



OUR VISION

Respect | Resilience | Celebrate | Pride | Aspire

Curriculum Policy

Approved by:	Local Governing Body	Approved Date: February 2021
Review Date:	July 2022	
Links	SEND policy, RSE Policy, Marking and Feedback Policy (draft) CEIAG Policy, Provider Access Policy	
Staff responsible	Principal, Vice Principal and Curriculum Assistant Principals	

At Cockshut Hill School our curriculum aims to:

Provide our students with a varied curriculum offer that promotes ambition and accounts for the social contexts of our students.

Develop students' Cultural Capital through varied curriculum experiences that inspire students and help them gain an appreciation of achievement, creativity and nature.

Foster a culture where reading and learning is important to students both in school and throughout their lives.

Enable students to coherently understand, remember and make connections between the knowledge they are taught within and across subject areas.

Deliver powerful and challenging knowledge to students to drive their learning experiences and their emotional intelligence.

Encourage students to embrace and have opinions on the social, moral, spiritual and cultural issues they may encounter throughout their lives.

Instil resilience and ambition in our students by promoting challenging ideas and concepts in lessons.

Our curriculum will be delivered in accordance with the 5 principles of T&L from "Making Every Lesson Count" by S. Allison and A. Tharby.

Teaching staff follow an excellence in teaching model that enables them to bring the curriculum to life by using the 5 principles to embed deep learning.

Our Curriculum Leaders review their subject curricula regularly to ensure they reflect different viewpoints, for example (but not exclusively) those of women and people of colour. We also attempt to de-colonise our curricula at every opportunity to ensure we reflect the progressive and modern society we live in today.

Our subject curricula are also reflective of changes in society and our blended learning model enables us to work efficiently and coherently in school and remotely.

Rationale

Cockshut Hill School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people and prepare them for adult and working life in the 21st century.

The educational vision and curriculum design for Cockshut Hill School recognises that:

- The world of tomorrow will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have increasing access to information and learning material independently of school.

Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Cockshut Hill School's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Give students the opportunity to have important new cultural experiences in the Cockshut Hill Cultural Capital Programme
- Be committed to excellence and continuous improvement.
- Nurture the talents of all and celebrate success.
- Work with Primary schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else, inspiring.

Students will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

In practice students in Years 7, 8 and 9 follow a broad and balanced curriculum, which though weighted to support excellent progress in the academic core (English, Mathematics and Science), offers students an opportunity to experience The Arts, Humanities, Technology, PE and PSHE. All students follow this curriculum and in accepting a place at Cockshut Hill School, they and their parents are accepting that their children will experience and take part in the whole of this curriculum. There cannot be exemptions.

In Years 10 and 11, Students are able to choose the subjects they will study alongside the core of English, Mathematics, Science, RE and PE. In addition, all students in Years 7 to 11 are offered a variety of other enrichment activities, through extra-curricular opportunities.

Teaching & Learning Philosophy at CSH

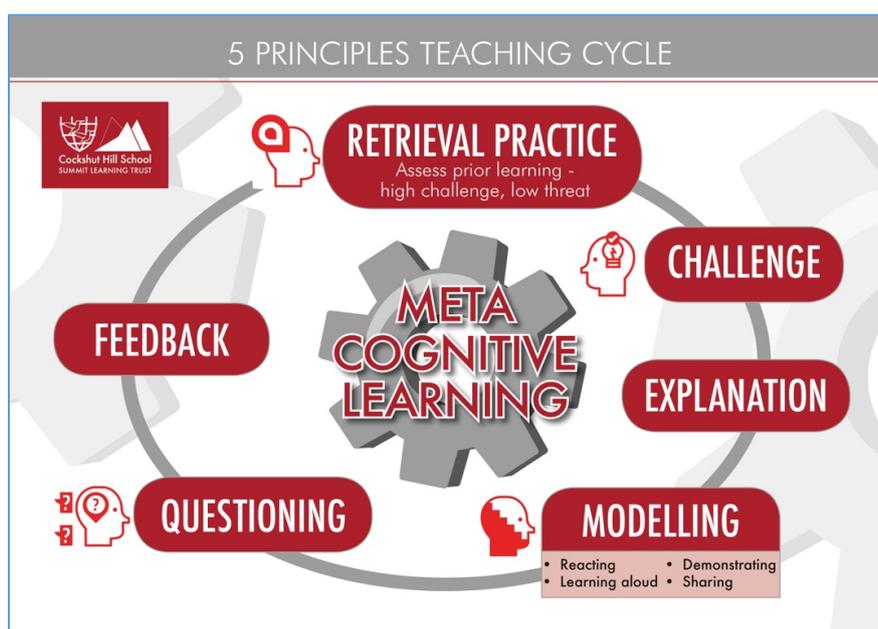
Our T&L is underpinned by the extensive research of Shaun Allison & Andy Tharby's *Making Every Lesson Count*- the five principles are the key skills we develop and use extensively in teaching. These 5 principles are embedded into our teaching and learning by way of a direct instruction model – “The 5 Principles Teaching Cycle”

