**Curriculum Intent, Implementation & Impact**

**St Dunstans School**

**Draft: 10th January 2019**

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| **Curriculum Area** | **Intent** | **Implementation**  **(by SLT, Subject experts, teachers)** | **Impact on attainment/progress** |
| KS3 CORE Curriculum | All students experience a broad academic curriculum enabling them to develop the knowledge and skills to be successful at KS4 and beyond. The curriculum has sufficient variety to ensure that the needs for all students are met both academically and creatively.  The curriculum is designed to stretch and challenge all students, irrespective of their starting points. Teachers work closely with senior leaders and other specialists within the MAT to build subject curriculums which are well developed and resourced.  There is a strong spiritual, moral and cultural context to the curriculum with each subject area contributing and the use of specilised lessons to deliver PSHE.  The majority of subject areas follows a three year KS3, with the options process taking place during the middle of year 9. English, Maths and Science begin their KS4 courses in year 9 to allow sufficient time for completion. All other subjects use the later stages of year 9 to develop skills and knowledge desirable for KS4 to prepare for the transition. | The curriculum includes all National Curriculum subjects.  English - 8 x 50 minute periods per fortnight (+1 in Year 7)  Maths - 8 x 50 minute periods per fortnight (+1 in Year 8)  Science - 8 x 50 minute periods per fortnight (+1 in Year 9)  French - 6 x 50 minute periods per fortnight  Geography - 3 x 50 minute periods per fortnight  History - 3 x 50 minute periods per fortnight  Philosophy and Beliefs - 3 x 50 minute periods per fortnight  Games - 5 x 50 minute periods per fortnight  Technology - 4 x 50 minute periods per fortnight  Art - 3 x 50 minute periods per fortnight  Music - 3 x 50 minute periods per fortnight  Drama - 1 x 50 minute periods per fortnight  IT - 2 x 50 minute periods per fortnight  PSHE - 2 x 50 minute periods per fortnight  **French** is given more time than other foundation subjects due to the difficulty in accessing a MFL.  Progression in knowledge and skills is planned for by expert leaders in each subject area, with an ‘assessment tower’ designed by each department, that maps the knowledge and skills required for students to progress to higher levels of achievement across KS3. The assessment tower also plans for the transition between KS3 and 4, by mapping the knowledge and skills that students will have needed to master.  Students continuously revisit key parts of each curriculum through revision lessons, revision homeworks, leading to summative assessments at the end of each year.  SMSC and key characteristics are mapped by expert leaders in each subject, to ensure they are covered in relevant lessons across the term. | **Progress: Students who are making expected or above expected progress in relation to age related expectations.**  **Y7 - All 94%, PP 95%, SEND 91%**  **Y8 - All 88%, PP 83%, SEND 77%**  **Y9 - All 88%, PP 82%, SEND 76%**  **(July 2019)**  Parental survey results show:  98% of parents are happy with the values and attitudes of the school  100% of parents feel their child is well taught  98% of parents feel their child is making good progress  100% of parents feel their child is stretched and challenged  95% of parents feel that pupils get help and support to do their best when they need it.  Lesson observations show that in KS3 lessons:  82% of lessons show good or better progress  90% of lessons showed good behaviour for learning, differentiation and pace  Lesson drop in information shows that low level disruption is low and engagement in lessons is high.  ***Incidents of poor behaviour of KS3 in lessons are rare and have fallen by 60% over the last year.*** |
| KS3 SEND Curriculum | EXtra support is provided to ensure that SEND students are supported to make the same progress as all other students from a similar starting point. | A range of interventions are used to support selected students, based on their current needs including literacy, numeracy, social skills, speech and language.  TA support is allocated by the SENDCO to support SEND students to make the same progress as all others. In class support is directed by the classroom teacher to maximise the progress of identified students. | **In year 7 91% of all SEND are making expected progress**  **In year 8 77% of all SEND are making expected progress**  **In year 9 76% of all SEND are making expected progress**  **(July 2019)** |
| KS3 Differentiation | The curriculum is continuously reviewed and adapted to allow all students to make the same progress, whether through supporting those with a lower prior attainment, or those who should be achieving the highest grades by Y11. | Setting occurs in Maths and Science to reflect differentiated strategies required by bands of students in order that they make expected progress. This is constantly reviewed, and adjustments made throughout the year based on rigorous assessments.  In the remaining subjects, including English, students are grouped in mixed ability classes. Students who require additional support in lessons are grouped together so that this support can be provided by allocated LSA.  Subject experts and SLT continuously review differentiation through learning walks and booklooks. Results are feedback, and T&L is adjusted accordingly. | **Progress of students in both linear and set classes is similar across all of KS3**  **Book looks are carried out by HOF on a weekly basis. Book looks carried out by SLT on a fortnightly basis. Evidence of differentiated work a key focus.