
	2 Curriculum Policy			
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1. CURRICULUM INTENT: STATEMENT

At Sandringham School, we aim to provide a curriculum which:

- Is as rich, inspiring and broad as possible to allow students to widen their horizons in each subject.
- Provides the depth that enables students to master the key knowledge and skills essential for each subject.
- Is well designed, inclusive and carefully sequenced to provide all students with a rigorous foundation for future progression.
- Engenders high expectations and challenge in order to build students' perseverance and self-belief.
- Provides students with opportunities to take their curriculum beyond the classroom to develop their love of learning, independence and creative thinking.
- Offers students a wide range of opportunities to own and personalise their curriculum in order to develop existing talents and interests and discover new ones.
- Enables students to maximise their potential, achieving the highest levels of academic success leading to the widest range of pathways.
- Raises students' aspirations and equips them with the knowledge and skills to flourish in their future careers.
- Will support all students to become confident and erudite and are able to lead, persuade and challenge others.
- Fosters the development of students' character, personal development, health and wellbeing preparing them to make a valuable contribution to society.

2. CURRICULUM INTENT: ORGANISATION OF THE CURRICULUM

The school week is divided into 25 sessions. There are 5 sessions per day, with 4 sessions before lunch and 1 session in the afternoon. The school operates a two-week timetable. At Key Stage 3 (KS3) the curriculum at least meets with the requirements of the National Curriculum and is currently organised as follows:

Subject	Year 7	Year 8	Year 9
English	3	3	3
Mathematics	3	3	3
Science	3	3	3
MFL	3	3	2
Second Language / Humanities Carousel	0	1	0
PE including Dance in Year 7 and 8	2	2	2
Technology	2	2	2
Art	1	1	1
Drama	1	1	1
Geography	1	1	1
History	1	1	1
Computer Science	1	1	1
Music	1	1	1
PRE	1	1	1
Personal Development	2	1	1
Modular Curriculum	0	0	2
Total sessions	25	25	25

In Year 9, students engage in the modular curriculum which takes place over two sessions a week and is comprised of 4 x 9-week module rotations throughout the year. This has been designed to add further richness to the curriculum, to widen students' horizons, provide opportunities to study subjects in more detail, develop their love of learning and enable them to begin to personalise their own curriculum in advance of taking their GCSE options in Year 10. The modular curriculum is reviewed each year, shared with students and families and published in the curriculum section of the school website.

Key Stage 4

The KS4 core curriculum is comprised of: English, Maths, Science, PE and Personal Development. In addition, students have 3 remaining subjects. The vast majority of students (at least 80%) are allocated to study a Modern Foreign Language (French, German or Spanish) and these students are encouraged to select history or geography as one of their remaining options in order to achieve the English Baccalaureate (EBacc). For students not allocated to study a MFL, they are required to select either history or geography in order to ensure breadth across the EBacc subject range. The curriculum is currently organised as follows:

Subject	Year 10	Year 11
English	4	4
Mathematics	4	4
Science (Triple or Combined)	6	6
PE or Dance	2.5	2.5
Personal Development	1	1
Allocated MFL or a vocational/ alternative GCSE course	2.5	2.5
Option 1	2.5	2.5
Option 2	2.5	2.5
Total sessions	25	25

- The curriculum, including option courses, is reviewed in the Autumn Term every year to ensure that the courses offered continue to meet the needs of each particular year group and their successful progression to the next stage of their education.
- The options system is currently organised on a free choice basis, after students have been allocated to MFL, with blocks constructed to enable the maximum number of students to be placed on their preferred courses.
- Subject options will only run if there is sufficient student interest to make the groups viable. Should a subject be oversubscribed, places will be allocated by lottery.
- Selection by prior attainment forms no part of the options placement process at KS4. However, guidance around which pathway is most suitable for students (including, for example, the decision about whether to study Combined or Triple Science, or CTEC Sport Science or GCSE PE for example) is made in consultation with staff based on student's achievement in that subject area.
- The specific qualifications on offer are available in the curriculum section on the school website.

Key Stage 5

- At KS5 the curriculum is currently organised together with Beaumont and Verulam schools (The BeauSand Ver Education Trust) to provide access to the largest possible range of courses.
- Similar to KS4, the availability of courses is dependent on sufficient student interest to make the course viable
- The curriculum across the BSV Education Trust is reviewed annually to ensure that courses remain appropriate and meet the needs and aspirations of students and enable progression to students' destinations.
- Entry to the Sixth Form is dependent on students meeting the entry criteria outlined in the application materials on the school website.
- The core curriculum of 3 (or sometimes 4) A levels or vocational qualifications (e.g. CTEC or BTEC) is complemented with a compulsory programme of Personal Development. Year 12 students opt to take either Sixth Form Games or a volunteering placement and there is wide a range of optional enrichment opportunities

- The KS5 curriculum offer is available on the school website.