Cockshut Hill T&L Principles:

1. Challenge
2. Explanation
3. Modelling
4. Questioning
5. Feedback

Lead Practitioners and Senior Leadership Team:

We have 7 Lead Practitioners across the school who lead and drive on embedding the Principles in their areas and lead on Personal Learning Development (PLD) sessions across the school both in departments and whole school. They also quality assure T&L alongside senior team, coach staff and showcase their teaching to others too. Lead Practitioners and the Senior Leadership Team work to improve T&L which in turn enables our curriculum to be implemented as designed.



Policy statement

The Key Stage 3 Curriculum Year 7,8 & 9

The curriculum is devised to allow students to follow the essential core subjects of English, Mathematics and Science as well as having a broad and balanced experience

of humanities and creativity subjects. The subjects will allow students the opportunity to make more informed choices during the options process. Every student has either English or Mathematics every day to build on the importance of literacy and numeracy skills so that they can have a good foundation for access to the KS4 curriculum. Curriculum planning for all subjects is an integral part of leaders and their staffs work and the intent, implementation and impact of their curriculums are routinely assessed via a series of subject Deep Dives each half term. Subjects plan curricula that reflect the school and trusts vision for education – “Ambition through Challenge” is a key pledge we make to ensure students are ready to be lifelong learners and to be “Nothing but the Best”.

Subject	Allocated time in a fortnight (mins)
English	450
Mathematics	450
Science	450
Globality (Geography/ History/ RE)	450
Modern Foreign Languages	225
Physical Education	225
Art	150
IT	75 (150 Yr 9)
Music, Dance and Drama	225 (150 Yr 9)
Design Technology	225 (150 Yr 9)
Aspire (PSHE)	75

The KS4 Curriculum Year 10 & 11

Cockshut Hill Schools’ curriculum in year 10 and 11 is concerned with ensuring students get a “broad and balanced” choice that enables them to experience a range of subjects suited to their future ambitions whilst also allowing students to stretch their potential in subjects not offered to them before.

All students will have 3 options choices on top of the standard core subjects they must study. This allows students to still follow the EBACC qualification if they wish to do so or continue with subjects they have developed a passion for from the KS3 curriculum. Students can also venture into new qualifications not delivered at KS3.

EBACC

Students will follow the core subjects of Maths, English language, English literature and Science. They are also expected to complete the Modern foreign language they are currently studying (Spanish, French or Urdu) and a Humanities subject (History or Geography). Some students with a strong track record in Science at KS3 may attempt triple science which results in 3 GCSE’s (Biology, Chemistry and Physics). Many 6th form colleges and Universities value this combination of qualifications.

In addition to this core curriculum, students will also be able to choose one other option. If students elect to choose both History and Geography, this combination is possible within this pathway.

