grades in the light of courses chosen and exam results. Students are also able to book a careers interview during results day and these interviews take place in an appropriate timescale.

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A Careers Fair is held each year at which representatives from a wide range of businesses and organisations, including banks, colleges, medics, the armed forces and the police, are present. This is open to all students and their parents from Year 9 through to Year 13.

For further careers guidance, please follow the link below to our website:

<https://www.thewarrinerschool.co.uk/careers>

APPENDIX 6 - Preparing Students for Life in Modern Britain

Our teaching ethos is based upon tolerance, fairness, respect and equality. We have an inclusive school, including a language and communication base on site, where all students are equally valued. Our school embraces young people from a range of backgrounds in terms of their faith, ethnicity, wealth, learning ability, physical ability and gender identity. All have an equal place within our lessons and school environment and all are encouraged to be fully involved within all aspects of school life, including those that are extra-curricular, by staff in general and more specifically by the year group tutors.

Explicitly, the acceptance of other cultures and the views of others are delivered through our Philosophy and Ethics lessons and PSHE lessons throughout the school. Details of these follow:

Students throughout Years 7-9 receive between two hours per fortnight of Philosophy & Ethics, which is made up largely of a Religious Studies Curriculum. Students in Years 7 and 8 receive two hours per fortnight of PSHE (in Year 7 one hour of this provision is taught by tutors to support transition) and students in Year 9 receive one hour. From the outset, students are encouraged to be open-minded and the idea that we owe it to society to be educated and aware of all cultures and beliefs is promoted. Life in Modern Britain is delivered in KS4.

Generalisation, stereotyping, homophobia and racism are always challenged, and students are encouraged to consider the validity and context of evidence they cite.

In line with the Oxfordshire Agreed Syllabus for Religious Education students explore some core ideas thematically, with reference to different world religions and non-religious world views; study Islam, Buddhism and Sikhism as world faiths, and in their enquiry into ethical issues they apply Christian beliefs and responses. Religious Studies is taught as an option subject should students wish to select this as a GCSE to study in greater depth at KS4.

Year 12/13: The Head of Sixth Form consulted with the Philosophy & Ethics department in the planning of the Sixth Form Personal Development programme, and this programme includes some core RE themes including developing links with community groups.