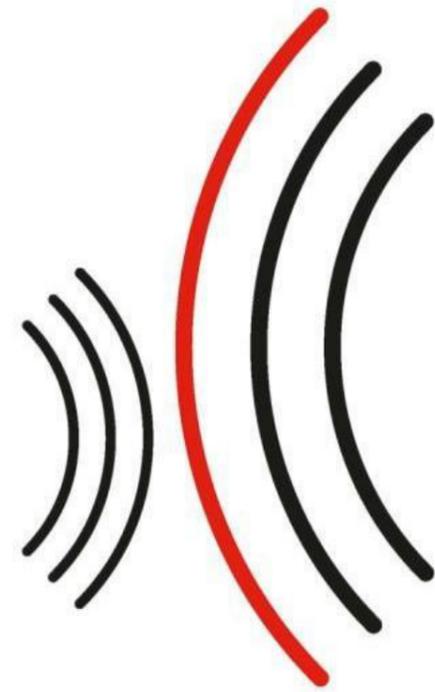


**CURRICULUM AND FRAMEWORK POLICY  
2021/2022**



**Ecclesfield  
SCHOOL.**

Shared with the Governing Body on 15 December 2021

Signed:  
(Headteacher)

A handwritten signature in black ink, appearing to read 'Richard J. Walker'.

Signed:  
(Chair of committee)

A handwritten signature in black ink, consisting of a stylized 'L' shape.

Chapelton Road, Ecclesfield, Sheffield, S35 9WD  
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## OUR MISSION

All students are empowered, through access to a broad range of skills, qualifications and experiences, to become independent, respectful and informed citizens who exceed their personal and academic potential.

## OUR VISION

Our vision is based upon the principle of '*Successful Students, Collaborative Community*'

### **'Successful Students'**

All students receive the highest standard of education in a challenging, engaging, supportive and highly aspirational environment as a result of which they develop a love of lifelong learning.

### **'Collaborative Community'**

We all share a passion for, and a commitment to, the community we serve. We work together to contribute positively to the school and the wider community.

## OUR VALUES

Our values underpin all that we do as a school and are brought to life in all areas of our organisation

### **Work Hard**

We recognise that good work comes from hard work and that hard work pays off.

### **Be Kind**

We are polite and considerate. We celebrate our differences and help those in need.

### **Aim High**

We are ambitious and determined and make the most of every opportunity.

### **Show GRIT**

We overcome challenges that stand in the way of achieving our goals. We stay positive and never give up.

## OUR BELIEFS

- We have a fundamental and unrelenting belief in the potential of every individual.
- We do whatever it takes to ensure a child is happy, safe and successful.
- We promote strong moral values. maintain high standards of orderly behaviour and lead by example.
- We promote positive well-being in all aspects of life and the school community.
- We believe in lifelong learning of all staff, students and stakeholders.

## Introduction

All students at Ecclesfield School receive a broad and balanced curriculum that is fit for purpose in today's society. Every student, regardless of their starting point, background or circumstance, receive a curriculum that will enable them to:

1. Gain the skills, knowledge and qualifications they need to be successful in life
2. Develop skills and qualities that will allow them to contribute positively to society.

