

## Curriculum Intent, Implementation & Impact

St Dunstan's School

September 2021

Curriculum Area	Intent	Implementation (by SLT, Subject experts, teachers)	Impact on attainment/progress
KS3 CORE Curriculum	<p>All pupils 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 pupils are met both academically and creatively.</p> <p>The curriculum is designed to stretch and challenge all pupils, 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.</p> <p>There is a strong spiritual, moral and cultural context to the curriculum realised through the delivery of specialised lessons in PSHE. Each subject area also contributes to these elements through subject specific units of work.</p> <p>The majority of subject areas follow a three year KS3, with the options process taking place during the middle of year 9. All subjects use the later stages of year 9 to develop and review skills and knowledge desirable for KS4 to prepare for the transition.</p>	<p>The curriculum includes all National Curriculum subjects.</p> <p>English - 8 x 50 minute periods per fortnight            Maths - 8 x 50 minute periods per fortnight            Science - 8 x 50 minute periods per fortnight            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</p> <p><b>French</b> is given more time than other foundation subjects due to the difficulty in accessing a MFL.</p> <p>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 pupils to progress to higher levels of achievement built on secure knowledge and understanding across KS3. The assessment tower also allows mapping of the knowledge and skills that pupils will have needed to master.</p> <p>pupils continuously revisit key parts of each curriculum through revision lessons, revision homeworks low stakes quizzes, recall activities and formative assessment, leading to summative assessments at the end of each year.</p> <p>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>Pupils become good readers - all reach their chronological reading age by year 9            Pupils can write well with a wide vocabulary and apply their learning to new learning across all subjects            Pupils are confident in their use of number            Pupils have a good knowledge of the world, different faiths, life in modern Britain.            Attendance is high as pupils enjoy learning            Exclusions are low as learning is interesting and pupils feel they are making good progress.            Pupils have good depth of knowledge and make links between learning            Pupils are confident speakers and engage in the life of the school            Pupils behave well and are good citizens            Pupils understand the needs of others            Pupils largely reach Age Related Expectations in all subjects</p>

<p>KS3 SEND Curriculum</p>	<p>Extra support is provided to ensure that SEND pupils are supported to make the same progress as all other pupils from a similar starting point.</p> <p>Teachers are supported to help them unpackage and adapt teaching so that material is not 'dumbed down', but delivered differently.</p>	<p>A range of interventions are used to support selected pupils, based on their current needs including literacy, numeracy, social skills, speech and language.</p> <p>TA support is allocated by the SENDCO to support SEND pupils to make the same progress as all others. In class support is directed by the classroom teacher to maximise the progress of identified pupils.</p>	<p><b>Pupils make progress as their learning is unpackaged for them so it is accessible. they make progress in line with their peers</b></p>
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<p>KS3 Adaptation</p>	<p>The curriculum is continuously reviewed and adapted to allow all pupils to make the same progress, whether through supporting those with a lower prior attainment, or providing challenge for those who should be achieving the highest grades.</p>	<p>Setting occurs in Maths and Science to reflect adaptations required by bands of pupils in order that they make expected progress. This is constantly reviewed, and adjustments made throughout the year based on rigorous assessments.</p> <p>In the remaining subjects, including English, pupils are grouped in mainly mixed ability classes. pupils who require additional support in lessons are grouped together so that this support can be provided by allocated LSA.</p> <p>Subject experts and SLT continuously review adaptations through learning walks and booklooks. Results are edback, and T&amp;L is adjusted accordingly.</p>	<p>Pupils at key stage 3 will experience success and develop a thirst for learning that will enable them to make good progress and meet age related expectations</p>
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<p>KS4 CORE curriculum</p>	<p>All pupils 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 pupils to be academically prepared for many careers in later life.</p> <p>The percentage of pupils following an EBACC curriculum has increased for the the past 4 years with the introduction of two pathways for pupils 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.</p> <p>PB is taught to all pupils at KS4 allowing them to broaden and deepen their knowledge of other cultures and beliefs.</p> <p>pupils continually 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>All pupils take an additional level 2 qualification in Music Technology. This is both to enhance their outcomes and provide a very relevant qualification in relation to a thriving local industry.</p>	<p>All pupils are expected to study at least ten L2 subjects, including the extra literacy subjects of Literature and either Geography or History. All pupils are also study a further literacy subject of P&amp;B, as part of their academic stretch, as well as continuing to raise awareness, knowledge and understanding of different cultures and faiths.</p> <p>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 pupils 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 pupils will have needed to master as well as identifying gaps in knowledge and/or misconceptions to allow these to be addressed.</p> <p>pupils will study a non examined PB course which incorporates PSHE including RSE PSHE is an integral part of tutor time as well as being taught in discrete lessons.</p> <p>Subject experts and key stage leaders continually monitor the progress of pupils 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.</p> <p>Music technology is taught is a series of collapsed timetable sessions throughout the year</p> <p>English 9 x 50 minute periods per fortnight  Maths - 9 x 50 minute periods per fortnight  Science - 9 x 50 minute periods per fortnight  PB - 3 x 50 minute periods per fortnight  Games - 3 x 50 minute periods per fortnight</p>	<p><b>pupils will engage with their learning and develop a thirst for learning that will allow them a breadth of knowledge and understanding; this in turn will lead to good progress and outcomes to provide a solid foundation for further study post 16</b></p> <p><b>Teachers can track student progress effectively and adapt teaching to ensure that gaps and misconceptions are addressed and that correct knowledge is retained and built on to lead to successful outcomes.</b></p> <p><b>pupils will develop an understanding of the faiths and beliefs of others and be aware of the need for tolerance and kindness in school, the community and the wider world</b></p> <p><b>Senior and middle leaders will have a clear overview of good practice and areas for development. Careful monitoring and feedback will ensure that the Quality Of Education is at a high standard to ensure good progress for all.</b></p> <p><b>pupils will have an extra qualification which may open doors to further education and potential employment within the industry.</b></p>
<p>KS4 – specialisms in options</p>	<p>The Option subjects are significant in number and allow our pupils to demonstrate their creativity, further enhance their suite of academic qualifications, or learn about the world of work through vocational education..</p>	<p>pupils 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 pupils placed on pathway 1 study French. pupils who are placed on pathway 1 will</p>	<p><b>pupils will be engaged in their learning and will have a breadth of study that will give them a wide range of options for post 16</b></p>