Year 10 in 2021/2022 *Allocated time in a fortnight (mins)

Subjects	Time*	Subjects	Time*	Subjects	Time*
English	525	Geography	300	RE	300
Maths	525	History	300	Spanish	300
Science	525	Engineering	300	Urdu	300
Fine Art	300	Child Development	300	Music	300
Statistics	300	iMedia (ICT)	300	ASPIRE (PSHE)	75
Computer Science	300	OCR National Sports Science	300	Hospitality and Catering	300
PE	150	Photography	300		
Drama	300	French	300		

Year 11 in 2021/2022 *Allocated time in a fortnight (mins)

Subjects	Time*
English	645
Maths	645
Science	585
Fine Art	320
Statistics	320
Computer Science	320
PE	150
Drama	320
Geography	320
History	320
Engineering	320

Child Development	320
iMedia (ICT)	320
OCR National Sports Science	320
Photography	320
Hospitality and Catering	320
French	320
RE	360
Spanish	320
Urdu	320
Music	320
ASPIRE (PSHE)	75

Period 5

Year 11 students will have an extra hours learning every week (except CPD Tuesday) in all of their subjects (options will rotate between terms)

This time is a full one hour lesson with curriculum aims still the same as for all other lessons.

Cultural Capital Curriculum

Cockshut Hill is extremely proud of the introduction of a programme of events that allow students to build their cultural capital whilst in school.

At KS3 ALL students are taken on 2 trips per year

that extend their learning outside of the classroom and build their appreciation of the country they live in. Examples of events include a visit to the Black Country Living Museum and a trip to Weston Super Mare for a day at the seaside. Most visits are closely linked to the taught curriculum in certain subjects for example Geography links (Coasts) to our Weston-Super-Mare trip for year 8 students.

At KS4 ALL students have 1 cultural capital trip per year. Year 10 students are taken to a night time performance of A Christmas Carol (one of their main texts) at Stratford RSC. Year 11 have a trip to London visiting many of the most important institutions found there such as Parliament.

All trips are fully paid for by the school and the full offer can be found on the school's website.

Aspire (PSHE Programme)

Cockshut Hill students undertake PSHE in the form of the schools ASPIRE programme. This is a timetabled lesson once per fortnight where students are taught the full range of PSHE requirements including sex and relationships education.

The ASPIRE programme is created a year in advance and mapped out for all year groups. Staff are allocated to each topic after an audit of their skills/knowledge on particular topics.

Support for Special Needs - Mainstream

In line with the SEN Code of Practice, Cockshut Hill has a Director of Inclusion/SENCO whose responsibility it is to co-ordinate provision for mainstream students with special educational needs. The school's inclusion policy details how students' special needs are identified and monitored with support tailored in accordance to their Code of Practice stage and specific needs.

Cockshut Hill recognises that there are many students without a statutory statement of SEN who also have diverse needs. All faculties have an inclusion policy which reflects our commitment in providing a broad, balanced, relevant and differentiated curriculum and, in doing so, meet the needs of individual students across the ability range.

EAL Department

Cockshut Hill has 1 full time member of staff who specialises in the teaching of students with EAL at all levels. Students are assessed for their need and then given discreet language lessons alongside accessing the rest of the curriculum once they are ready. Support is also provided for students in English and Maths by the EAL Department.

Work Related Learning

Work related Learning takes place across the curriculum, with different subjects and courses providing students with the opportunities and contexts in which to develop work-related skills, knowledge and understanding. The school's co-ordinator has mapped and recorded all programmes of work undertaken by faculties, and also any extra-curricular learning activities which contribute to the work-related learning curriculum. There is no discrete curriculum time for work-related learning.

Work-related learning is defined by us as any planned activity that uses work as a context for learning. It encompasses a broad range of activities which allow students to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts.

The aim of our work-related learning development is to enable all young people to:

- fulfil their academic and vocational potential
- apply their learning in a work context
- acquire the skills, attitudes and behaviours required in the workplace, including those necessary for health and safety
- be enterprising and to support enterprise in others
- develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work

Cockshut Hill prides itself on the quality of its numerous links with the community and with business and industry in the local area and further afield.

Cockshut Hill is a member of our local Chamber of Commerce who also support the classroom by providing links and companies to enrich specific curriculum related projects. The school has a member of staff who has the unique roll of 'employer engagement' and deepening the experience of our students across the curriculum from 11-18. We take great pride in providing opportunities for our students as we believe that making the appropriate links to the 'real world' will not only enrich their understanding of the curriculum area but will also begin to prepare them for life outside of school.