



# Guide to the Secondary Curriculum

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*'Excellence and Ambition for all'*





# Our Vision and Values

Our core values are at the heart of everything we do and ensure that all members of our community work together towards achieving our vision.

## Our Vision

Excellence and Ambition for all

## Our Values



### RESPECT

Be polite and considerate

Listen to others without interruption

Respond promptly and positively

Have pride in our environment and our community



### RESILIENCE

Have a positive attitude

Work hard, never give up

Learn from mistakes

Embrace challenges



### ASPIRATION

Aim high

Believe in ourselves

Accept only our best

Celebrate success



## Aspirational Curriculum Principles

Our curriculum is underpinned by the core belief that knowledge is power. Our curriculum is academically ambitious, engaging and rigorous and designed to embrace our Trust mission of 'Excellence and Ambition for all'.

We recognise the importance of reading and place high-quality texts at the core of our curriculum. We encourage students to be reflective, showing curiosity and a thirst for knowledge in order to improve as individuals. This enables them to develop holistically and become active participants in modern British life. We are ambitious and have the highest of expectations of all our students.

In order to realise our ambitions for our students we have developed a broad and ambitious curriculum, that is coherently planned and sequenced, and aims to:

- Provide a broad range of subjects and develop students' expertise within those individual subjects
- Ensure students follow a knowledge-led curriculum with ambitious end-points, through which they know and remember more in order to achieve their best
- Ensure literacy and numeracy are prominent within our curriculum and empower students to use an enriched vocabulary
- Develop aspiration and create opportunities, developing our students as confident, curious, and creative individuals, who are able to communicate effectively
- Ensure students are respectful and resilient, contributing positively to society
- Provide an extensive extra-curricular and enrichment programme to support the development of our students' character and prepare them for life as balanced, happy well-rounded individuals, who can succeed



## Aspirational Curriculum Principles

We see the curriculum as the mastery of subject-specific knowledge. It is this knowledge that allows students to explore the richness of the curriculum in more depth. Knowledge develops a love for learning and students are enthused by knowing more and remembering more. This enthusiasm raises attainment and aspirations for all students.

The deliberate design and sequencing of our curriculum allows our students to commit knowledge to long-term memory through a curriculum that builds on prior knowledge and revisits at levels of greater complexity

As a result of our knowledge-rich curriculum:

- Concepts are broken down into smaller, distinct items of knowledge to be mastered, ensuring a deeper understanding of the content being studied
- Teachers have a clear overview of the precise key component knowledge
- Students will learn, allowing teachers to focus on deciding the most effective way to explain the content to their students
- Teachers are able to identify specifically how to provide appropriate support and challenge, as well as adapting their teaching in response to feedback



## A Broad and Balanced Model

The curriculum structure at Stamford Park Trust schools is based on students developing a strong foundation of knowledge, skills and understanding in a wide range of subject disciplines. We believe our students deserve the very best standard of education and one that will help them achieve their aspirations for the future.

Our curriculum fulfils all statutory requirements and whilst the compulsory core for all students has an emphasis on the academic, it is broad and balanced in nature. Our model emphasises the importance of learning in literacy, numeracy, languages, humanities and science. Where appropriate we actively encourage high levels of participation in subjects that ultimately lead to the English Baccalaureate at key stage 4, with a high proportion of curriculum time dedicated to these subjects at KS3. In addition, students study a full range of subjects including Music, Computing, Technology, Art, PE and Drama.

At KS4 in addition to the academic core, we offer a wide range of optional subjects including creative, technical, vocational and alternative routes. KS4 courses prepare students for their examinations, but also seek to engage, inspire and challenge all students as they develop their knowledge and skills. Stamford Park Trust schools work with students and their families to determine the most appropriate route to follow, supporting future aspirations and offering the greatest opportunities for success.



## Curriculum Framework

Subject Curriculum Overviews are available for each year group in each subject, broken down by half term. The curriculum outlines detail what students will develop in terms of knowledge and skills, how they will be assessed and how their curiosity will be developed.

Learning Journeys demonstrate how this learning builds year on year, from when a student joins us in Year 7, to when they move to their next stage at the end of Year 11.

A knowledge organiser is available for all subjects on a termly basis. The organiser contains a summary of the key facts and key component knowledge for each subject. Students are encouraged to use them to revise, review and assess their subject knowledge and teachers use them to regularly revisit the key concepts to be learned. Knowledge organisers are designed to help students transfer knowledge from their short-term memory to long-term memory. Knowledge organisers also provide a precise and easy to understand way for parents and carers to become more aware of what their children are learning at school.

These documents are available to view on our school websites.



## Assessment

Stamford Park schools have developed assessment and reporting approaches to help all students and families have a clear understanding of the current levels of achievement and what is needed to improve, including the use of topic overviews.

### *Topic Overviews*

Stamford Park Trust schools use Topic Overview documents to clearly identify the key component knowledge and skills that all students should know, along with the key terminology that students should be able to spell, use and define.

The 'can' section of the document outlines how students are expected to apply this knowledge. The topic overview documents allow students to clearly understand what they are studying, how they are progressing and what they need to do to improve and secure the key component knowledge for the topic being studied.



## Assessment in Years 7 – 9 (KS3)

The essential knowledge that students are expected to know at KS3 is clearly identified for each topic for each subject area. It is expected that to have a secure understanding of a topic/subject at KS3, students need to retain at least 80% of this learning in their long-term memory.

To identify how students are progressing with their learning, three times a year the level of retention of this learning will be reported to parents using one of four range descriptors.

### ***Foundation: Less than 30%***

Less than 30% of knowledge and skills learned are secure in the memory. Students can recall simple processes and define some key terms. The learning is heavily reliant on teacher support.

### ***Developing: Less than 60%***

Less than 60% of knowledge and skills learned are secure in the developing memory. Students can apply the knowledge to familiar situations with some teacher support.

### ***Confident: More than 60%***

More than 60% of the knowledge and skills learned are secure in the memory. Students are starting to apply knowledge to familiar and new situations with increasing independence.

### ***Mastering: More than 80%***

More than 80% of knowledge and skills learned are secure in the memory. Students can apply the knowledge to new and unfamiliar situations (making links between different areas of learning), working independently.





## Assessment in Years 10 & 11 (KS4)

At the end of Year 9 GCSE number grade targets are established for KS4 students. These are informed by prior attainment information. Throughout the course of

KS4 teachers track student progress using GCSE number grades (1-9) or other Level 2 qualification grading systems.

Throughout Years 10 and 11, assessment and reporting will employ accurate use of GCSE grades with students receiving information about their actual graded performance regularly throughout the course. Each department has a clear understanding of the grade criteria expectations and examination board specifications which represent the key knowledge, skills and understanding needed to make progress.

### *Other documents*

- Curriculum Policy
- Assessment, Recording and Reporting Policy
- Careers Information Advice and Guidance Policy
- RSE Policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives

All of the above can be found on the school websites.