## Our Curriculum Intent – Curriculum Vision

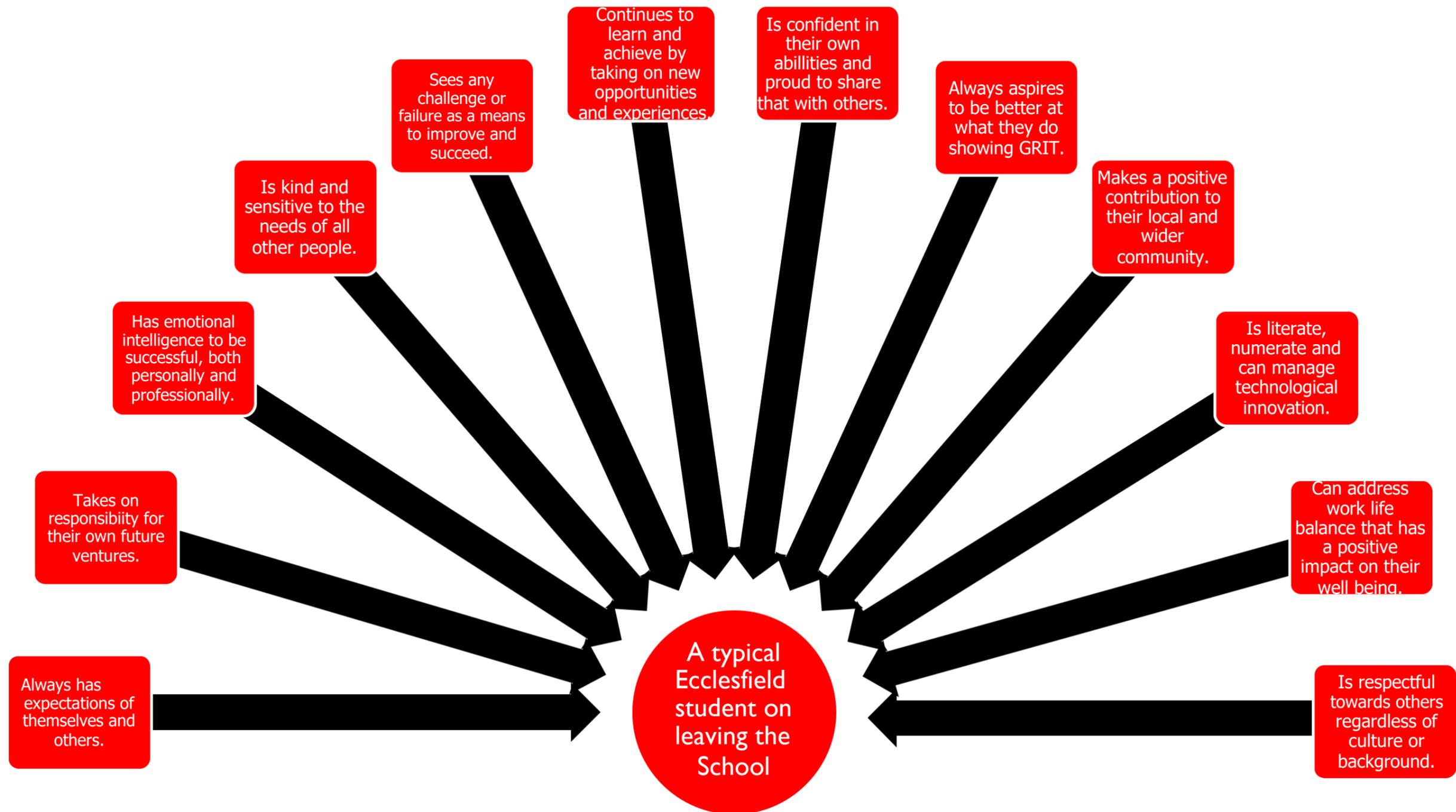
The curriculum at Ecclesfield School is personalised to meet the needs of all individuals. It is meticulously planned and rigorously evaluated, to ensure improvements are made swiftly to enable sustainable progress for all.

Ecclesfield School's curriculum policy is based on the following aims:



## Our Curriculum Intent - Curriculum Outcomes

The curriculum at Ecclesfield School is crafted to provide all students with the key skills and qualities required to ensure success in their future ventures. As such, the diagram below outlines the skills and qualities that the curriculum will develop in all students by the time they leave Ecclesfield School at the end of Year 11:



## Roles and Responsibilities

### ***The Head teacher will ensure that:***

All statutory elements of the curriculum, and those subjects which the School chooses to offer, have aims and objectives which reflect the aims of the School and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Trustees annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

### ***The Trustees will ensure that:***

- It considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

### ***SLT, as Subject Link Line Managers will ensure that:***

- They have an oversight of curriculum structure and delivery within their departments.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their departments.
- Schemes of learning are monitored and reviewed on a regular basis.
- Robust and regular assessment procedures are in place.
- Levels of attainment and rates of progression are discussed with Curriculum leaders (CLs) on a regular basis and that actions are taken where necessary to improve these.