	<p>Pathways are used to ensure that pupils 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 pupils take, and more about the way they support choices for further education and beyond.</p> <p>pupils 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.</p>	<p>complete the EBACC curriculum. Each of the pathways require pupils to take either Geography or History.</p> <p>Each option subject has 6 x 50 minute periods per fortnight dedicated to it.</p> <p>Vocational qualifications are offered in IMedia, Graphics and Business Studies.</p>	
KS4 SEND	<p>SEND pupils are supported to make the same progress as all other pupils 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.</p> <p>Foundation courses in English are completed by a small number of pupils.</p>	<p>Exam concessions are provided in all formal assessments.</p> <p>TA support is allocated by the SENDCO to support SEND pupils to make the same progress as all others. In class support is directed by the classroom teacher acting on advice from the SENDCO to maximise the progress of identified pupils</p>	Pupils make progress in line with their peers
KS4 Adaptations	<p>The curriculum is continuously reviewed and adapted to allow all pupils 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.</p> <p>Intervention occurs regularly, in response to underachievement in subjects, particularly in English and Maths.</p>	<p>Where appropriate, subjects use SOL which are developed across the MAT allowing differentiated resources to be shared and developed.</p> <p>Setting continues in Science and Maths and is now introduced into English and PB.</p> <p>All option subjects are taught in mixed ability classes.</p> <p>Progress is monitored by subject leaders and key stage leaders. Intervention is organised and negotiated by subject experts in English and maths, to decide where support or extra challenge is required the most in order to ensure secure knowledge and understanding.</p>	<p>Pupils are able to access the curriculum and interventions so that they make progress in line with their peers</p> <p>Pupils make progress in line with their peers</p> <p>Interventions are timely and effective so that pupils make progress in line with their peers</p>
Literacy	<p>Literacy underpins the success of all pupils, and is fundamental to all pupils having equal access to texts and tasks.</p>	<p>Accelerated Reader is utilised for all pupils at KS3 through a library lesson every two weeks.</p> <p>DEAR (Drop Everything And Read) activity for every morning tutor session throughout the school. Library lessons ensure that all KS3 pupils have a reading book. Tutor bases also hold a store of books for pupils to choose from if needed.</p> <p>Literacy based subjects (English, History, Geography, P&amp;B) are given 30% time at KS3, and all pupils 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</p>	<p><b>All pupils read daily.</b></p> <p><b>68.5% of pupils at KS3 made 1+ years' progress in reading age</b></p> <p><b>73% of pupils involved in reciprocal reading trial during term 6 improved reading age by at least 6 months</b></p> <p><b>Pupils make progress in line with their peers</b></p>

