

# Curriculum Policy

Reviewed by:	Teaching, Learning & Curriculum Committee
Signed (Governing Board):	
Date:	November 2023
Next Review due:	November 2024

**Produced by Turton School  
(To be reviewed annually)**

# Curriculum Policy

The curriculum policy should be read in conjunction with the Learning and Assessment Framework, which details the purpose of a Trivium based curriculum at Turton.

The curriculum time at Turton is arranged via 50 one hour lessons timetabled over a two week cycle. Scholars' Pathway classes have extra lessons after school. All lessons are of one hour, complemented by a 20 minute tutorial period between 8.50 and 9.10am each day. During tutorial students study aspects of citizenship, PSHEE, literacy, numeracy and character education with their form tutors. In years 7-10, a scholars' pathway form is created after entrance via a test, all other forms are then created in line with the others in the school: approximately 30-32 students, and giving a representative mix of the general school population.

## Key Stage 3

Key stage 3 builds the foundations for lifelong learning, adding to the work done in primary school. Each subject has clear progression routes to ensure that students meet their age related expectations. We initially develop the grammar of each subject: the knowledge and skills needed as building blocks for future learning. Upon a solid foundation we can encourage students to develop the dialectic of each subject, creating links between pieces of knowledge and creatively using skills to learn more. Students can then learn how to express themselves within each subject area, creating a specific rhetoric with which they can share their learning at a high academic level.

Some students are withdrawn for lessons in nurture group, support groups, literacy and numeracy enhancement.

## Year 7

Year 7 students are mainly taught in form groups, apart from Design Technology where they are taught in mixed groups of around 20 students and in Maths where they are placed into 5 ability sets for each half year group from early October. English, Spanish and Science have a bottom set for the weakest students to provide extra support. The Scholars' pathway is taught separately for everything apart from PE.

Y7	Scholars' Pathway	Main Pathway
Maths	3 hours	3 hours
<b>English</b>	<b>3 hours</b>	<b>4 hours</b>
Science	3 hours	3 hours
Geography	2 hours	2 hours
History	2 hours	2 hours
<b>French + Latin</b>	<b>4 hours</b>	
<b>Spanish</b>		<b>3 hours</b>
PE	2 hours	2 hours
RE	1 hour	1 hour
Computing	1 hour	1 hour
Art	1 hour	1 hour
<b>Drama</b>	<b>2 hours</b>	<b>1 hour</b>
Music	1 hour	1 hour
<b>Design Technology</b>		<b>1 hour</b>
<b>After School Study</b>	<b>2 hours</b>	

## Year 8

Year 8 students are taught in mixed groups of around 20 for Music, Art, Drama and Design Technology. They are placed in sets for Maths, Science and Spanish, with 5 sets per 4 forms, and are in mixed ability groups for English, although a set is formed of the weakest students to provide extra support. All other subjects are taught in form groups. The Scholars' pathway is taught separately for everything apart from PE.

Y8	Scholars' Pathway	Main Pathway
Maths	3 hours	3 hours
English	3 hours	3 hours
Science	3 hours	3 hours
Geography	2 hours	2 hours
History	2 hours	2 hours
<b>French</b>	<b>2 hours</b>	
<b>Spanish</b>	<b>2 hours</b>	<b>3 hours</b>
<b>Latin</b>	<b>1 hour</b>	
PE	2 hours	2 hours
RE	1 hour	1 hour
Computing	1 hour	1 hour
<b>Art</b>	<b>2 hours</b>	<b>1.5 hours</b>
Drama	1 hour	1 hour
Music	1 hour	1 hour
<b>Design Technology</b>		<b>1.5 hours</b>
<b>After School Study</b>	<b>1 hour</b>	

## Year 9

In year 9, main pathway students take 'mini' options. Maths, Science and Languages are all set. English is mixed-ability with a separate set for the weakest students. RE, Geography and History are taught in form groups. The Scholars' pathway is taught separately for everything apart from PE.

## Year 9

Subject	Scholars' Pathway	Main Pathway
English	<b>3 hours</b>	<b>4 hours</b>
Maths	4 hours	4 hours
Science	<b>4 hours</b>	<b>3 hours</b>
Languages	<b>5 hours (Fr + Sp)</b>	<b>3 hours (Sp)</b>
History	<b>2 hours</b>	<b>2.5 hours</b>
Geography	<b>2 hours</b>	<b>2.5 hours</b>
FE	1 hour	1 hour
Art, Design Technology, Drama and Music.	3 hours (Dr/Art/Mu 1 hour each)	3 hours (Dr/Art/DT 1 hour each)
Option 2 – Students choose 1 from PE, Dance, ICT / Computing, Business/Media	1 hour (Comp Sci)	1 hour
PE	1 hour	1 hour
<b>After School Study</b>	<b>1 hour</b>	

## Key Stage 4

Learning at key stage 4 builds on the strong foundations developed at key stage 3, gaining further knowledge (the grammar) and developing the dialectic and rhetoric aspects of the subject.

## Year 10 and 11

Students are placed in 6 groups for 4 forms in English (mixed ability), Maths and Science (both in ability sets). They have core PE and FE. The top half of the ability range are in the Ebacc Pathway, and the remainder of students is in the Open Pathway. Ebacc Pathway students all study a language and make two choices: Geography or History, and a free choice; for the Open Pathway one subject from the English Baccalaureate, and two free choices. Some students have lessons with learning support.

