

Curriculum Intent, Implementation & Impact

| Curriculum Area | Intent | Implementation | Impact on attainment/progress and wider impact |
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| <p>'Big' Curriculum Concepts</p> | <p>Every day we will deliver a challenging curriculum that stretches, broadens and deepens. We will have high expectations and promote excellent learning habits. Our teaching will meet the needs of the individual and lead to mastery for all. We will thrive in our subject areas and gain satisfaction from what we know, can do and understand – great learning will become our greatest reward</p> | <p>Core subjects account for over 43% of the curriculum time, to reflect their central role in KS4, as well as their links to a wide range of KS5 qualifications, Higher education and employment.</p> <p>French is given more time than other foundation subjects due to the difficulty in accessing a MFL. More able students are stretched by taking on a second language in Year 7 and 8 Technology is taught in rotations of RM / Graphics / Food / Textiles, in double periods to allow for activities to take place safely and effectively – with a focus on developing practical skills. This is taught in mixed ability – to allow a range of students to work together. We keep all students with the same teacher, regardless of the rotation, as our department have strong general skills. This also allows staff to track progress and engagement across a range of areas.</p> <p>Arts follow English sets.</p> <p>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.</p> <p>IT is taught each week, with a growing focus on both e-safety and programming skills.</p> <p>PSHE is taught each week, with teachers receiving a centralised SOL, and regular support through specific PSHEE related meetings. This is organised into tutor groups, in order to allow difficult issues to be dealt with in a supportive environment.</p> <p>In Y7, the settings are as follows: The average of Maths and English scaled scores are used to decide on groups for both subjects. Each subject then sets individually. Students are placed in the same sets for: English, French, History, Geography, P&B, Music, Art and Science. These sets are</p> | <p>Our curriculum is designed to develop a sense of awe and wonder that secures a joy for learning. Supporting our students to do more than they thought possible. We empower them to make well informed decisions through life by securing knowledge and experiences and building resilience. Our curriculum is broad, balanced, conceptually stretching, relevant and contextually useful. Our curriculum is built on high expectations of what students at Somervale are capable of. It is rich in knowledge and skills, which are secured through application to develop understanding and allow students to seek meaning and achieve personal growth. Our curriculum is progressive so that it logically builds knowledge, skills and understanding around key concepts and misconceptions by subject and age. It is spiralled, seeking consolidation of learning and understanding over time to secure changes to the long term memory. We provide opportunities for formative assessment to enable students to know and take ownership of what they specifically need to do</p> |

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| | | <p>determined primarily by their level of literacy. For the first year of science, we are ensuring that all students have covered the core areas of Biology, Physics and Chemistry before we set them for Y8. As the amount of Science teaching at KS2 is limited, we set by literacy ability; Science has found that setting based on literacy skills, in particular reading, reasoning and interpretation, has helped us set students appropriately.</p> <p>In Y8, students also follow a very similar curriculum content regardless of the sets, particularly in terms 1, until we are able to set them more confidently. The first set changes take place in October – these are based on students who really stand out as being in the wrong set. The next changes are after Xmas, to allow time for enough MRAs to occur. In the Literacy subjects, where lessons depend more on discussion and expression, we avoid moving students too frequently, as it leads to lower confidence and lower progress. We expect differentiation to occur within each set.</p> <p>In Y8 and 9, the settings are as follows:</p> <p>Students are placed in the same sets for: English, French, History, Geography, Music, Art and P&B. These sets are determined primarily by their level of literacy, but are also influenced by the progress they are making in the other subjects as well.</p> <p>Students are set separately for Science, and for Maths.</p> | <p>to build their knowledge, skills and understanding. There is a transparency on age related expectations and accessible ways of closing gaps in understanding. We use summative assessment to measure, maintain and evaluate learning gains, progress and standards.</p> |
| <p>KS3 Core Curriculum</p> | <p>The wider curriculum is designed to ensure that the needs of all students are planned for and they feel inspired by enthusiastic, expert and passionate teaching.</p> <p>At Key stage 3 the curriculum includes all National Curriculum subjects, each with its own unique place in the learning journey of the student's on-roll at Somervale.</p> <p>There is a strong balance between</p> | <p>English – 8 x 50 minute periods a fortnight. Drama – 1 x 50 minute period a fortnight. Maths - 8 x 50 minute periods a fortnight. Science - 8 x 50 minute periods a fortnight. Art – 3 x 50 minute periods a fortnight. MFL – 6 x 50 minute periods a fortnight. History - 3 x 50 minute periods a fortnight. Geography - 3 x 50 minute periods a fortnight. Philosophy and Beliefs - 3 x 50 minute periods a fortnight. IT - 2 x 50 minute periods a fortnight.</p> | <p>Percentage of students on track to hit age related expectations: Year 7 – 87% Cohort, 83% PP, 80% SEND Year 8 – 78% cohort, 69% PP, 74% SEND Year 9 – 83% cohort, *2% PP, 82% SEND</p> <p>Attendance Year 7 96%</p> |