**  **Y7**  **HAP - 92% making or exceeding expected progress**  **MAP - 95% making or exceeding expected progress**  **LAP - 93% making or exceeding expected progress**  **(July 19)**  **Y8**  **HAP - 90% making or exceeding expected progress**  **MAP - 93% making or exceeding expected progress**  **LAP - 80% making or exceeding expected progress**  **(July 19)**  **Y9**  **HAP - 90% making or exceeding expected progress**  **MAP - 88% making or exceeding expected progress**  **LAP - 83% making or exceeding expected progress**  **(july 19)**  Parental survey results show:  98% of parents are happy with the values and attitudes of the school  100% of parents feel their child is well taught  98% of parents feel their child is making good progress  100% of parents feel their child is stretched and challenged  95% of parents feel that pupils get help and support to do their best when they need it.  Ofsted recognised good differentiation in July 2018 -  ‘In all year groups and in most subjects, pupils make strong progress’ and ‘Teachers use their accurate assessment of pupils progress effectively to plan learning and, where necessary, identify where pupils need further teaching or support. Misconceptions are quickly rectified. Consequently, low prior attaining pupils are learning more quickly in most year groups’  Lesson observations show that in KS3 lessons:  82% of lessons show good or better progress  90% of lessons showed good behaviour for learning, differentiation and pace  Book Looks are completed by Heads of Faculty every two weeks and show that over 85% of books sampled show effective differentiation.  Lesson drop in records show effective differentiation is present in over 80% of lessons |
| KS4 CORE curriculum | All students follow a challenging Core curriculum that prepares them for the next stages in education, careers and personal development. On its own, the Core curriculum allows students to be academically prepared for most careers in later life.  The percentage of pupils following an EBACC curriculum has increased for the past 4 years with the introduction of two pathways for students to follow during the options process. Pupils must study either Geography or History on each pathway, but those placed on pathway 1 must also take French.  PB is taught to all students at KS4 allowing them to broaden and deepen their knowledge of other cultures and beliefs.  All pupils take an additional level 2 qualification in Music Technology. This is two both enhance their outcomes and provide a very relevant qualification in relation to a thriving local industry.  Students continuously build on the key knowledge and skills required for their exams. Subject knowledge is highly valued as a building block in learning, to be retained throughout the curriculum, and not just used for a specific range of lessons. Recall and revision are further developed from the approaches explicitly taught at KS3. | All students are expected to study at least ten L2 subjects, including the extra literacy subjects of Literature and either Geography or History. All students are also take a further literacy subject of P&B, as part of their academic stretch, as well as continuing to raise awareness and tolerance of different cultures and faiths. Music technology is taught is a series of collapsed timetable sessions throughout the year  Progression in knowledge and skills is planned for by expert leaders in each subject area, with an ‘assessment tower’ designed by each department, that maps the knowledge and skills required for students to progress to higher levels of achievement across KS4. The assessment tower also plans for the transition between KS3 and 4, by mapping the knowledge and skills that students will have needed to master.  Subject experts continuously monitor the progress of students through formative and summative assessments, and adapt the curriculum accordingly to ensure that learning is always effective. Learning walks, student feedback, and booklooks are all used to review the quality of learning, and highlight where changes are needed in the curriculum.  PSHE is continued as part of tutor time. There is also 4 curriculum enrichment days (CE) which allows subjects/ faculties to deliver themed days to enrich the PSHE curriculum.  English - 8 x 50 minute periods per fortnight  Maths - 8 x 50 minute periods per fortnight  Science - 8 x 50 minute periods per fortnight  PB - 3 x 50 minute periods per fortnight  Games - 3 x 50 minute periods per fortnight | **2017 P8 = -0.114**  **2018 P8 = -0.04**  **2019 (projected) = 0.19**  Parental survey results show:  98% of parents are happy with the values and attitudes of the school  100% of parents feel their child is well taught  98% of parents feel their child is making good progress  100% of parents feel their child is stretched and challenged  95% of parents feel that pupils get help and support to do their best when they need it.  Lesson observations show that in KS4 lessons:  85% of lessons show good or better progress  88% of lessons showed good behaviour for learning, differentiation and pace  Leson drop in information shows that low level disruption is low and engagement in lessons is high.  ***Incidents of poor behaviour of KS4 in lessons are rare and have fallen by 70% over the last year.*** |
