



**Arthur**

**Terry**

# **Curriculum Policy**

**2023 – 2024**

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# Arthur Terry Curriculum Policy

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## Arthur Terry School Vision – “Be Proud | Be Kind | Be Ready”

The Arthur Terry School is an inclusive and nurturing learning community that gives everyone the opportunity to excel and a place to belong.

We want the best for everyone in our learning community, so we can be proud of our achievements. Developing the skills, knowledge, and strong moral principles to prepare us for active citizenship in an ever-changing future.

We value:

**Kindness**—being friendly, helpful and understanding.

**Respect**—having consideration for peoples’ rights and feelings.

**High aspirations**—putting the effort in every day to achieve our best

## ATLP Curriculum Intent

The intent of the curriculum at Arthur Terry School is aligned with the ATLP curriculum intent, and recognises the importance of:

- Building and applying knowledge.
- Developing cultural capital to address social disadvantage and ensure equity for all our students.
- Growing our students’ understanding of meta-cognition and how memory works to improve their learning.

- Collaborative planning from Key Stage 2 to ensure a sequenced curriculum that develops well-ordered schema in our students' long-term memory.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.

The curriculum at Arthur Terry School has been developed around a framework of cognitive education and is constructed through three core principles:

1. **Teaching the right knowledge** - Leaders recognise that curriculum expertise lies with in subject teachers. Identified outstanding practitioners have been contributing to a pilot project, through which a new curriculum is being designed for KS2 and KS3. The pilot has enabled practitioners in History, MFL and Science across the ATLP to design a sequenced curriculum, that considers the very best that their subjects have to offer. The Year 7 new programmes of study designed through this work were ready for first teaching in September 2019. It is the intention that Year 8 and 9 mid-term plans will be developed post-pandemic. Lessons learnt from the pilot are being used to support the implementation of a knowledge-engaged curriculum for Year 7 and 8 in Geography, DT and RE this academic year.
2. **Development of schemata** - Ordering and sequencing content in a logical way; making explicit links between content through:
  - i) **Retrieval practice** - Recalling something that students have learnt in the past and bringing it back to mind is proven to have a more profound impact than rereading material. Low stake testing is a regular feature of the 'Do It Now' activities that will start every lesson. Although the desired lag time for retrieval is unclear, students are encouraged to recall topics taught 'last week', 'last month' and 'way back'. Students are requested to self-assess low stake tests to ensure that they are aware of topics that need to be reviewed further in future. Knowledge organisers are used in many areas of the curriculum. Students will be required to engage with core subject knowledge for home study and retrieve and apply this knowledge through 'Know It', 'Grasp It' and 'Think It' activities.
  - ii) **Spaced practice** - This is where knowledge is learnt during short sessions over a longer period of time. This leads to better long-term retention of knowledge. First teaching of the pilot curriculum makes explicit reference to prior content that links with new learning. Re-teach activities are used to gauge prior understanding before moving on to new content.
3. **Application of knowledge** - Planned questions using the twelve 'Thinking Harder' devices will require students to apply newly acquired knowledge, so that students are better equipped to fluently use this in varying contexts.

## Our Curriculum Intent

### 1. Wider school aims

The curriculum policy is based on the following wider school aims, to:

- Create a stimulating environment in which individuals achieve their highest attainable academic standard by delivering an aspirational and challenging curriculum using outstanding learning and teaching strategies.
- Ensure vulnerable learners (including SEND and DA) receive an outstanding education by placing them at the forefront of decision making and strategy. (Vulnerable first philosophy)
- Foster a culture of learner independence through the “Arthur Terry Learner” philosophy.
- Promote literacy and create a culture of reading that engenders love for reading and literature
- Work with, and then build upon the achievement of our partner primary schools to ensure students have an effective and smooth transition from Key Stage 2 to 3.
- Maintain a disciplined, enthusiastic, safe, happy and caring community through a trauma informed and emotion coaching approach.
- Ensure students feel secure, valued and safe in and outside school.
- Broaden cultural and aesthetic horizons whilst celebrating individuality.
- Develop the whole child by creating a programme of additional enrichment opportunities.
- Raise the expectations of all through mutual respect and shared responsibility, in line with our ambition to ‘Be Proud, Be Kind, Be Ready’.
- Develop positive personal, social, moral and spiritual growth and respect for different beliefs and ways of life.
- Recognise and respect diversity, creating an ethos that promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Develop a partnership of parents, staff, students, trust board, school advocates and outside agencies working for everyone’s benefit.

### 2. Our curriculum design is intended to:

- Be challenging for our students and be ambitious in terms of the depth and breadth of the knowledge and skills that students will learn and develop.
- Place vulnerable learners (inc. SEND and DA) at the forefront of decision-making and planning so that they achieve exceptionally well. (Vulnerable first strategy)
- Be broad and balanced and help students to know more and remember more over time.
- Encourage our students to enjoy and be committed to learning so that they flourish in whatever future they choose.
- Develop cultural capital to address social disadvantage.
- Develop key learning habits (The Arthur Terry Learner) as well as the core skills of literacy, reading and numeracy.
- Instill our core values “being proud of who we are and what we achieve, being kind and respectful to all others and being ready to take our chosen next steps in life”.
- Be ‘knowledge-engaged’ with a focus on the development of deep knowledge and understanding whilst also ensuring students can use and apply this knowledge.