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| | <p>academically challenging and creative subjects. The breadth of this offer ensures students at Somervale are challenged to think, but also experience and develop a wide range of skills. Some specialisation is used in Year 9 in Technology and the Arts to narrow slightly the number of subjects but importantly, enhance the contact time to ensure greater depth. Key values are emphasised through subject lessons and tutor time. This helps students recognise the spiritual, moral and cultural context of their learning, and to reflect the characteristics of a successful student in their day-to-day learning.</p> | <p>Games - 5 x 50 minute periods a fortnight. PSHCE - 2 x 50 minute periods a fortnight. DT - 4 x 50 minute periods a fortnight. Music – 3 x 50 minute periods a fortnight. 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 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.</p> | <p>Year 8 93% Year 9 96%</p> <p>Very few homophobic and racist incidents. Strong tolerance of difference observed by all visitors to the school. Grade 2 for Personal Development and Wellbeing in the last two Ofsted's. Supply teacher feedback to the school of the positive relationships observed between students. 97% of parents report that they feel the school has a happy atmosphere. 96% of parents report that they are happy with the values and attitude of the school. When questioned the students know their current grades, target grades and how to improve.</p> |
| <p>KS3 SEND Curriculum</p> | <p>SEND students are supported to make the same progress as all other students in their core subjects, by providing them with appropriate support using the assess, plan, do, review model.</p> | <p>Students with Literacy needs are given access to support through their class teacher and where appropriate additional support. Support sessions are used to support selected students, based on their current needs. TAs are allocated by the SENDCO to support SEND students to make the same progress as others - and are directed by the classroom teacher.</p> | <p>Parental and student feedback is gathered at annual reviews and through the SEND review process. Student reading ages are on all class spreadsheet. These are updated annually. Reading ages are tracked throughout the year by the tutor and English class teacher. Reports are sent to the SENDCO for review every six weeks. Strong reputation within BANES for Inclusion and SEND support. Excellent working relationship with the Virtual School.</p> |
| <p>KS3 Differentiation</p> | <p>The curriculum is continuously reviewed and adapted to allow all students to make the same progress, whether through</p> | <p>Setting occurs in Maths, Science and English (with related Literacy subjects) to reflect differentiated strategies required by bands of students in order that they make expected progress. This is constantly</p> | <p>Student progress is tracked at each assessment point. Student percentages achieving P-/P/P+ are recorded. Students with more</p> |

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| | <p>supporting those with a lower prior attainment, or those who should be achieving the highest grades by Y11.</p> | <p>reviewed, and adjustments made. Setting occurs from Y7, in English, Maths and Science – and is linked to appropriate subjects. This setting is constantly reviewed, to ensure that there is no stagnation, and if setting is not considered a suitable strategy, then further differentiation is planned and implemented. Subject experts and SLT continuously review differentiation through learning walks and book looks. Results are fed back, and T&L is adjusted accordingly.</p> | <p>than three P- scores are interviewed by the head of Key Stage and letters sent home. Book looks are carried out weekly by middle leaders and moderated by SLT. 100% of lessons started with a differentiated WILF (What I am Looking For). More able students are highlighted on registers and issued with challenge tasks. All departments track high attaining students, gifted and talented and subject identification of more able students. Most recent assessment data is tracked for reviews of progress. Sub groups and vulnerable groups are highlighted at each stage. Strong progress observed in lessons and outcomes in books. All groups making strong progress. Improved progress of more able students since being a focus of the 2016 Ofsted. A three year trend for VA+ for less able students. Students with EHCP plans make outstanding progress.</p> |
| <p>KS4 Core Curriculum</p> | <p>At Key Stage 4 we ensure over 60% of students follow an EBAC curriculum. This means over 60% take a Modern Foreign Language. All students must also study either Geography or History to study at GCSE. These traditional, academic subjects build resilience and complement other areas of the curriculum. They are also prized by sixth forms, universities and</p> | <p>All students are expected to study at least ten L2 subjects, including the extra literacy subjects of Literature and either Geography or History. 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</p> | <p>Progress 8 0.07 cohort 2018</p> <p>Current Year 11 0.3 cohort 0.06 PP -0.03 SEND</p> <p>Attendance Year 10 95%</p> |