### ***Curriculum Leaders will ensure that:***

- Long term planning is in place for all courses. Schemes of learning will be designed using the School pro-forma and will contain curriculum detail on: context, expectations, key skills, lesson purposes, learning outcomes, learning activities, differentiation resources, stretch and challenge.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate SLT link line manager informed of proposed changes to curriculum delivery.
- They review student performance data on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

### ***Teaching staff and learning support staff will:***

- Ensure that the School curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects and deliver quality first teaching.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those

- needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

**Students will:**

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the School and extending beyond the classroom into the family and community, through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back 'on track' quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices at KS4.

**Parents and carers will:**

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

**Monitoring, Evaluation & Review**

The governing body receive an annual report from the Headteacher on:

- The standards reached in each subject compared with national benchmarks.
- The standards achieved at the end of each year taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The governing body review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

**The Explicit Curriculum – Our Curriculum Model and Structure**

The School day is as follows:

<b>Registration</b>	8:50am	-	9:10am
<b>Period 1</b>	9:10am	-	10:10am
<b>Period 2</b>	10:10am	-	11:10am
<b>Morning Break</b>	11:10am	-	11:30am
<b>Period 3</b>	11:30am	-	12:30pm
<b>Lunch A</b>	12:30pm	-	1:00pm for Y7, Y9, Y11
<b>Lunch B</b>	1:30pm	-	2:00pm for Y8, Y10
<b>Period 4 for Y8, Y10</b>	12:30pm	-	1:30pm
<b>Period 4 for Y7, Y9, Y11</b>	1:00pm	-	2:00pm
<b>Period 5</b>	2:00pm	-	3:00pm

Study Support & Extra Curricular Activities from 3:15pm.

### Key Stage 3

Upon entry to the School, students are placed in mixed ability tutor groups of approximately 30 students. Students then embark on a 5 year GCSE journey as soon as they start at the School. Curriculum plans and schemes of learning in all subjects have strategic five-year plans in place throughout which the key skills, knowledge and understanding required for success at KS4 have been mapped out. Staff delivering a curriculum that strengthens and builds on students' KS2 knowledge and skills eases transition.

Subject	Lessons per fortnight			Additional information
	Y7	Y8	Y9	
English	9	9	8	Mixed ability
Maths	8	8	8	Set by ability
Science	6	6	9	Mixed ability
History	3	3	3	Mixed ability
Geography	3	3	3	Mixed ability
French/Spanish/German	4	4	4	Set by ability from Term 2 in Year 7
SMSC/RE	1	1	1	Mixed ability
Physical Education	4	4	3	Mixed ability
ICT	3	3	2	Mixed ability
Art	2	2	2	Mixed ability
Drama	2	2	2	Mixed ability
Music	2	2	2	Mixed ability
DT/Food	3	3	3	Mixed ability

Approximately 4% of our KS3 cohort follow a bespoke pathway in Y7 and 8 (ALP) which focuses on literacy, numeracy and emotional resilience. Humanities and MFL are still accessed in an appropriate and specific way for our most vulnerable, thus ensuring no narrowing of the curriculum.

**For any subject specific content, please refer to the curriculum tab on our website, followed by subject and/or year group. <https://ecclesfield-school.com/curriculum/subjects>**

**You should also be able to see the contact details for each curriculum leader, should you require any further information – these are also available in your child's plan**

## Key Stage 4

### Year 10 & 11:

Students start their KS4 qualifications programme in Year 10 and opt in Year 9. During the Options process, information for each student is carefully analysed and each child is directed towards an appropriate Pathway. We are ambitious around the Ebacc whilst ensuring the curriculum is right for each individual student. The grid below shows the structure of the KS4 curriculum with 50 hours over a two week period, lasting for two years.

	<b>Y10</b>
1	<b>Maths</b>
2	
3	
4	
5	
6	
7	
8	
9	
10	<b>English</b>
11	
12	
13	
14	
15	
16	
17	
18	
19	<b>Science</b>
20	
21	
22	
23	
24	
25	
26	
27	
28	<b>SMSC/RE</b>
29	<b>Core PE</b>
30	
31	<b>Option W</b>
32	
33	
34	
35	
36	<b>Option X</b>
37	
38	
39	
40	
41	<b>Option Y</b>
42	
43	
44	
45	
46	<b>Option Z</b>
47	
48	
49	
50	

	<b>Y11</b>
1	<b>Maths</b>
2	
3	
4	
5	
6	
7	
8	
9	
10	<b>English</b>
11	
12	
13	
14	
15	
16	
17	
18	
19	<b>Science</b>
20	
21	
22	
23	
24	
25	
26	
27	
28	<b>SMSC/RE</b>
29	<b>Core PE</b>
30	
31	<b>Option W</b>
32	
33	
34	
35	
36	<b>Option X</b>
37	
38	
39	
40	
41	<b>Option Y</b>
42	
43	
44	
45	
46	<b>Option Z</b>
47	
48	
49	
50	

## **KS4 Curriculum**

The following subjects are offered during KS4, although not all run every year, depending on demand.

