



Windsor High School and Sixth Form

Curriculum Policy

Curriculum Policy	
Responsible Committee:	Windsor Local Advisory Board
Policy Co-ordinating Officer:	Deputy Headteacher – Curriculum
Date revised by Windsor Local Advisory Board:	June 2024
Next review date:	June 2025

Curriculum Policy

Rationale

'To unlock the academic and personal potential of all our learners'

Our curriculum exists to ensure all students regardless of background and ability can aspire to 'unlock their academic and personal potential'. It empowers and equips students with the knowledge, character virtues and learning skills required to thrive in learning and in life. We are committed to students being challenged from their previous key stage learning experiences. Our curriculum will provide the platform in preparing students with the foundations for examination success.

Our curriculum should be the vehicle to allow our students to become:

- Confident and successful individuals, who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications.
- Responsible citizens who make a positive contribution to society including their local community and the wider international world in which they exist.

The needs of our students must drive our curriculum provision at all times. Whilst confirming our commitment to the broad and balanced principles of the national curriculum, we also celebrate and use our staff expertise to drive excellence and innovation.

In order to access a broad and balanced curriculum, all students need to be confident and proficient in the basic skills of Reading, Writing, Communication and Mathematics and these are given the highest priority at all times. We believe firmly that a student's progress is what ultimately leads to their achievement and that an enabling curriculum model is one that should facilitate this.

We also consider it critical that equality and fundamental British Values are promoted and realised at all levels of curriculum provision and that this is integral to outstanding practice. Whilst we provide individual and small group withdrawal support where necessary, our curriculum is one which celebrates inclusion at all times and we firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all.

All learners are of equal value and have an equal right of entitlement to an appropriate and worthwhile curriculum.

All Windsor High School and Sixth Form stakeholders - Children, parents, teachers, governors / Directors, the wider community and government - are legitimate partners in determining the curriculum.

The curriculum is the sum total of students' experiences during school hours and during extra-curricular activities. This includes developing the student's character both within and outside of school enabling them to have the knowledge and the skills to be able to flourish in society. Thus promoting character to be taught, caught and sought.

Aims

1. To meet statutory requirements
2. To provide all students with a broad, balanced, relevant set of learning experiences which are sequenced to allow them to develop progressively and which are appropriate to individual needs
3. To ensure coherent preparation for employment, training and Further and Higher Education

4. To promote the spiritual, moral, cultural, social (SMSC), relationships and sex education and mental and physical development of all students

How will the aims be met?

- By designing a curriculum fit-for-purpose in the twenty first century;
- By choosing the appropriate exam board specifications;
- By providing the highest quality learning experience inside and outside of the classroom;
- By regular formative assessment in order to diagnose students' strengths and weaknesses and inform future learning pathways;
- By providing access to high quality and up-to-date resources.
- By promoting good character both in and outside the classroom

Key Stages

At Key Stage 3 students study English, Maths, Science, Technology (Product Design, Graphics and Food), French, German or Spanish, Computing, Geography, History, RE, Art, Music, P.E. and Drama.

At Key Stage 4 all students study English, Maths, Science, and PE, plus choose four options best suited to their needs.

Students are given independent advice alongside consultation with parents prior to making options choices. Students are directed to a pathway either the English Baccalaureate Pathway (EBacc) or Pathway B.

Students on the EBacc pathway are directed to study core subjects, in addition to a language and either Geography, History or Ancient History. Students on Pathway B are directed to complete core subjects and either a language, Geography or History. Students on Pathway B will also have the opportunity to study a language for the English Baccalaureate as well if they wish to.

At Key Stage 5 students are offered a variety of A-Level and vocational options and subject consultations are held to assess suitability to their chosen courses.

In order for all students to follow a curriculum relevant to their particular needs, interests, strengths and aspirations, the curriculum will give students the opportunity to:

- follow vocational courses pre-16 and post-16
- have an optional work experience placement in Year 10; compulsory work experience placement in Year 12
- explore key issues relating to Careers and Citizenship
- engage in a wide range of extra-curricular activities enriching students' learning experiences
- follow a curriculum enrichment programme

PSHCE in all years (including Citizenship, Sex and Relationships Education (SRE), Careers, Enterprise and Work Related Learning) and Religious Education at Key Stage 4 is delivered through a combination of tutorial time, cross-curricular and alternative curriculum sessions as well as Character development days which run across all year groups.

