



DEYES HIGH
SCHOOL

Curriculum Statement & Policy



DEYES
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SCHOOL

LYDIATE
LEARNING TRUST

Origination

VBE

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Curriculum Policy (DHS)

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Section A:

Lydiate Learning Trust Curriculum Overview and Vision

Lydiate Learning Trust

Curriculum Vision & Overview

“We engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion”

The schools within Lydiate Learning Trust believe that all our students have the right to a fully inclusive and diverse curriculum. A curriculum that is knowledge-based and which will equip our students with key skills for every stage in their educational lives and beyond. We believe we empower individuals through learning producing confident young adults with high levels of perseverance, proficiency and integrity.

Our schools plan their curriculum based on proven research but aim to encourage curiosity, discovery, creativity, co-operation, resilience and independence.

At LLT we include not only the formal requirements of a curriculum but also extra-curricular and deeper learning that are carefully planned in order to enrich the student’s experience. We look to enhance everyone’s cultural capital. We promote an enterprising culture that creates close working partnerships with businesses and wider partners.

We place a strong emphasis on reading, writing, oracy and mathematics in every year group.

In addition, the individual school based within LLT is centred around the locality and community in which the school is found so that our students are nurtured to fully contribute to the development of the local community and economy. We also ask that our students are developed as active citizens both in terms of their personal health and well-being but also that they support others.

Our schools are asked to build on the work students undertake and the curriculum followed at KS2 working closely with the feeder primary schools. Similarly, our schools prepare students for the next stage in their education journey taking extra care at each transition point throughout KS3 and KS4 and working in partnership with Higher Education establishments and employers at KS5.

LLT provides overall guiding aims and principles to assist the development of the curriculum in each school.

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Section B:

Curriculum Statement

CURRICULUM AIMS

This policy aims to reflect our school's maxim to **ENGAGE, ENABLE AND EMPOWER** and its intention to offer the highest quality of teaching and learning, which will equip students for life in their community, modern Britain and the wider global society.

We live the vision of Lydiate Learning Trust as “we engage with all with our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion.”

This policy outlines outstanding practice and the continued pursuit of excellence in all areas of school life. It clarifies the expectation that the School has for staff and students to ensure that all of our students learn and make progress in every lesson and over time.

We believe that all students should be provided with a curriculum that:

- Meets the needs of all students so that they are able to realise their potential
- promotes their spiritual, moral, cultural, mental and physical development
- prepares them for the opportunities, responsibilities and experiences of later life in modern Britain.

The curriculum extends beyond the formal provision of learning in the School. It is evident informally in what is often described as the ‘hidden curriculum’. This encompasses the relationships, attitudes, behaviour and the general quality of life in the school community as a whole, thus involving values and attitudes. The School has identified these key features within its ‘Core Values’.

Our aim is that the curriculum should help students to:

- Take responsibility for their own learning, through a variety of different opportunities.
- Develop lively, enquiring minds, the ability to question rationally, confidence, self-respect and a thirst for learning.
- Acquire and apply knowledge and skills relevant to the rapidly changing world in which they live.
- Make progress in all areas of their learning and to remain motivated and engaged in order to achieve high standards.

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- Appreciate and understand fundamental British core values and acquire a set of attitudes, tolerances and beliefs including a respect for and understanding of other races, religions and cultures.
- Develop self-respect for others together with spiritual, moral, social and cultural awareness.
- Appreciate human achievement and aspirations in areas such as art, music, science, technology and literature.
- Become well-rounded citizens who take full advantage of the opportunities presented to them and consistently conduct themselves in a way that benefits others.
- Make successful transitions through each stage of their education, from primary school, through Key Stages 3, 4 and 5 and on to employment, further training, further education or higher education.
- Develop knowledge, skills and understanding useful in work, using the context of the world of work.