The curriculum offer at key stage 4 is GCSE qualifications in:

English Language

English Literature

Maths

Double Science or Biology, Chemistry and Physics

French

Spanish

History

Geography

Computer Science

Art and Design

Art and Design Graphics

Art and Design Photography

Business Studies

Dance

Drama

Media Studies

Music

Physical Education

Product Design

In addition, vocational qualifications are offered in:

BTEC Level 2 Health and Social Care

BTEC Level 2 Technical in Digital Technology

BTEC Level 2 Business Studies

BTEC Level 2 Physical Education

Level 2 Hospitality and Catering

Y10/Y11	Scholars' Pathway	Ebacc Pathway	Open Pathway
Maths	4 hours	4 hours	4 hours
English	<b>3 hours</b>	<b>4 hours</b>	<b>4 hours</b>
Science*	5 hours	5 hours	5 hours
PE	1 hour	1 hour	1 hour
RE	2 hours	2 hours	2 hours
<b>Geog or Hist</b>	<b>5 hours (Ge+Hi)</b>	<b>3 hours</b>	
<b>Language</b>	<b>3 hours</b>	<b>3 hours</b>	
<b>Ebacc subject</b>			<b>3 hours</b>

<b>Free Options</b>	<b>3 hours</b>	<b>3 hours</b>	<b>6 hours</b>
<b>After School Study</b>	<b>1 hour</b>		

\*There is a group of students (The Scholars plus most able in S and T band) that follow separate sciences. This is over 6 hours for the ebacc pathway - one hour is after school.

### Post 16

The post 16 offer is available to students who have attended Turton School in year 11 and meet the entry grade requirements, as well as students who have attended other providers. Students apply during year 11 and have a final interview just after GCSE result day. Again the curriculum offer is broad, and builds on the foundations developed at key stage 3 and 4, ensuring that students have the grammar, dialectic and rhetoric for each subject they study and are well prepared for their future careers. This is enhanced by a tutorial programme, which covers PHSEE topics and entry to university and work at 18.

The curriculum offer includes both academic and vocational/technical subjects and qualifications. EPQ is available for all students.

A Level (5 teaching hours per subject per week)	Level 3 BTEC (5 hours per A level equivalent per week)
Biology	Applied Science (Double)
Chemistry	Business Studies (Single and Double)
Physics	ICT (Single)
Maths	Health and Social Care (Single and Triple)
Further Maths	Media (Single)
English Language	
English Literature	
French	
Spanish	
History	
Geography	
Government and Politics	
Fine Art	
Art Graphics	
Art Textiles	
Art Photography	
Product Design	
Religious Studies	
Computer Science	
Dance	
Music	
Theatre Studies	
Physical Education	
Business Studies	
Economics	
Psychology	
Sociology	
Environmental Sciences	

## **Reading strategy**

Reading is the foundation of learning. Without a rooted ability to read, we cannot be independent in our education. Many students arrive at Turton with only a perfunctory ability to sound words out, without any comprehension of the text. Others arrive having read daily at Primary School, but not in a home environment that values reading, so suffer a sharp decline in their reading age during the early years of secondary education. Many also have a deficit in cultural knowledge and experience, which hinders their comprehension, inference and enjoyment of reading. In fact, there are approximately 15% of each year group that have a reading age below ten years, in response to this we have adopted a strategy to help improve reading proficiency.

### **Provision for all**

- All students in KS3 read twice a week in form time. Once a week they do 'Wonder Reading' (a non-fiction project) and once a week we are trialling a variety of approaches to fiction reading.
- All of our humanities subjects have put reading at the centre of their weekly KS3 homework. They also have done significant Triad work on reading more academic texts during lessons in their subject areas.
- Our library is open before, during and after school.
- We annually test all students' reading ages in year 7-9. In years 10 and 11, we test all new students using the A.R.T. test

### **Additional provision**

Students with a consistent reading age under 10 are given a bespoke curriculum. They followed a reduced languages course (2 hours instead of 3) and for the extra hour a week, they have a functional reading lesson in a small group of 12 or less students. This is taught by both English staff and our TA Level 4 (Literacy Lead).

- Our reading curriculum and pedagogy is based on reading/research, and our own experience over the last 4 years. There are regular reading meetings and learning walks to ensure that staff and students are well supported.
- We report to parents each year formally on the school's end-of-year profiles.
- In addition to this there is a bespoke form group in current year 9 for 7 students that we identified as having a reading age under 8 years. They read every day, except for assembly day.
- For 2-4 students in every year 7 & 8 form group, who have a reading age just above 10, we have some peer reading mentors in years 10 and 12 that read with those students every week. The reading mentors are given reading training, and two review meetings in the year.
- We have a different model to KS3 as not all KS4 students study Languages. So the nurture GCSE English group is designed in collaboration with the reading & English team to make sure we have the right students. The group studies English three times a week, and functional reading once a week.

### **Literacy and Numeracy**

Young people at Turton experience a knowledge-rich curriculum that helps them grow into competent lifelong learners and become confident, caring and responsible citizens. Good literacy and numeracy skills enhance a child's opportunity to progress, not just in an educational setting, but throughout their life. Being literate and numerate is an essential life skill, which allows young people to flourish both intellectually and emotionally, raising not only self-esteem but also opening doors to help them access a plethora of opportunities; it also encourages positive relationships. All teachers are teachers of literacy and numeracy.

All staff and governors have a responsibility, collectively and individually to contribute to the delivery of a broad, challenging and knowledge rich curriculum. Individually staff have a responsibility to strive to deliver lessons where literacy and numeracy is of the highest quality and where all students are equipped with the skills and knowledge to access the learning across all subject areas.