Curriculum delivery

Education Progression Model

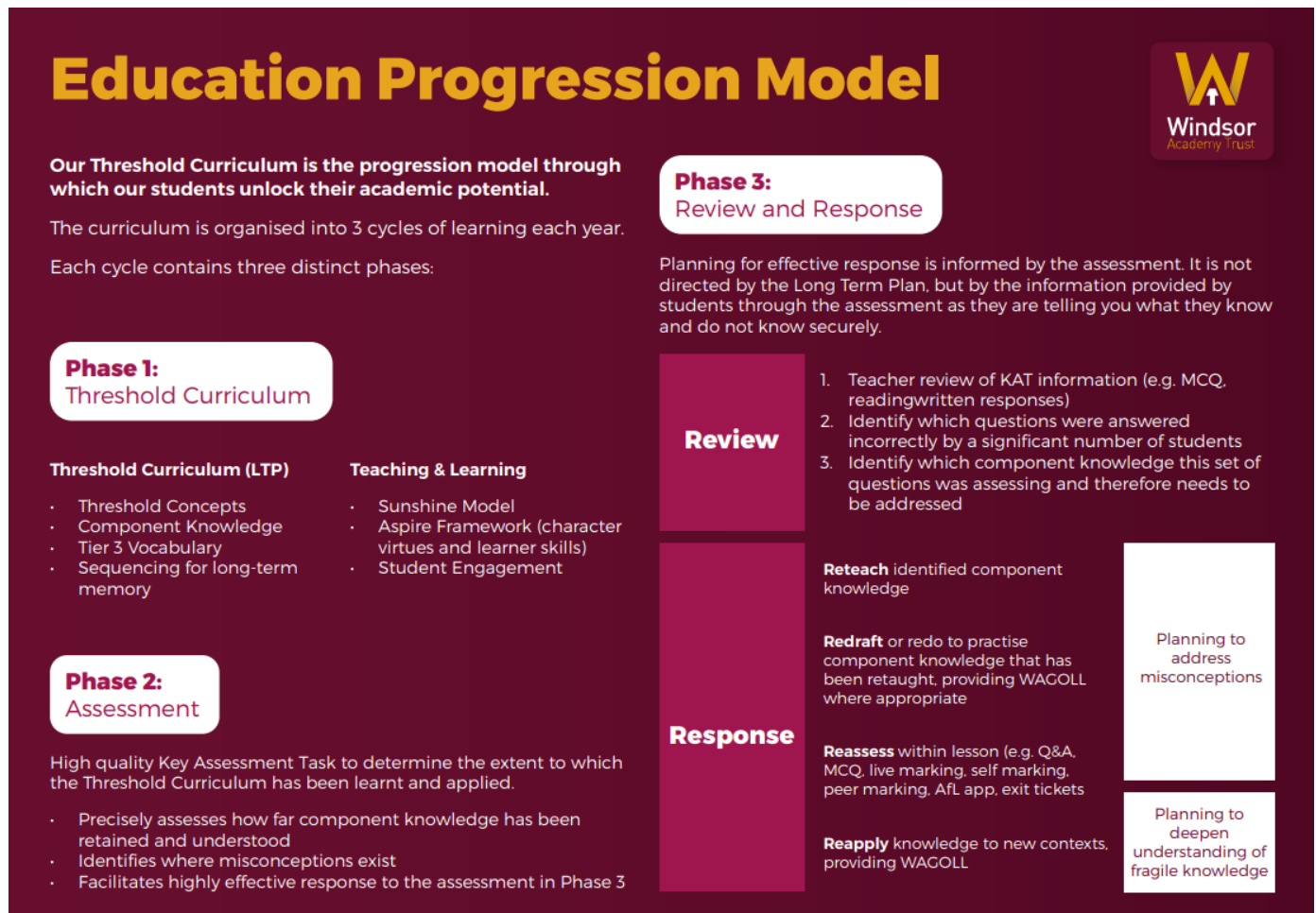
The curriculum at Windsor is broad, balanced, stimulating and engaging, offering personalised opportunities for all students. Our curriculum builds on learning experiences at primary school, working towards the mastery of skills, knowledge and understanding that prepares students for

their examination courses. We aim to foster a love of learning, stimulate curiosity, develop creativity and enthuse and engage so our students become lifelong learners.

The principle behind the Education Progression Model

Students should be able to maximise their learning by having the opportunity to revisit learning, correct their misunderstandings and be challenged even further with the content learned.

As such the curriculum is split into cycles, with 3 distinct Phases in each cycle:



Threshold Curriculum (Year 7, 8 and 9)

Our KS3 Threshold Curriculum is anchored in high challenge for all, it will provide the platform in empowering and equipping students with the foundations for examination success and lifelong learning. To facilitate this, the curriculum identifies threshold concepts, these represent a way of understanding or interpreting, or viewing something without which the learner cannot progress (Meyer and Land, 2003). Threshold concepts are carefully interleaved within the three year curriculum so that they are revisited and reinforced with different content and context attached to the threshold concept, giving students the opportunity to master the concepts.