CURRICULUM PRINCIPLES

Our curriculum is planned and organised on the following foundation principles:

- All students have an entitlement to the whole curriculum provision – irrespective of their ability, gender, ethnicity, culture or social or economic factors.
- The curriculum is broad and balanced and contributes to the education of the whole child.
- The curriculum is filled with rich first-hand experiences and is flexible and responsive to individual needs and interests.
- The Trust’s long-standing ‘Core Values’ are implicit within the culture of the school. The curriculum actively promotes the fundamental values of British citizenship; democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- The curriculum encourages all students to be responsible for their own learning and to engage in a variety of learning experiences.
- The Trust focuses on ensuring that all students make progress in reading, writing and mathematics.
- The curriculum promotes the differentiation of learning and teaching through the setting and grouping of students according to ability and prior attainment.
- Teachers have high expectations of all students and plan lessons to support yet challenge and stretch all learners. Targets are set which task all students to achieve.

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**Section C:
Curriculum Policy**

Intent

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”

Kofi Atta Annan

At Deyes High School, we believe that a rich and powerful education can open people’s minds to previously unknown information, theories, feelings, cultures, experiences and ambitions. We believe that such a powerful education, and the knowledge base that comes with it, opens doors of opportunity, personal progress, self-fulfilment and positive social influence to its beholders.

We, therefore, commit to the following curriculum aims:

All at Deyes High School are committed to providing a curriculum that:

- **meets the needs of all students so that they are able to realise their full potential**

We plan a curriculum with sufficient breadth, challenge and ambition for every student to realise their highest aspirations, then work tirelessly to ensure every student is supported to access that curriculum regardless of ability, need or disadvantage.

- **develops the whole child by promoting students’ spiritual, moral, cultural, mental and physical development**

We strive to ensure that every students’ experience, planned and unplanned (‘taught and caught’ Character Education) develops them as a human being. Resulting in every student being an enlightened, confident, virtuous and resilient member of local and global community.

- **prepares all students for the opportunities, responsibilities and experiences presented by life in 21st Century Britain.**

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We plan a curriculum that develops the fundamental functional skills of reading, writing and maths that every student needs to succeed in 21st Century. Students' critical analysis is also developed in order to navigate a media/information-rich society. We also provide students with exposure to and contact with a wider range of employment and education providers to broaden horizons and enrich students experience.

By doing so, all students will become:

- **confident individuals who take full advantage of the opportunities presented to them**

We believe that the most successful people seek out and accept opportunities to learn, grow and collaborate both in personal and digitally. Their curiosity, creativity and communication enable them to think 'BIG' and to think 'GLOBAL'.

- **responsible and active citizens who conduct themselves in a way that benefits others**

We believe that positive interactions and connections with others provide us with a sense belonging, purpose and wellbeing. We believe that this positive experience stems from individuals making kind and respectful choices based on a moral imperative and social conscience.

- **academically passionate and emotionally resilient**

We believe that the successes we become most proud of are the ones we worked hardest to achieve. We want all students to experience this sense of reward and to learn to enjoy the journey as much as the destination, to overcome barriers and to achieve the seemingly unachievable.

- **successful learners who develop an ever-increasing web of knowledge and autonomously seek and learn from feedback**

We believe that the first step in achieving success, is visualising it and then deconstructing it into achievable steps. By intentionally setting ourselves challenging goals, identifying and learning from role models, and by seeking and learning from feedback, we create our own autonomous path to success.

Implementation

The Deyes High School curriculum is structured in a way that equally values all National Curriculum subjects in providing our young people with an exceptional learning experience.