<b>GCSE courses</b>	<b>Other courses</b>
English Language	BTEC DIT
English Literature	BTEC Enterprise
Mathematics	BTEC Music
Biology	BTEC Performing Arts
Chemistry	BTEC Travel and Tourism
Physics	CNAT Engineering
Science trilogy	CNAT Health and Social Care
History	CNAT Sports Science
Geography	WJEC Hospitality and Catering
French	
German	
Spanish	
Art	
Computer Science	
Physical Education	
Photography	
RE	

## The Bridge Pathway

**'Alternative curriculum provision to re-engage, empower and inspire students' who are underperforming and not engaging across a range of subjects.'**

The Bridge is an onsite alternative provision for students in Years 9-11 which aims to re-engage, empower and inspire underperforming students within the School through a bespoke, and tailor made curriculum, which meets the complex needs of the students referred to it. The Bridge provision is central to the School's mission: All students are empowered, through access to a broad range of skills, qualifications and experiences, to become independent, respectful and informed citizens who exceed their personal and academic potential.

The Bridge curriculum has been designed to focus on the core subjects of English, maths and science and other pastoral and vocational related experience to meet the more complex needs of the students referred to it. Lesson time is also reduced to 50-minute lesson to enhance engagement and progress of our hardest to reach students. Our subject specialists who have the skill and capability of working with vulnerable students deliver all lessons. Although the curriculum provision may be tailored to meet the needs of individuals, it operates around the core timetable illustrated below:

<b>Subject</b>	<b>Number of Lessons</b>
English	5
Maths	5
Science	5
Art	6
Photography	6
Construction	4
Personal Intervention	6
SMSC	1
PE	2
Total	40

## Personal Intervention Time

Personal Intervention time is utilised to deliver a range of targeted provision and interventions from the list below which are bespoke to meet the individual needs of students:

- Literacy programmes- including Lexia and Bedrock vocabulary.
- Reading
- The Princes Trust programme- to help build vulnerable young people's confidence and motivation, specifically working on employability skills.
- Workplace visits/ work experience
- Social skills sessions
- Mentoring
- Revision techniques/study skills
- Student Wellbeing interventions - e.g. smoking cessation, drug awareness, anger management, self- esteem

There are two other resources in school, the **Curriculum Plus Provision (CPP)** room and the **Quiet Room** both of which provided personalised support for our most vulnerable students. The CPP room is designed to support targeted KS4 students in the final year / months of their secondary education where ordinarily they would be vulnerable to falling out of education and becoming persistently absent. The Quiet room focusses on students who are returning to school from and they have faced significant adversity in their lives. Students follow with the support of an Academic Intervention mentor their curriculum as closely as possible. Parents and Carers are informed on a one to one basis about their wellbeing, curriculum and progress.

### **Y9 Pathways and Option programme in to a two-year KS4**

There are a number of 'Pathways' designed to offer an appropriate route for all students at Ecclesfield School. Each Pathway provides the opportunity to be challenged, to achieve and to succeed as they go into Post 16 education and/or training. The success of this is reflected in consistently low NEET figures, a real strength of the school. Each child is allocated one of the four Pathways based on a set of criteria. The criteria is derived from scaled score starting points from Y6 SATs, Reading ages, current progress being made and teacher consultation from MFL and Humanity subjects. In the Black and Red Pathway, students continue learning the language they have already started, as they do with their Humanity choice from Y8 into Y9. More details will be available during the Year 7 option process and at other appropriate times of the year.

### **The Additional & Different Curriculum – The Alternative Learning Pathway**

For more information regarding our Alternative Learning Pathway, please see the appropriate section on the website. This can be found here: <https://ecclesfield-school.com/curriculum/subjects>