| KS4 – specialisms in options | The Option subjects are significant in number and allow our students to demonstrate their creativity, further enhance their suite of academic qualifications, or learn about the world of work through vocational education..  Pathways are used to ensure that students are supported in the progress they make and the breadth of subjects they are expected to take. Option choices are much less about the difficulty of subjects students take, and more about the way they support career choices.  Students have a choice in terms of the type of level 2 qualification they wish to study. The majority of the KS4 courses are GCSEs but numerous vocational course are offered. | Students are placed on one of two pathways to match them with the most appropriate qualifications and support. Pathway 1 and 2 differ only in the fact that students placed on pathway 1 study French. Students who are placed on pathway 1 will complete the EBACC curriculum. Each of the pathways require students to take either Geography or History.  Each option subject has 6 x 50 minute periods per fortnight dedicated to it.  Vocational qualifications are offered in IMedia, Graphics and Business Studies. | **Number of pupils entered for the EBACC has increased since 2017.**  **2016/17 - 13%**  **2017/18 - 37%**  **2018/19 - 52%**  **2019/20 - 55%** |
| KS4 SEND | SEND students are supported to make the same progress as all other students in their core subjects, by providing them with quality first teaching strategies and individualised interventions (including literacy, numeracy, social skills and speech and language). In specific cases and in accordance with EHCP guidelines, the curriculum will be reduced by one subject to allow for support according to identified need.  Foundation courses in English are completed by a small number of students. | Exam concessions ares provided in all formal assessments.  TA support is allocated by the SENDCO to support SEND students to make the same progress as all others. In class support is directed by the classroom teacher acting on advice from the SENCO to maximise the progress of identified students | **Yr 11 SEND data shows P8**   |  |  |  | | --- | --- | --- | | **P8 SEN** | **0.44** | **1.7** | | **P8 Eng** | **-0.41** | **1.7** | | **P8 Maths** | **0.44** | **1** | | **P8 Ebacc** | **0.56** | **2.1** | | **P8 Open** | **0.9** | **1.7** |   SEND attendance has improved and is currently at 90.7% |
| KS4 Differentiation | The curriculum is continuously reviewed and adapted to allow all students to make the same progress, whether through supporting those with a lower prior attainment, or those who should be achieving the highest grades by Y11.  Intervention occurs regularly, in response to underachievement in subjects, particularly in English and Maths. | Where appropriate, subjects use SOL which are developed across the MAT allowing differentiated resources to be shared and developed.  Setting continues in Science and Maths and is now introduced into English and PB.  All option subjects are taught in mixed ability classes.  Intervention is organised and negotiated by subject experts in English and maths, to decide where help is required the most. | **Book looks are carried out by HOF on a weekly basis. Book look carried out by SLT on a fortnightly basis. Evidence of differentiated work a key focus.**  Parental survey results show:  98% of parents are happy with the values and attitudes of the school  100% of parents feel their child is well taught  98% of parents feel their child is making good progress  100% of parents feel their child is stretched and challenged  95% of parents feel that pupils get help and support to do their best when they need it.  Ofsted recognised good differentiation in July 2018 -  ‘In all year groups and in most subjects, pupils make strong progress’ and ‘Teachers use their accurate assessment of pupils progress effectively to plan learning and, where necessary, identify where pupils need further teaching or support. Misconceptions are quickly rectified. Consequently, low prior attaining pupils are learning more quickly in most year groups’  Lesson observations show that in KS4 lessons:  85% of lessons show good or better progress  88% of lessons showed good behaviour for learning, differentiation and pace  Book Looks are completed by Heads of Faculty every two weeks and show that over 85% of books sampled show effective differentiation.  Lesson drop in records show effective differentiation is present in over 80% of lessons |
| Literacy | Literacy underpins the success of all students, and is fundamental to all students having equal access to texts and tasks. | Accelerated Reader at KS3. DEAR activity for every morning tutor session throughout the school.  Literacy based subjects (English, History, Geography, P&B) are given 30% time at KS3, and all students are expected to take either Geography or History and PB at KS4 - increasing the amount of time spent engaging with a literacy based subject.  Small group intervention in literacy occurs at both KS3 and 4  Subject experts plan for literacy to be explicitly taught across the whole curriculum.  Middle leader identified to lead literacy across the curriculum and monitor is implementation.  Work scrutiny by both HOF and Senior Leaders monitors the marking of literacy using the school’s literacy marking policy.  Assessment across the whole curriculum takes into account the progress of students in literacy. | **All students read daily.**  **68.5% of students at KS3 made 1+ years’ progress in reading age**  **Impact of Literacy steering group?**  **Staff training log?** |