This is enabled through:

- a 2-week timetable that allows for careful allocation of time to each subject and experience
- a 3-year Key Stage 3 that ensures students have sufficient knowledge from a broad and balanced curriculum before personalising their pathway
- equal and open course choice for students of all abilities and backgrounds

The curriculum is delivered in a way that:

- actively seeks to creatively engage, inspire and capture the imagination of learners
- carefully sequences and presents curriculum content in a way that enables students' retention and fluent recall of knowledge
- identifies and addresses gaps in learning and common misconceptions
- develops students' reading and mathematics skills as the building blocks of effective learning
- caters for special educational needs and disabilities at all times
- promotes equality, fundamental British Values the schools' core values
- explicitly places all learning within its 'bigger picture' and its relevance to the world of work
- facilitates meaningful feedback that enables all students to improve performance
- explicitly develops students' study and recall skills, thus empowering them to lead their own learning

fully enables parents to support their children's progress through the curriculum

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- ensures that students in Key Stage 4 have an entitlement to study subjects from each of the statutory entitlement areas (the arts, design and technology, the humanities and modern foreign language).
- allows for the development of all students at Level 3 through the curriculum in years 12 and 13.
- encourages strong links with parents, neighbouring primary and secondary schools, industry, higher education, and other external agencies.

The curriculum is structured so that: -

- Each subject has a curriculum intent statement that ensures implementation develops the knowledge and skills appropriate for students of all ages.
- Knowledge and skills are built upon and curriculum plans take prior learning into account to avoid repetition and appropriate starting points.
- Each subject area has a clear subject and curriculum rationale including the subject sequence and how it builds knowledge and skills over time.
- Departments work with primary schools to avoid repetition and all key stage 3 planning is informed by a full review of Key Stage 2 coverage.
- All subjects are members of subject specific associations to ensure they keep abreast of subject developments

Our curriculum reflects the local context

The curriculum has been designed to ensure students have the knowledge, understanding and skills required to take full advantage of the opportunities provided by the local community and employment context, overcome any local barriers presented (such as social disadvantage) and inspire students to be fully informed of opportunities and experiences beyond the local context.

Our curriculum remains broad and balanced for all students

The curriculum offer is not narrowed and a full range of subjects are offered. At Key Stage 3 and 4 the National Curriculum is delivered. The full EBacc suite of subjects is available for all students to study at KS3 and 4.

We offer a strong academic core of subjects ensuring students receive a broad and balanced curriculum.

The curriculum is equitable and not reduced for any learners, including disadvantaged and SEND. All students have access to the full suite of subject and are supported in accessing it

Our plan to meet EBACC coverage

The school fully supports the Government targets for EBacc coverage.

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Year 10 – 75% by 2022 (2024 exams)

Year 10 – 90% by 2025 (2027 exams)

Cultural capital

Ofsted define cultural capital as ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

Deyes High School believes that Cultural Capital is:

- Providing students with the essential body of knowledge they need for later life
- Introduce them to the best of what’s been said or produced – eg classic literature and music, modern art and music, contemporary literature and local culture
- Awareness of other cultures

Deyes High School develops student's cultural capital through a comprehensive programme that starts in Year 7 and continues to Year 13. This includes:

- Providing students with a body of knowledge for later life through subject teaching
- Trips, visits and guest speakers
- SMSC lessons
- Thought for the Week
- Assemblies
- SRE

Impact

The impact of the curriculum will be reviewed on an ongoing basis and will include:

- GCSE results analysis
- A Level results analysis
- Vocational results analysis
- Termly analysis of in-year data for Years 7-13
- Progress reports by subject, student and groups of students

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However, we recognise that impact is not just about results. The impact may also be seen through a range of indicators including:

- Participation in school events
- Participation in extra-curricular activities
- Success in non-examination internal and external opportunities
- Wider contribution to the school
- Wider contribution to the community

Section D:

Curriculum Model

The School operates a 2-week timetable consisting of

50 x 55 minute lessons, including a specific lesson for the personal development curriculum

10 x 30 minute reading

10 x 20 minute pastoral/registration

Key Stage 3 – Year 7, Year 8 and Year 9

- In Key Stage 3, each year group is split into two, roughly equal, populations, L and M.
- Students are grouped by ability for the vast majority of subjects.
- Technology and PE are grouped within mixed ability cohorts.
- The first modern foreign language is Spanish for Year 7 and 8 and French for Year 9.