The essential strands to curriculum include

- Understanding of the **threshold concepts** within a subject
- **Sequencing** threshold concepts over a journey of the curriculum to help students make progress
- **Interleaving** - connection of old knowledge to new knowledge
- Reducing the difficulty of cognitive overload by **creating memorable patterns** for which students can root their knowledge
- Focusing on **social justice** - allowing students to be exposed to different vocabulary

- Year 7 – 9 is split into 3 cycles (each 12 – 13 weeks in total)
- 9 – 10 weeks of teaching, embedding and assessing (Phase 1)
- Followed by a collection of data (Phase 2)
- Finished by a diagnostic and a period of review (DIRT) and re-learning (Phase 3)
- 3 Assessments coincide with 3 data collection points for KS3 (reduced from 5 currently)
- The three cycles approach from Years 7 & 8 also applies to Year 9 with a slight variation- Art, Music, Drama / Technology curricula (blocked on a rotation) will shorten the length of the Phase 1 and 3 to fit their rotations. There will be 3 data collections in Year 9.

GCSE and A Level

Splitting examination groups into 3 equal cycles will not fit in with the many various exam specifications, which dictate schemes of learning of varying length. Subjects will embed the 3 phases of the cycle within their Long Term Plans by the length of time suited to each topic within each subject.

There will be three data collections in Key Stage 4 and 5.

Assessment Cycle

What is great assessment?

- Must support teaching and promote learning.
- Must help close the learning gap between current and expected learning.
- Must be meaningful and manageable.
- Must raise aspiration and encourage pupils to work hard.

The goal of assessment

- Find out what pupils know & teach accordingly.
- Find out what pupils don't know and teach them it.
- Set pupils' challenging targets
- Pre-plan assessments to help define curriculum excellence.
- Use assessment data to evaluate & improve teaching.

Data tracking and collection

- Within Phase 1 of each cycle, departments are expected to complete periodic Key Learning Tasks as and when appropriate to measure learning. At the end of Phase 1 students should be ready to undertake a more formal Key Assessment Task (Phase 2 assessment).
- Assessment timing will precede the data collection point on the calendar (and the departmental data meeting).
- Formal exams in all year groups to be more explicit (see Examination Strategy below)

Student progression and achievement tracking Years 7 – 9

In most subjects there will be a Key Assessment Task at the end of each 360 cycle. These will be completed during lesson time and different subjects have different formats depending on the most suitable format for the subject. Some subjects (PE, Drama, Music, Art) may assess performance towards achieving the threshold concepts over a range of lessons.

Typically, Key Assessment Tasks will include multiple choice questions, short answer questions, vocabulary questions and questions that assess application through extended writing or problem-solving. They will also test learning from previous cycles as this has been shown to help students remember what they have learnt in the long-term.

The aim of the task is to determine the extent to which the Threshold Concepts have been understood and support students in their learning of the Threshold Concepts.

Scoring of Key Assessment Tasks

1. Students will initially receive a percentage score for each KAT from their subject teachers

2. Scaled scores are then assigned based on how each student has performed in the task against all the students in the secondary schools in Windsor Academy Trust in a similar way to national assessments like Key Stage 2 SATs and GCSEs.
3. Scaled scores are between 80 and 122 inclusive, similar to the scores given for Key Stage 2 (KS2) SATs in Year 6, with higher scaled scores representing better performance in KATs

Feedback / Response

Students will receive feedback during their lessons, as part of the third phase of the learning cycle. Therefore whatever the scores achieved, students will have the opportunity to reflect on their work and complete tasks that will aim to close any gaps in their knowledge in the last two weeks of each cycle.

Student progression and achievement tracking Years 10 -13

Once again, there will be Key Assessment Task at the end of each topic / unit of work. These will be completed during lesson time and different subjects have different formats depending on the most suitable format for the subject

Typically, Key Assessment Tasks will include a similar format to GCSE / A Level questions and may contain a range of multiple choice questions, short answer questions and questions that assess application through extended writing or problem-solving.

Scoring of Key Assessment Tasks

Students will initially receive a percentage score / grade for each KAT from their subject teachers which can then be tracked alongside the students target grade FFT Top 20% target / FFT Top 5% target.

Feedback / Response

Students will receive feedback during their lessons, following any KAT. Therefore, whatever the scores achieved, students will have the opportunity to reflect on their work and complete tasks that will aim to close any gaps in their knowledge.

Who will monitor the curriculum?

1. Curriculum Leaders and Faculty Directors within Faculties work collaboratively with The WAT Trust Subject Directors or Subject leads to monitor the curriculum.
2. Deputy Head (Curriculum) to monitor the patterns of recruitment of optional subjects and options within subjects, together with developing and reviewing curriculum offer to reflect appropriate pathways 14-19 for all students.

How will the curriculum be monitored?

By progress and examination analysis, lesson observation, talking to staff and students, sampling student's work, evaluating curriculum design.

Policy Co-ordinating officer: Deputy Headteacher – Curriculum

Date of last review: June 2024