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| | <p>employers. PB is also taught to all students to ensure essential understanding of different faith and belief systems and therefore prepare students for life in a global society. PSHE forms an important and timetabled element of the Key Stage 4 curriculum with all students being taught by PB specialists, who are trained to deliver the key topics. The range of subject matter delivered through PSHE lessons and the Tutor Programme teaches our students how to be healthy, safe, and understand democracy and the rule of law.</p> <p>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.</p> | <p>knowledge and skills that students will have needed to master.</p> <p>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 book looks are all used to review the quality of learning, and highlight where changes are needed in the curriculum.</p> <p>English – 8 x 50 minute periods a fortnight (Yr10), 9 x 50 minute periods a fortnight (Yr11).</p> <p>Maths - 8 x 50 minute periods a fortnight (Yr10), 9 x 50 minute periods a fortnight (Yr11).</p> <p>Science – 10 x 50 minute periods a fortnight.</p> <p>All Key Stage 4 students follow the RSL Level 2 Music Practitioners course commonly referred to as Rock School. The school has a long well established reputation as a media arts school. The school curriculum is richly embedded with creative opportunities from Year 7. As a Yamaha Music School, students study the popular course which includes keyboard, drums and guitar lessons. This provides a secure foundation for the delivery of this course. Rock School provides the students with a vocational opportunity to showcase their music technology and collaboration skills. The school benefits from a state of the art recording studio, mac suite, green screen facilities and editing suite. This is supported by a scaled down radio station which mirrors the local radio station which is based on the school grounds Somervalley FM.</p> <p>The school is situated on the outskirts of Bath and within easy commuting distance to Bristol, Wells and Glastonbury. All cities which are renowned for their involvement in the media and music industries.</p> | <p>Year 11 94%</p> |
| <p>KS4 – specialisms in options</p> | <p>Option subjects at KS4 are offered based on student need, and our experience of where students are successful.</p> | <p>6 x 50 minute periods a fortnight</p> <p>Since the introduction of the English baccalaureate in 2010, we have expected all students to take either History or Geography, as well as a language for 90%</p> | <p>Business Studies 50% D*- D 100% D* - P</p> <p>Catering 100% D* - P</p> <p>Resistant Materials 100% D* - P</p> |

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| | <p>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 technology. In addition to this all students in Year 11 complete the Rock School Music Practitioners qualification as a result of our well established reputation as a media and performing arts centre. This along with our wide and varied extra-curricular programme prepares students well for the challenges of life beyond schools.</p> | <p>of students. From 2019, we are targeting around 60% of students to continue with French, reflecting the number of higher attaining students who are able to take two languages in Y9. Students are placed on pathways to match them with the most appropriate qualifications and support. Pathway 2 and 3 differ only in whether taking a MFL will requires significantly more time for a particular student to retain and recall key information, with the subsequent impact on the time this student can then spend on the rest of the curriculum; and also, whether it affects their career aspirations.</p> | <p>Graphics 10% A* - A and 70% A* - C</p> |
| <p>KS4 SEND</p> | <p>SEND students are supported to make the same progress as all other students in their core subjects, by providing them with appropriate support to support them in meeting or exceeding their targets.</p> | <p>Pathway 1 covers ten L2 subjects. Exam access is provided in every assessment for students who meet the appropriate criteria as stated by JCQ. TAs are allocated by the SENDCO to support SEND students to make the same progress as others - and are directed by the classroom teacher.</p> | <p>Parental and student feedback is gathered at annual reviews and through the SEND review process. Student reading ages are on all class spreadsheet. These are updated annually. Reading ages are tracked throughout the year by the tutor and English class teacher. Reports are sent to the SENDCO for review every six weeks. Highlighted students may be offered to reduce one option to allow for them to spend more time focusing on core subjects.</p> |
| <p>KS4 Differentiation</p> | <p>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</p> | <p>Setting continues in English, Science and Maths, Languages and Humanities. 3 pathways are used to guide students onto the most appropriate courses, based on prior attainment and career aspirations. Intervention is organised and negotiated by subject experts in English and maths, to decide where help is required the most.</p> | <p>Student progress is tracked at each assessment point. Student percentages achieving P-/P/P+ are recorded. Students with more than three P- scores are interviewed by the head of Key Stage and letters sent home. Book looks are carried out weekly by middle leaders and moderated by SLT. 100% of</p> |

