



Dean Trust Ardwick

Curriculum Policy

2019 2020

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1. INTRODUCTION

The Curriculum Policy has been designed to allow parents and carers to become familiar with the Dean Trust Ardwick curriculum. The following pages provide an overview of curriculum design, the topics covered throughout the year in each subject and important information on homework, assessment and pupil groupings.

1.1 The Dean Trust Ardwick Curriculum Aims

British values remain a cornerstone of Dean Trust Ardwick and these are evident in all aspects of the school's curriculum. The school supports the spiritual, moral, social and cultural development of our pupils and promotes all forms of equality. This includes a commitment to LGBTQ+ equality that is embedded in teaching and learning practices during the delivery of the curriculum.

Our pupils are provided with a broad and balanced curriculum that aims to:

Provide pupils with access to powerful knowledge that:

- a) Takes them beyond their experience.
- b) Helps them to understand, interpret and critique the world.
- c) Enfranchises them as citizens of the world.

Develop pupils' ability to clarify and communicate their knowledge and understanding by:

- a) Building their vocabulary to successfully articulate their knowledge.
- b) Encouraging them to employ knowledge rationally and creatively across contexts.
- c) Developing the confidence and ability to discuss and debate issues with articulacy, coherence and precision.

Fostering a love for learning so that pupils:

- a) Intrinsically value the pursuit of knowledge.
- b) Possess a desire for continuous self-improvement.
- c) View hard work as its own reward.

2. CURRICULUM MAP

The curriculum focuses on embedding deep understanding of key concepts in each subject and it is based on high-expected standards of pupils.

The map below shows how the timetable of 30 lessons is split between the subjects at each year group. Each lesson lasts for 50 minutes and there are six lessons a day.

	Key Stage 3			Key Stage 4	
	Year 7	Year 8	Year 9	Year 10	Year 11
No. of lessons					
1					
2					
3	English	English	English	English	English
4					
5					
6					
7					
8	Maths	Maths	Maths	Maths	Maths
9					
10					
11					
12					
13	Science	Science	Science	Science	Science
14					
15	Computer Science	Computer Science			
16			Computer Science	R.E PSHE & Citizenship	R.E PSHE & Citizenship
17	Modern Foreign Languages	Modern Foreign Languages**		Physical Education	Physical Education
18					
19					
20			Geography	Option Block A	Option Block A
21	Humanities*	Humanities			
22					
23	R.E, PSHE & Citizenship	R.E, PSHE & Citizenship	History	Option Block B	Option Block B
24					
25	Physical Education	Physical Education			
26					
27					
28	Technology & Art	Technology & Art	Technology & Art	Option Block C	Option Block C
29					
30	Performing Arts	Performing Arts	Performing Arts	Option Block D	Option Block D

*Humanities includes History and Geography

**All classes study Spanish and some classes also study French.

3. GCSE OPTIONS

All pupils in Year 9 must pick one pathway to follow when selecting their GCSE options. Within this pathway, they must pick one subject from each option block.

Pathway 1

In this pathway, pupils must opt to study separate sciences, a humanities subject (geography or history) *and* a language (French or Spanish). This academic pathway gives pupils the opportunity to achieve the English Baccalaureate Certificate. Pupils will be able to pick a further subject of their choice.

Option A	Option B	Option C	Option D
Triple Science	History Geography Spanish French	Art & Design <i>Business</i> Design Technology <i>Food & Hospitality</i> <i>iMedia</i> <i>Music Technology</i> <i>Sport Studies</i>	History Geography Spanish French

Pathway 2

In this pathway, pupils must opt to study a humanities subject (Geography or History) *and* a language (French or Spanish). This academic pathway gives pupils the opportunity to achieve the English Baccalaureate Certificate. Pupils will be able to pick a further two subjects of their choice.