Curriculum Mapping

Directors of Learning (DoLS) have mapped the curriculum for their subject at all key stages to ensure that it is coherently planned. It is mapped to embody our school's curriculum intent statement so that students have opportunities to study topics in depth so that knowledge and skills are mastered. Furthermore, it is sequenced to enable students to learn the curriculum well, providing a foundation for future learning and progression. Subject curriculum maps are available in the curriculum section on the school's website. In addition, it is mapped to literacy, numeracy, character and SMSC aspects of the curriculum.

Curriculum Enrichment

At Sandringham, we strive for every student to be involved in extra-curricular activities and there is a rich offer for students at all key stages. The specific offer is available on SOC's via the school website. Participation is monitored to enable review of the effectiveness of the provision.

At Sandringham, we have a dedicated Super Curriculum [website](#) for each taught subject. This comprises activities that students can undertake to take their learning further and beyond the taught curriculum.

3. LEADERSHIP OF THE CURRICULUM

- Specified members of the Leadership Group (LG) have responsibility for oversight of the intent, implementation and impact of the curriculum.
- In relation to curriculum intent, this includes reviewing the curriculum offer, the organisation of the timetable, placement of students, delivery of CEIAG, viability of courses and making recommendations as to new courses
- In relation to implementation, this includes supporting the development of subject knowledge and effective long term learning strategies in line with the school's Teaching and Learning policy.
- In relation to impact, this involves assessing students' knowledge of the curriculum, achievement and outcomes through internal assessments, national assessments as well as their progression to future pathways.
- Directors of Learning (DoLS) have responsibility for strategic leadership and direction of specific subject areas. These responsibilities include: curriculum mapping, organisation and regular review of schemes of learning, monitoring and evaluating the work of the subject area, supporting any non-specialist teachers, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all students. Each DoL is line managed by a member of LG.

4. GROUPING ARRANGEMENTS

- Sandringham School believes that individual faculties should have discretion to choose their grouping arrangements so long as all students' progress in their learning is a priority and that the whole school value of '*Everybody can be Somebody*' and the school's curriculum intent is maintained.
- The majority of subjects are taught in mixed prior attainment groups at all key stages. Where subjects employ some grouping by prior attainment, for example in Mathematics and MFL and PE, subjects must have clear procedures for placing students in different groups and must review student placement regularly. Any changes to groups made throughout the academic year should be communicated to parents in writing.
- Selection of groups is based on a variety of sources, including:
 - Prior and current attainment
 - External assessment data
 - Teacher assessment
- Student behaviour is not a criterion for selection. Requests for students to be moved 'down' groups should be thoroughly discussed and focus on the impact on the student's motivation and learning. All teaching groups must be designed to maximise learning outcomes.
- All stakeholders: students, teachers, and TAs should be involved in the process determining effective groupings where they exist. Consultation should also include the Performance Director (PD).
- While numerical codes (e.g. Set 1 - Set 8) are attached to groups for purposes of timetabling, to aid motivation it is preferable that they are not referred to as 'top' or 'bottom' sets.

- Ideally, higher groups should never be full and, where reasonable, space should be made for students 'moving up'.
- Higher groups will invariably have larger numbers of students than lower groups.
- Ideally, teachers should teach a balance of 'sets' and no single teacher should have a timetable skewed with either 'higher' groups or 'lower' groups.
- It is permissible for faculties to have single gender groups provided it can be justified that, in doing so, it is going to raise standards of attainment for both genders.
- Teachers should recognise that 'set' groups are not homogeneous and that adaptation and scaffolding remains crucial if learners are to maximise their potential. This relies on teachers knowing their students as individuals, supported by understanding students' needs from each 'Class Profile' and deploying strategies such as scaffolds and extension tasks where appropriate.
- Where subjects do set by attainment, faculties should
 - Review their teaching groups on a regular basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals if attainment is below expectations.
 - Plan opportunities for students to move sets, informing parents / carers in order to strengthen the home-school partnership as well as other appropriate external agencies who may be supporting a student.

5. MONITORING THE EFFECTIVENESS OF THE CURRICULUM

- The DH i/c curriculum is responsible for monitoring how the curriculum is implemented across the school and its impact on students.
- The link LG member is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible.
- Directors of Learning and their LG links will monitor the curriculum throughout the year using a variety of self-evaluation tools such as lesson observations, learning visits, work scrutiny and the Autumn review (a review of external progress data)
- The Local Governing Body also monitors the effectiveness of the curriculum through their meetings and visits to the school.