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| | <p>underachievement in subjects, particularly in English and maths.</p> | | <p>lessons started with a differentiated WILF (What I am Looking For). More able students are highlighted on registered and issued with challenge tasks. All departments track high attaining students, gifted and talented and subject identification of more able students. Most recent assessment data is tracked for reviews of progress. Sub groups and vulnerable groups are highlighted at each stage.</p> |
| <p>Literacy</p> | <p>Literacy underpins the learning in every subject area. Emphasis on the development of reading (widely and often), oracy and quality of writing.</p> | <p>Accelerated reader is used with all year groups. Students complete silent reading in tutor time and are assessed through the use of STAR reading tests. Literacy marking is a key focus on feedback of students work. Students copy out spellings and make corrections and improvements through the use of purple pen development work. Assessment across the whole curriculum takes into account the progress of students in literacy.</p> | <p>Students have developed a strong vocabulary over time through the use of accelerated reader and reading out loud in lessons. Students are confident to speak and perform in front of their peers and will debate and discuss in lessons using high level language to support subject specific terminology. Students are confident to speak at whole school events such as assemblies and open evenings. Students take part in Key Stage Forums where these debate key topics with confidence. Student fluency and accuracy with reading and expression has developed significantly since the introduction of the programme. Teacher modelling of intonation has supported the embedding of this skill. Word recognition and comprehension improvements are evident through the Star reading tests that are completed</p> |

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| | | | termly. Students that need additional support have benefited from reading out loud sessions with Post 16 students and teaching assistants. |
| 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. | Cross curriculum numeracy is supported in science lessons with the teaching of key numeracy skills to support scientific exploration. BTEC and GCSE Business Studies further embed these skills through the delivery of business financial management skills. Numeracy skills are utilised in the catering courses where scaling up of recipes is common place. |
| 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 hrs./week of PE. Y9 has 1hr40 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. | 72% of parents feel that their child makes healthy choices. |
| 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 taught each week, with a growing focus on both e-safety and programming skills. At KS3, DT is taught in rotations of RM/Graphics/Food/Textiles, in double periods to allow for activities to take place safely and effectively – with a focus on developing practical skills. We keep all students with the same teacher, regardless of the rotation, as our department have strong general skills. This also allows staff to track progress and engagement across a range of areas. At KS4, ICT is taught directly to approximately 40% of students currently through the iMedia and computing options – this will increase to 60% in 2019; 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, | All students are IT literate at the end of Key Stage Three. Student take up for IT based courses is high. 92% of students achieved an A*-A grade on the CIDA. Rock School 91% D* - D 100% D* - P |