Option A	Option B	Option C	Option D
Art & Design Design Technology PE <i>Business</i> <i>Sport Studies</i> <i>Performing Arts</i>	History Geography Spanish French	Art & Design <i>Business</i> Design Technology <i>Food & Hospitality</i> <i>iMedia</i> <i>Music Technology</i> <i>Sport Studies</i>	History Geography Spanish French

Pathway 3

In this pathway, pupils must pick four subjects, including one E-Bacc subject from Option D.

Option A	Option B	Option C	Option D
Art & Design Design Technology PE <i>Business</i> <i>Sport Studies</i> <i>Performing Arts</i>	<i>Business</i> <i>Child Development</i> <i>iMedia</i> <i>Food & Hospitality</i> <i>Performing Arts</i>	Art & Design <i>Business</i> Design Technology <i>Food & Hospitality</i> <i>iMedia</i> <i>Music Technology</i> <i>Sport Studies</i>	History Geography Spanish French

4. ASSESSMENT

3.1 Assessment without levels

Schools are no longer required to assess pupils using the national assessment framework, therefore, pupils' progress will no longer be reported on using national curriculum levels. The decision was made because the system was deemed to be no longer fit for purpose for the following reasons:

1. It was impossible to apply the national curriculum levels consistently or meaningfully.
2. A very high proportion of pupils, parents and even teachers become too focused on the grades rather than learning.
3. It was difficult for parents to understand the progress their child was making.

Schools have now been given the opportunity to decide how best to assess their pupils. Assessment at Dean Trust Ardwick aims to support our curriculum aims and to provide teachers with the opportunity to relay the correct information, at the correct time, about how pupils are progressing in their learning. Both formative and summative assessments are used throughout the curriculum.

3.2 Formative Assessment

Regular and effective formative assessment is integral to excellent teaching. It is the process of monitoring pupils' progress and providing ongoing feedback. At Dean Trust Ardwick teachers refer to this as 'responsive teaching'. All teachers aim to continuously test the temperature of learning in every lesson and adapt their teaching accordingly in real time. This approach to formative assessment helps pupils to measure their knowledge and understanding and to respond to feedback. Formative assessment also allows teachers to identify when pupils are struggling and what interventions are needed to close any gaps in knowledge.

Formative assessment is inclusive, involves high expectations for all and is underpinned by a belief that all children can succeed, regardless of perceptions about innate intelligence or economic background. Achievement should be interpreted in terms of the power of effort rather than the limits of ability. At Dean Trust Ardwick a variety of methods are used as formative assessment, including:

- ✓ Questioning during lessons.
- ✓ Marking of pupils' work.
- ✓ Observational assessment.
- ✓ Regular short re-cap quizzes.
- ✓ Scanning work for pupil attainment and development.

3.3 Summative Assessment

Summative assessment evaluates pupils' learning at the end of an instructional unit by comparing it against some standard or benchmark. Dean Trust Ardwick uses summative assessments to give pupils and their parents the opportunity to understand how well they have understood a topic or course of work taught over a period of time. Teachers use summative assessments to evaluate their delivery of the curriculum and the impact that they have made. School leaders use the information generated from summative assessments to monitor the performance of pupil cohorts and to identifying any necessary interventions.

Summative assessments at Dean Trust Ardwick take place once a term either in the form of an end of term test and an end of year exam.

The summative assessments indicate what grade pupils are currently working at. Dean Trust Ardwick use a 1-9 grading system, in line with the new GCSE grading structure. From year 7 pupils will be placed on a flight path to identify what grade they should achieve by the end of year 11, based on their performance at the end of Key Stage 2. The summative assessments indicate how well each pupil is progressing in relation to their individual flight path. Each year the school holds a ‘How Can I Help My Child Evening’ which explains these grades in greater detail so that parents and carers can clearly understand how well their child is progressing in their learning.

3.4 Additional Summative Assessments

Pupils with SEND and/or EAL will have specific additional summative assessments to provide information for their on-going reviews. These are in place to ensure that their individual needs are being met by the school and to identify any further support that may be required.