Lesson allocations per fortnight in key stage 3 are as follows:

	Year 7 Lessons	Year 8 Lessons	Year 9 Lessons
English	8	7	7
Mathematics	7	7	7
Science	6	6	6
Art	2	2	2
Geography	3	3	3
History	3	3	3
ICT	2	2	2
Languages	4	5	6
Music	2	2	1
PE	4	4	4
Drama	2	2	1
Personal Development	1	1	1
RE	2	2	3
Technology	4	4	4

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Key Stage 4 – Year 10, Year 11

- In Key Stage 4, each year is split into two, roughly equal, populations, L and M.
- Students study English, Maths, Science, Core PE, Personal Development and either 4 or 3 options depending on the individual needs. Students are guided through an open and equitable process to find the offer which suits them.
- A wide range of option subjects are offered; Art & Design, Business Studies, Catering, Computing, Dance, Design Technology, Drama, Engineering, French, Food Technology, Geography, Health and Social Care, History, IT, Music, Photography, Psychology, RE, Separate Science.

Lessons allocated per fortnight:

	English	Maths	Science	Personal Development	Core PE	Option A	Option B	Option C	Option D
4 options	9	8	9	1	3	5	5	5	5
3 options	10	10	9	1	3	5	6	6	

Key Stage 5

- The post-16 curriculum is reviewed annually to ensure that we best meet the needs of our students. Students follow study programmes based on their prior attainment at Key Stage 4 and focused on ensuring that courses match student’s abilities, career aspirations and/or university choices.
- A comprehensive programme of individual advice and guidance is offered to ensure that each student opts for the course that is most suited to them.
- The school has a long-established collaborative arrangement with the two neighbouring high schools. Two of the four options are timetabled at the same time across the three schools resulting in an increased Level 3 provision (over 30 different Level 3 courses each year) and greater flexibility of course choices.
- GCSE English and GCSE Mathematics are provided for those students who have not already achieved grade 4.
- All Level 3 students are encouraged to opt for and follow 3 subjects with the option of additionally submitting a Level 3 Extended Project. In some cases for students with high attainment scores from KS4 4 subjects are allowed and supported to stretch the most able.
- Level 3 Courses (A level unless stated) on offer at Deyes High School in 2020-2021 are Biology, Chemistry, English Literature, Further Mathematics, Geography, Health & Social Care (CTECH), History, IT(CTECH), Business (CTECH), Computing (BTEC) Photography, Physical Education, Physics, Psychology, Mathematics, Applied Science (BTECH), Engineering (BTECH)Religious Education (Philosophy & Ethics), Sociology, L3 Core Maths. The facilitating subjects are available within each of the options.
- Enrichment Core Studies is timetabled each Wednesday afternoon and allows students to opt from a range of enhancement courses such as Extended Project, work experience, sports leadership.

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Year 12 and 13 Lessons per fortnight

Level 3	Hours
Option A	9
Option B	9
Option C	9
Option D	9
Option E	4
Core Studies	4
Tutorial	1

GCSE English and GCSE Mathematics are available to those students who have not yet achieved a grade 4 or above in Option E. We also offer L3 Core maths.

Section E:

Monitoring and Evaluation

The school curriculum is reviewed on an annual basis. As part of this review, the proposed curriculum model is checked against:

- the needs of the current cohort of students
- new or existing national government policy and the most recent statement of intent
- further guidance from Ofsted, the Department for Education, the Educational Endowment Fund etc.
- the projected financial resource available to the school for the next 3 years

The curriculum is evaluated through an analysis of examinations results, student and parent voice surveys and a budget review.

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The delivery of the curriculum is monitored and evaluated through rigorous line management from middle and senior leaders. This includes information drawn from Faculty Inspections, which are conducted annually by the senior leadership team. Furthermore, the school operates a robust quality assurance process, which draws from a schedule of learning walks, work scrutiny exercises and student voice surveys.

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