		<p>Subject experts plan for literacy to be explicitly taught across the whole curriculum.</p> <p>Middle leader identified to lead literacy across the curriculum and monitor its implementation. Regular teaching and learning briefings are devoted to cross curricular literacy strategies.</p> <p>In 2021/2022, reciprocal reading strategies are being trialled with key groups to improve reading ages and to foster a love of reading.</p> <p>Work scrutiny by both HOF and Senior Leaders monitors the marking of literacy using the school's literacy marking policy.</p> <p>Assessment across the whole curriculum takes into account the progress of pupils in literacy.</p>	<p><b>Pupils understand that literacy is important across the curriculum.</b></p> <p><b>Literacy is given high status across the curriculum and reading ages are in line with chronological age</b></p> <p><b>Reading ages are in line with chronological age and outcomes improve across the curriculum</b></p> <p><b>Literacy has a high status across the curriculum and pupils improve their literacy skills which in turn improves outcomes</b></p>
Numeracy	Numeracy underpins the whole curriculum and is fundamental to all pupils having equal access to relevant mathematical problems and activities.	<p>Relevant subject areas plan for the explicit teaching of numeracy across the curriculum.</p> <p>Teaching of mathematical concepts is standardised across the curriculum.</p> <p>Middle leader identified to lead numeracy across the curriculum and monitor its implementation. Regular teaching and learning briefings are devoted to updates on the teaching of mathematical concepts. Teaching assistants have had targeted 'upskilling' around teaching of mathematical concepts.</p> <p>Identify common approaches to delivering content that is used across the curriculum</p> <p>All tutors do numeracy based on individual pupils needs once a week to compliment the work done in Maths and at home.</p>	<p><b>Science, Humanities, Sport and Technology have identified common approaches to delivering key numeracy content</b></p> <p><b>Mathematics results have risen from P8 -0.54 in 2017 to +0.27) in 2019 +0.564 in 2020 and + 0.42 in 2021</b></p>
Preparing pupils for a healthy lifestyle	All pupils are made aware of how to maintain a healthy lifestyle, and undertake activities which model how to achieve this.	<p><b>Games</b> – 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>All pupils at KS3 take Food in rotation, and learn about nutritional lifestyles.</p>	<p>pupils mental well being is enhanced as a result of physical exercise and understanding of a healthy lifestyle</p> <p>All pupils have access to key skills to improve nutrition leading to a healthy lifestyle</p>
Preparing pupils to become active citizens	All pupils are guided in how to positively participate in our society, whether local, national or globally through our core values of Truth, Resilience, Awareness and Kindness. These values are explicitly taught, constantly referenced, as well as modelled by all staff. Student leaders and prefects are also expected to reference and model core values.	<p>All pupils are taught regular PB lessons to ensure essential understanding of different faith and belief systems and therefore prepare pupils for life in a global society.</p> <p>PSHE forms an important and timetabled element of the Key Stage 3 and 4 curriculum.</p> <p>The range of subject matter delivered through PSHE lessons and the Tutor Programme teaches our pupils how to be</p>	<p>pupils are more understanding of diversity and celebrate the enrichment of society and culture it brings</p> <p>pupils understand healthy relationships and are less likely to be involved in negative interactions</p> <p>Pupils are productive and positive members of society</p>

	<p>All assemblies include a link to one or more of the core values.</p> <p>pupils are guided to live these core values by following the St Dunstan's Way.</p>	<p>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 PSHE.</p> <p>The key characteristics of a successful student are planned for and referenced throughout the curriculum by encompassing our core values. These are overseen and monitored by tutors and Key Stage Leaders through regular monitoring of behaviour monitoring and of participation of pupils in tutor and school activities.</p> <p>pupils are recognised and celebrated when they meet expectations around core values and the St Dunstan's Way. Rewards take the form of housepoints, positive phone calls/emails/postcards home, hot chocolate with the head, certificates and amazon vouchers.</p>	<p>Pupils are positive about education and participation</p> <p>Pupils actively seek to be celebrated and rewarded</p>
<p>Preparing pupils for technology in the work place</p>	<p>Whilst technology is ever-changing, it is vital that all pupils have access to the key range of present technology that may be useful in the workplace in the future. This allows pupils to engage with technology safely, without fear, and to break down gender stereotypes about technology.</p>	<p>At KS3, <b>IT is part of the core curriculum. Lessons have been developed with a growing focus on both e-safety and programming skills.</b></p> <p>At KS3, <b>Technology</b> 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.</p> <p>At KS4, ICT has been taught to all pupils. From Sept 2019 pupils will be able to opt for IMedia and the compulsory teaching of ICT at KS4 will stop.</p> <p>All pupils 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 pupils well for the challenges of life beyond school.</p>	<p><b>pupils are safer online and know where to get help if they have problems</b></p> <p><b>pupils have a good understanding of how to implement skills in their life outside school</b></p> <p><b>pupils are more engaged in the subject and understand the impact of IT on daily life</b></p> <p><b>pupils have a good basic understanding of ICT and software to use as a springboard for further study.</b></p>
<p>Careers</p>	<p>Our careers education guidance enables young people to have high aspirations and, crucially, to make sensible decisions for the future. We see this aspect of our work as vitally important so that pupils can be successful and make positive contributions to society, as well as enjoying their working lives.</p>	<p>Careers guidance is delivered throughout KS3, and with a specific focus in Y9, ready for the options choices.</p> <p>Career Pilot is utilised to foster engagement in, and a sense of ownership of, careers planning for pupils.</p> <p>All KS4 pupils are offered independent careers advice and guidance from a specialist.. All KS4 pupils have at least one careers interview during Y11 as part of their ongoing support.</p>	<p><b>All pupils in Year 11 participated in at least one Careers appointment with external adviser which informed their choices for post 16</b> <b>0% NEET for last three years</b></p> <p><b>All pupils have participated in regular Career Pilot sessions during terms 3 - 6 2021 and have created a portfolio linked to careers planning.</b></p> <p><b>All of Year 11 participated in Strode College Virtual Open Day</b></p>