4. LEARNING PLANS AND KNOWLEDGE ORGANISERS

Teachers create Learning Plans and Knowledge Organisers every half term to support pupils in their learning and to communicate, precisely, what they should be taught and what they need to learn. These are presented in the form of an A5 booklet and they are stuck into pupils’ exercise books.

Each half term pupils are given a Learning Plan for each subject they study. Learning Plans outline the sequence of learning that will take place for a topic and they also outline the homework that will be set.

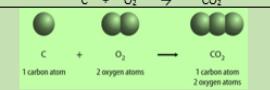
Pupils are also provided with a Knowledge Organiser for each subject they study. Knowledge Organisers are used to:

- Specify, in detail, the exact facts, concepts and precise definitions that pupils need to commit to memory.
- Indicate what pupils will need to know for their assessments and tests.
- Help ‘self-quizzing’ revision.
- Enable pupils to reflect on what they know and what they still need to learn.

Below is an example of a Learning Plan and Knowledge Organiser for Science.

Year 7 Science Learning Plan
What is the world made of?

Stage One	<ul style="list-style-type: none"> Learn the difference between a pure substance and a mixture (E) Dissolve copper sulphate (E) Use a Bunsen burner to get solid copper sulphate from a solution (E) 	Homework
Stage Two	<ul style="list-style-type: none"> Use chromatography to separate the colours in an ink (E) See a demonstration of distillation (E) Understand the processes involved in producing pure water (E) 	1. Complete Pearson Online '7a Mixture'
Stage Three	<ul style="list-style-type: none"> Build models of elements compounds and mixtures (A) Make sense of particle diagrams (B) represent elements by their symbols (F) 	2. Complete Pearson Online '7a Chromatography, 7b Distillation'
Stage Four	<ul style="list-style-type: none"> Heat magnesium in air investigate and explain the reaction (C&G) React magnesium with hydrochloric acid, collect gas and test for hydrogen (C&D) Represent chemical changes with models and diagrams (B) 	3. Complete Pearson Online '7a Elements'
Stage Five	<ul style="list-style-type: none"> react calcium carbonate with hydrochloric acid, test for carbon dioxide (C&G) measure the energy released from the combustion of ethanol (C&G) represent reactions with models, diagrams and equations (B) 	4. Complete Pearson Online '7d Models and Compounds'
Stage Six	<ul style="list-style-type: none"> measure the energy released when water is added to white copper sulphate (G) describe the reaction between copper sulphate solution and ammonia solution (B) 	5. Complete Pearson Online '7a Using ratios'
Review the Learning - Three is the magic number!	<ul style="list-style-type: none"> it is important that you revisit the content of the lesson on at least three different occasions in order to successfully commit the learning to memory. 	

Knowledge Organiser – Substances and Particles			
A. Key Words and Ideas	F. Symbol	Element	
Atom: The smallest particle of an element. There about a hundred different types.	H	hydrogen	
Molecule: Two or more atoms joined together. There are millions of different types of molecules.	O	oxygen	
Element: A simple substance made of one type of atom. There about a hundred elements.	Cu	copper	
Compound: A substance made from two or more elements. There are millions of different compounds.	Mg	magnesium	
B. Chemical reactions can be shown by equations and diagrams	Cl	chlorine	
	S	sulphur	
carbon + oxygen → copper oxide	Na	sodium	
C + O ₂ → CO ₂	N	nitrogen	
	C	carbon	
C. Reactions and Products	reactants	products	Formula Compound
sulphuric acid + magnesium	→	magnesium sulphate + hydrogen	
copper oxide + hydrochloric acid	→	copper chloride + water	H ₂ O water
magnesium + oxygen	→	magnesium oxide	CO ₂ carbon dioxide
ethanol + oxygen	→	carbon dioxide + water	CuSO ₄ copper sulphate
calcium carbonate + hydrochloric acid	→	calcium chloride + carbon dioxide	CuO copper oxide
hydrochloric acid + sodium hydroxide	→	sodium chloride + water	MgO magnesium oxide
hydrogen + oxygen	→	water	
D. Naming compounds			G. Evidence of reactions
1. There are often two words in the name.	2. The second element changes its ending to 'ide' when it's in the name of a compound.		light energy released appearance or colour changes
3. If there is a metal its name goes first.	4. If the name finishes 'ate' this shows that oxygen is in the compound.		clear (transparent) liquid goes cloudy
E. Separation techniques			temperature change
Filtration – separates an insoluble solid from a solution	Distillation – separates a solvent from the substances dissolved in it		'fizzing' (effervescence)
Chromatography – separates different solutes from each other (small quantities)	Evaporation – separates a soluble solid from the solution that contains it		change of mass