| Numeracy | Numeracy underpins the whole curriculum and is fundamental to all students having equal access to relevant mathematical problems and activities. | Relevant subject areas plan for the explicit teaching of numeracy across the curriculum.  Teaching of mathematical concepts is standardised across the curriculum.  Middle leader identified to lead numeracy across the curriculum and monitor is implementation.  Identify common approaches to delivering content that is used across the curriculum  All tutors do numeracy based on individual students needs once a week to compliment the work done in Maths and at home. | **Science, Humanities, Sport and Technology have identified common approaches to delivering key numeracy content**  **Mathematics results have risen from P8 -0.54 in 2017 to +0.27) in 2019** |
| Preparing students for a healthy lifestyle | All students are made aware of how to maintain a healthy lifestyle, and undertake activities which model how to achieve this. | **Games –** follows guidance on minimum time, with Y7 and 8 having over 2 hours per week of physical education. Y9 has 1 hour 40 mins per week of games lessons, following the same curriculum model as KS4.  All students at KS3 take Food in rotation, and learn about nutritional lifestyles. | Parental survey results show:  98% of parents are happy with the values and attitudes of the school  87% of parents feel that their child makes healthy choices  87% of parents feel the school provides an interesting range of activities outside of lessons |
| Preparing students to become active citizens | All students are guided in how to positively participate in our society, whether local, national or globally. This is explicitly taught, constantly referenced, as well as modelled by teaching staff peer mentors, student leaders and prefects. | RE Short Course GCSE is taught to all children to ensure essential understanding of different faith and belief systems and therefore prepare children for life in a global society.  PSHE forms an important and timetabled element of the Key Stage 4 curriculum.  The range of subject matter delivered through PSHE lessons and the Tutor Programme teaches our children how to be healthy, safe, and understand democracy and the rule of law. This is monitored and evaluated by a coordinator, who regularly runs training for all staff on delivering PSHEE.  The key characteristics of a successful student are planned for and referenced throughout the curriculum. These are overseen and monitored by SLT, through regular learning walks, behaviour monitoring and monitoring of participation of students in tutor and school activities. | All students have an understanding of different faith and belief systems and most understand how these contribute to enriching our culture  All KS4 students receive Key elements of PSHE curriculum through KS4 PB curriculum  All staff have been trained on running a PSHE lesson which has resulted in effective delivery of key strands and effective debates |
| Preparing students for technology in the work place | Whilst technology is ever-changing, it is vital that all students have access to the key range of present technology that may be useful in the workplace in the future. This allows students to engage with technology safely, without fear, and to break down gender stereotypes about technology. | At KS3, **IT is part of the core curriculum. Lessons have been developed with a growing focus on both e-**safety and programming skills.  At KS3, **Technology** is taught in rotations of Graphics and Food, with at least one double period to allow for activities to take place safely and effectively – with a focus on developing practical skills. Each group is taught by two members of staff which allows each teacher to specialise in a subject area.  At KS4, ICT has been taught to all students. From Sept 2019 students will be able to opt for IMedia and the compulsory teaching of ICT at KS4 will stop.  All students build on their KS3 IT skills through regular use across the curriculum, with 3 IT rooms kept available for other subjects to use; use of specific industry-standard software occurs through the Music Practitioners certificate. This, along with our wide and varied extra-curricular programme, prepares children well for the challenges of life beyond school. | **Rock School**  **100% D-D\* 2018**  **70% Distinction 2019**  All students would have participated in at least two STEM activities/workshops by the end of KS3. These come from various outside agencies: EDF, STEMworks, Fleet Air Arm Museum and Energy Quest.  STEM workshops are run for HA students in KS4 by Fleet Air Arm Museum and EDF.  All pupils in KS4 cover the Cambridge Nationals Certificate in IMedia in designated ICT lessons each fortnight. I Media to run a s KS4 option from Sep 2019.  Room bookings indicate that ICT suits are used across all subjects on a regular basis, improving and cementing their practice. |
| Careers | Our careers education guidance enables youngsters to have high aspirations but crucially make sensible decisions for the future. We see this aspect of our work as vitally important so that children can be successful and make positive contributions to society, but importantly enjoy their working lives. | Careers guidance is delivered throughout KS3, and with a specific focus in Y9, ready for the options Choices.  All KS4 pupils are offered independent careers advice and guidance from a specialist.. All KS4 pupils have a careers interview during Y11 as part of their ongoing support.  All Y11 students visit at least one of the local colleges prior to post 16 applications. The students are able to experience a range of courses enabling them to have a greater level of certainty on post 16 options. Strode College also offers drop in sessions for KS4 throughout the year  Work has been undertaken with a local building firm to allow an identified group of Y10 pupils to gain hands on experience of the numerous trades on offer within the building industry.  All students take part in one week of work experience in the final week of the summer term in Y10. | **Work experience??**  **All students in Year 11 participated in at least one Careers appointment with external adviser which informed their choices for post 16**  **0% NEET for last three years**  **All of Year 11 visited Strode College Open Day**  **48 students visited Bridgwater College for vocational course taster day**  **100% participated in work experience week** |