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| | | prepares students well for the challenges of life beyond school. | |
| 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 students can be successful and make positive contributions to society, but importantly enjoy their working lives. | Careers guidance is delivered throughout KS3 and KS4, and with a specific focus in Y9, ready for the Guided Choices. | All students take part in one week's work experience at the end of Year 10. All students have an appropriate destination at the end of Key Stage Four. Below national average number of NEET students for the last five years. 73% of parents reported that they had attended higher education (parental survey December 2018). 89% of parents reported that their child would like to continue into higher education. Working towards completing all of the Gatsby benchmarks. |
| SMSC | Our curriculum offers the opportunity for cultural capital, improving social mobility and developing basic life skills. At Somervale 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 | <p>Key Stage Three – Students follow the PSHCE curriculum 2 x 50 minute periods a fortnight. This is supported by a structured tutor time programme and weekly assemblies with a focus on Somervale School core values. In Year 9 students start the process of making option choices and this is supported by careers presentations and talks.</p> <p>Key Stage Four – Students follow a PSHCE and PB curriculum with 2 x 50 minute periods a fortnight. This is supported by a structured tutor time programme and weekly assemblies with a focus on Somervale School core values. Across Year 10 and 11 students have a one to one careers interview with our Federation Careers Advisor. In Year 10 students can access work experience. In Year 11 all students have a one to one careers interview with members of the local business community.</p> | International visitors to the school have been varied over the last few years. In 2017 25 students from Hong Kong joined the school for two weeks to attend lessons and mix with the students. Teachers from Namibia have visited and spoken to students. In addition 12 European teachers have spent the day in the school in lessons with students in January 2019. Low teenage pregnancy numbers, low percentage of students involved in risk taking behaviours around drugs and alcohol. High student engagement with support and discussion. LGBTQ group run within the school. Amazing Grace Christian group run within the school. |

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| | <p>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. 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 students can be successful and make positive contributions to society, but importantly enjoy their working lives.</p> | | |
| <p>Enrichment Curriculum</p> | <p>Our focus on outdoor education is also an important element of the curriculum at Somervale. We regularly have over 50% of the Year 9 cohort of students taking part in the Duke of Edinburgh Award scheme and have at least 1 team undertaking the Ten Tors challenge annually. These elements of the extra-curricular offer are complimented by our annual school camp, which encourages students across the age groups to live and work together for a week and as a result, develop leadership and team-work skills.</p> | <p>A wide range of extracurricular activities are shared with the students and parents termly. These take the form of lunchtime and after school sessions as well as trips during the school day and at weekends and evenings. Programmes of upcoming trips are displayed around the school and on the school calendar. In addition to this all students have the opportunity to learn to play a musical instrument. All students learn how to play the keyboard through our Yamaha Keyboard School status. In Year 7 all students have the opportunity to attend a residential trip to the Forest of Dean. The last week of the academic year is Activities Week and this consists of a week of learning outside of the classroom. Activities vary from a residential school camp, to trips to the seaside, climbing, Spanish cooking and game designing etc. The students have a strong involvement in charity work and fund raising. This involves collecting for the local food bank, shoe boxes at Christmas and collections for the local</p> | <p>77% of parents reported that their child took part in extra-curricular activities. 5,000 commendations have been issued which is the equivalent of 50,000 merits. Wide range of activities offered throughout the year. Activities Week promotes learning outside of the classroom with 95% of students attending at least one off site visit during the week. 75% of students in Year 7 attend the residential at The Forest of Dean. 14% of the school attend school camp during this week. As a Yamaha Keyboard school all students benefit from free weekly keyboard lessons within their music curriculum.</p> |

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| | | <p>homeless charity, cake sales for youth counselling services and Christmas jumper day etc.</p> <p>Students in Year 9 are given the opportunity to sign up for Bronze Duke of Edinburgh which leads onto the other awards as they go up the school. In Year 10 students sign up for the Junior Sports Leaders Award and run sports festivals for local primary schools.</p> | |
| <p>Cost of curriculum</p> | <p>We believe in creating a curriculum that supports learning across a wide range of subjects. A curriculum that enhances skills and one where our students can achieve their very best.</p> | <p>Trustees, Governors and the Headteacher scrutinise the cost of the curriculum through a modelling programme used as part of our timetabling package. This helps school leaders determine if it is possible to staff efficiently the courses that are on offer to students. Additional, non-core extra-curricular elements, e.g. out-door education, are an additional staffing cost, but are deemed important for students in the school and help drive up resilience and improve skills in problem-solving, etc. School leaders consider the following when making a financial decision with regards to the curriculum:</p> <p>Time required to plan and deliver the course (Guided learning Hours). The number of students that are likely to follow the course (minimum of 20 post 16, average 25 at GCSE, depending on ability group). The cost of staffing the subjects on offer, including any requirement for leadership and management time</p> <p>The likely impact of qualifications on student outcomes as a suite of subjects/overall for the school. Modelled scenarios are presented to Trustees, Governors and the senior teams to ensure that quality is high and costs are within the overall strategy detailed by the Trust.</p> | |