5. PUPIL GROUPINGS

Pupils are assigned to one of two bands, of equal ability, for timetabling purposes. Within these bands pupils are organised as follows: -

5.1 Tutor Groups

Pupils are assigned a tutor group using a number of factors. This relies mostly on the liaison with partner primary schools. The school also considers the balance of ability, gender and friendships, where appropriate.

5.2 General Teaching Set

By combining the Key Stage 2 National Curriculum Tests (SATs) and Cognitive Ability Tests (CATs) we create a ranked list of pupils, which generates the general teaching sets which pupils are assigned to. For each pupil we calculate an average of the raw scores achieved in the Key Stage 2 SATs. CATs are administered during the induction period. These tests assess pupils' thinking and reasoning abilities in verbal, non-verbal and quantitative competence. Pupils are placed into one set for their Maths lessons and another set for English lessons. For all other lessons pupils remain grouped in their English set. Grouping pupils in this way ensures that teachers can pitch the lesson at the appropriate level and that individual pupils' needs can be accurately met.

5.3 Meeting Individual Needs

All pupils will receive inclusive quality first teaching (QFT). QFT is the effective inclusion of all pupils in high-quality everyday personalised teaching; in all lessons pupils will be stretched, challenged and supported. However, some pupils may require additional support so that they can make the

same level of progress as their peers. Support is given at different levels dependent on the pupils' needs.

5.4 Special Educational Needs and Disability (SEND)

Pupils who are registered for Special Needs will have Individual Education Plans (IEPs) which ensure that the curriculum followed by the year group is tailored to meet their needs. Support is given according to statutory entitlement and the deployment of Learning Support Assistants within teaching groups as deemed appropriate. Please refer to the SEND information on the website for further information.

5.5 English as an Additional Language (EAL)

All pupils with EAL will be supported to ensure that they can access the curriculum, make academic progress and successfully operate within society. Pupils with EAL are assessed on how proficient they are in English. Pupils identified as 'absolute beginners' and 'beginners' are withdrawn from lessons for a period of time so that they can receive intensive English Language teaching. Gradually pupils will be phased into a full timetable whilst still accessing support when necessary. For other pupils with EAL, who have some acquisition of English, support will be provided by the classroom teacher and they will receive intervention appropriate to their proficiency of the English Language.

6. WHOLE SCHOOL LITERACY AND NUMERACY

A whole school approach is employed to help our school develop pupils' mathematics skills and their abilities to read, write and communicate effectively in order to access the curriculum and to reach their full potential.

6.1 Whole School Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and prepares young people for the world of work. A whole school approach to literacy at Dean Trust Ardwick is required to ensure the teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum, with all teachers regarding themselves as teachers of literacy, regardless of their subject specialism. The aims are that all pupils, by the end of Key Stage 4 will be able to:

- ✓ Read easily, fluently and with good understanding.
- ✓ Develop the habit of reading widely and often, for both pleasure and information.
- ✓ Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- ✓ Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- ✓ Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Core literacy skills have been identified. These skills are the foundations of our pupils' literacy development and therefore must be effectively embedded in all lessons across the curriculum.