		<p>All Y11 pupils visit at least one of the local colleges prior to post 16 applications. The pupils 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</p> <p>All pupils take part in one week of work experience in the final week of the summer term in Y10.</p> <p>Tutors and teachers support pupils in researching and applying for work experience and college placements.</p>	<p><b>All Year 11 pupils were registered for Somerset Virtual Careers and College programme</b></p> <p><b>100% participated in virtual work experience activities</b></p>
SMSC	<p>At St Dunstan's School we recognise that the personal development of pupils, 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 pupils 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.</p>	<p>The school will ensure that pupils' SMSC development will take place across all curriculum areas, within activities that encourage pupils 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.</p> <p>SMSC will principally take place through PSHE at KS3 and PB at KS4, as well as tutor time and assemblies.</p>	<p><b>Details of what has been delivered across the curriculum include:</b></p> <ul style="list-style-type: none"> <li>● <b>Healthy Relationships</b></li> <li>● <b>Esafety</b></li> <li>● <b>Finance and Money management</b></li> <li>● <b>CPR</b></li> <li>● <b>Sex Education</b></li> <li>● <b>Drugs Awareness</b></li> <li>● <b>Democracy</b></li> <li>● <b>Preparing for the world of work</b></li> <li>● <b>Virtual workshops with Trinity Hall, Cambridge University</b></li> <li>● <b>Workshops on Road Safety</b></li> <li>● <b>Workshops on Personal Development</b></li> </ul>
Extra Curricular enrichment	<p>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 pupils are given a range of options both at KS3 and KS4 to gain additional experiences outside of the normal classroom context.</p> <p>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 its sporting achievements.</p> <p>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.</p>	<p>The school participates in the Duke of Edinburgh Award scheme and we have a relatively high number of pupils who complete one or more levels of the Award.</p> <p>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).</p> <p>pupils 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. pupils 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.</p> <p>The links with Millfield have also allowed us to enhance pupils' experiences of the arts, especially drama. Shared performances and exhibitions, between pupils 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.</p>	<p>Data on the levels of participation for extra curricular activities including Millfield visits</p> <p>Super Fridays were suspended this year due to Covid but are planned to start again in January 2022</p>



		<p>CCF group in conjunction with Millfield.</p> <p>During the last week of the academic year a range of activities are provided by staff and outside agencies where pupils are given the opportunity to extend their learning beyond the classroom during our Activities Week. pupils are also provided with opportunities to go on our annual residential camp during this time.</p> <p>CCF camp during Activities Week</p> <p>Duke of Edinburgh Award expedition during Activities Week</p>	<p>15 pupils participated in CCF activities</p> <p>Activities Week included The Great Glastonbury Way, Sports Day, Creative Writing project, Dragons' Den etc but had to be postponed because of Covid</p> <p>9 pupils were able to participate in the CCF camp</p> <p>Expedition in activities week has been rescheduled for September 2021 owing to Covid impact</p>
<p>Cost of curriculum</p>	<p>pupils 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.</p>	<p>Cost analysis of classes conducted when constructing the curriculum.</p> <p>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</p>	<p>Music and Drama allow pupils to express themselves creatively and are a good asset for improved mental wellbeing</p> <p>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</p>