| SMSC | At St Dunstan’s School we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. | The school will ensure that students’ SMSC development will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyle. Delivery is tracked through an annual SMSC audit, and through regular lesson observations.  SMSC will principally take place through PSHE at KS3 and PB at KS4, as well as tutor time and assemblies. There is also the addition of 4 Curriculum Enrichment days which allow theme days to be delivered to specific year groups to enhance our SMSC curriculum. | **Details of what has been undertaken during CE days.**   * **Healthy Relationships** * **Esafety** * **Finance and Money management** * **CPR** * **Sex Education** * **Drugs Awareness** * **Democracy** * **Preparing for the world of work** * **Visits to Sacred Spaces** * **Worshops with EDF** * **Workshops with Somerset Road Safety** * **Workshops with “Mr Alkohol”** |
| Extra Curricular enrichment | At St Dunstan’s we recognise the importance of providing a range of extra-curricular activities to complement the broad range of academic activities. Our students are given a range of options both at KS3 and KS4 to gain additional experiences outside of the normal classroom context.  ST Dunstan’s provides a wide range of school sports teams that regularly compete against all other local schools in the area. Despite the size difference when compared to other local schools, St. Dunstan’s is extremely successful in it’s sporting achievements.  St Dunstan’s has developed close ties with Millfield School which allows us to utilise their excellent facilities and expertise, giving our pupils a wide range of additional activities and experiences. | For the relatively small size of the school, we have a high number of pupils who complete the Duke of Edinburgh Award.  A wide range of different extra- curricular activities are offered on a termly basis. These activities will vary across the year depending on factors such as season (ie. sports) and national events (ie. Bake Off).  Students are able to choose from a wide range of extra curricular opportunities that they can take part in at Millfield after school every Friday afternoon. Students are able to choose from a wide variety of activities on a termly basis which allows them to enjoy participating in six different activities across the school year. Activities include (but are not limited to) Creative Writing, Falconry, Fencing, Kit Cars and table tennis.  The links with Millfield have also allowed us to enhance of pupils experiences of the arts, especially drama. Shared performances and exhibitions, between students at Millfield and St. Dunstan’s, have become regular events. Parents, family and community members are invited to performance showcases in Millfield’s professional theatre.  During the last week of the academic year a range of activities are provided by staff and outside agencies where students are given the opportunity to extend their learning beyond the classroom during our Activities Week. Students are also provided with opportunities to go on our annual residential camp during this time. | Data on the levels of participation for extra curricular activities including Mllfield visits  10% of students are participating regularly in “Super Fridays” |
| Cost of curriculum | Students are given a fair and balanced share of the curriculum, that doesn’t discriminate between year groups - in terms of quality of staff, time, resources or group sizes. | Cost analysis of classes conducted when constructing the curriculum.  Mixed age option classes in place to ensure breadth of curriculum whilst still maintaining cost effective class sizes.  Class sizes are kept below 30 and subject specialists are in place for all classes | Both Music and Drama may have mixed age teaching to ensure breath of options as small year groups go through..  Ofsted praised the use of the trust to ensure the curriculum is broad and balanced in a small school. - ‘Leaders have maintained a key stage 3 curriculum that is broad and balanced. The three secondary schools in the trust are working together to develop a coherent approach to knowledge acquisition in subject areas. This is supported through the development of new assessment systems. Where these are already in place, pupils and their teachers can clearly identify what pupils know, understand and can do.  Leaders have changed the key stage 4 curriculum to ensure that it is now more appropriately balanced and meets the needs of pupils. Leaders have ensured that pupils at St Dunstan’s have the same opportunity as they would have in most other secondary schools. As a result, the proportion choosing to study a modern language and geography or history has increased. To provide breadth of opportunity, new vocational courses in information technology and music have been introduced. Some of these, for example ‘Rock School’, involve schools in the trust working together to allow pupils to gain a music qualification |