6.1.1 Form Time Literacy

Each form is allocated one of our form time readers which have been carefully selected to address topics relevant to our pupils. Using a variety of whole class reading strategies, the form read the novel and use it as a stimulus for appropriate comprehension and discussion tasks. Form time reading has three purposes:

- To ensure pupils have more opportunities to enjoy sharing reading with adults and peer reading
- To develop pupils' SMSC and PSHE knowledge through the topics raised in literature
- To develop pupils' comprehension and oracy skills through tasks related to the literature

6.2 Whole School Numeracy

The Mathematics Faculty offers support to all other faculties with the numeracy elements of their subjects. This is in order to ensure that the numeracy required in each GCSE is embedded within the KS3 curriculum and that all topics are taught in a consistent way across all subject. When requested, the Mathematics faculty will deliver the content to pupils before it is taught in these subject areas.

6.2.1 Literacy and Numeracy Coordinators

The school appoint specific teachers to run numeracy and literacy interventions for pupils requiring additional support. These interventions form part of the school's Year 7 catch up and Pupil Premium strategy, full details of these can be found on the school website.

7. HOMEWORK

Homework is an important part of school life, contributing to pupil progress and attainment. It plays a key role in extending the knowledge, understanding and skills that are developed in school and provides opportunities for pupils to consolidate, enrich and extend their learning. Work that is set will consist of meaningful, manageable and motivating tasks or projects designed to extend the learning of the pupil outside the classroom and embed knowledge.

- Develop independence in our pupils through a range of homework opportunities that support the learning process and develop long-term memory.
- Ensure that homework has clear, explicit targets that are purposeful, timely and achievable for all pupils to succeed.
- Offer learning opportunities that embed prior learning and strengthen schema.
- Provide pupils with homework support in their pursuit of their daily personal and academic excellence by reinforcing and practicing key knowledge and skills.
- Deliver accessible and challenging homework to all. It should support the most vulnerable and include the provision of appropriate resources (time, space, materials and expertise).

The whole school approach to homework at Dean Trust Ardwick is outlined in the table below.

Whole School Approach to Homework – Key Stage Three		
Year 7		
Reading - 3 x 20mins per week	Maths & English - One main piece per week	Other EBacc Subjects - Quizzing and in-class low stakes test every three weeks
Year 8		
		✓ Maintain good habits whilst increasing the volume of homework ✓ Focus on pupils mastering key knowledge and skills through retrieval practice, application and skills practice
Reading - 3 x 30mins per week	Maths & English - One main piece per week	Other EBacc Subjects – PRET (practise, recall, extend & think) or Quizzing set once a week
Year 9		
		✓ Focus on mastering key knowledge and skills required for success in KS4 qualifications ✓ Homework matches the demands of KS4 qualifications
Reading - 3 x 30mins per week	Ebacc - One per week – specific to the demands of GCSE	Non EBacc Project based (half term) – similar to coursework demands of KS4 qualifications

The specific homework timetables can be accessed via the school website.

The following is a guideline of the amount of time pupils should be spending on their homework:

- 1 hour per week for English, Maths, Science.
- 40 mins for Spanish/French, History and Geography.

The importance of personal and independent reading is essential in developing the literacy skills of our pupils. As part of their homework pupils should be reading at least three times a week for 20/30 minutes from a book of their choice from home or the school library. Pupils are required to complete a weekly reading log, which is monitored by their English teacher.

At Key Stage 4 pupils are set homework at least once a week for each subject. The homework set will help pupils retain the key knowledge taught within the curriculum and forms part of our whole school revision strategy.

7.1 Revision

At Dean Trust Ardwick, we have developed a whole-school revision strategy that aims to:

- Develop a consistent approach to revision across the school.
- Embed revision into the curriculum and homework as part of pupils' everyday practice.
- Ensure pupils are educated on how to be effective learners so that they can take greater responsibility for their own revision and learning.
- Equip pupils with learning skills ready for life after GCSEs.
- Aid pupils with spacing revision, improving confidence and alleviating stress.

7.2 Homework Support

The school provides excellent study facilities for pupils in the Library and ICT rooms, where they can do their homework before, after school and at lunchtimes.

Pupils have access to Google Classroom. This is where they can access resources and support for their homework tasks. It is also a valuable means by which parents and carers can support their child's learning.