- Grow our students' understanding of cognitive science, including meta-cognition and how memory works to improve their learning.
- Support and promote the wellbeing of our students through a high-quality personal development programme.

Planning has been undertaken, that is based on the Arthur Terry Learning Partnership Curriculum Philosophy; to provide all students with a broad and balanced academic programme that closely follows the National Curriculum. Our provision is meaningfully curated to be a challenging, coherent and carefully sequenced “knowledge-engaged” curriculum based on the principles of cognitive science. There is a focus on development of literacy and the application of acquired knowledge to ensure children access the curriculum in depth to ensure a deep and enduring understanding in discrete subject areas. The curriculum framework of cognitive education is planned to enable children to think independently and contribute positively to society and the wider world.

The content and experiences within in our curriculum are designed to accumulate and address the gaps in cultural capital of all our students with a vulnerable first approach focusing in particular on those with SEND and are socially disadvantaged. Our extra-curricular offer supports our provision, with a focus within each subject on helping students to form stronger schemata for long-term retention of knowledge.

### **3. Curriculum outcomes**

Arthur Terry's curriculum will:

- Ensure that each student will be able to achieve the best possible outcomes at KS4 and KS5, ensuring school headline performance measures are significantly above the national average. These headline measures include : Progress 8, Attainment 8, English and Maths and Ebacc at KS4. As well as Retention and Destinations for KS5 (see Annex 2 and 3 for further explanation)
- Lead to qualifications that are of worth for employers and for entry to higher education, ensure continuity and progression within the school and between phases of education, increasing students' “next steps” choices during their academic career.
- Fulfil statutory requirements including the delivery of the National Curriculum, religious education (at KS3 students follow a course entitled IBEC – identity, beliefs, ethics and culture – see Appendix 1) and sex and relationships education.
- Enable students to be proud, kind, and ready and fulfil their potential.
- Meet the needs of all students through quality first teaching, particularly students with SEND and who are socially disadvantaged by providing equal access for all students to a full range of learning experiences beyond statutory guidelines. Enriching students' experiences through extra-curricular, non-qualification activity at all key stages including sport, drama, music, expeditions, visits etc.
- Ensure students become better learners through increased resilience and independence. The Arthur Terry Learner habits have been developed across the school to help our students prepare for a lifetime of learning.
- Prepare students for adult life through the Personal Development programme which includes a clear focus on British Values, Relationships and Sex Education (RSE), Mental Health and Well-Being and Careers.

- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Equip students with key life skills of reading, writing and mathematics.
- Develop cultural capital to address social disadvantage and help students understand the world in which they live.
- Deliver the National Curriculum (<https://www.gov.uk/government/collections/national-curriculum#curriculum-by-key-stages>) and provide for a broad and balanced curriculum at Key Stage 3. Developing the key skills, knowledge and understanding to provide the building blocks for linear GCSE qualifications and secure high levels of progress for students in the academic core subjects with a clear focus on embedding the key literacy and mathematics skills needed in the world of work. All subjects are delivered by specialists who are best equipped to accelerate students' progress through the 3 years that students have in KS3 before they progress to KS4.
- Provide a range of appropriate qualifications at KS4 to ensure all students can succeed and reach their goals for the next stage of their education at KS5 or training.
- Ensure that the vast majority of students achieve qualifications from the academic core and Ebacc subjects supplemented by a broad and balanced curriculum from the performing arts, art, design and technology, business and computing.
- Deliver a comprehensive post-16 curriculum which enables student to access an appropriate programme of study, providing the necessary academic and vocational qualifications for future study in Higher Education, employment or apprenticeships; enabling a seamless transition from KS4 and preparing students for when they leave school.

## Roles and responsibilities

The Headteacher 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 aligned with national guidance and is reviewed annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum. This discretion will only be applied in exceptional circumstances.
- 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 ATLP Trust Board and School Advocates are involved in decision making processes that relate to the breadth and balance of the curriculum.
- The ATLP Trust Board and School Advocates are advised on statutory targets in order to make informed decisions.

The ATLP Trust Board / School Advocates will ensure that the curriculum:

- Considers the advice of the Headteacher when approving the curriculum policy and when setting statutory and non-statutory targets.

- Progress towards annual statutory targets is monitored.
- Contributes to decision making about the curriculum.

Assistant Headteachers with responsibilities for KS3, 4 and 5 will ensure that:

- They have an oversight of curriculum structure and delivery within their key stage.
- Detailed and up-to-date curriculum plans (inc. long term and medium term plans) are in place for the delivery of courses within their key stage.
- Schemes of work are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with their line management links on a regular basis and that actions are taken where necessary to improve these.

Heads of Faculty and Subject Leaders/post holders will ensure that:

- Long term planning is in place for all courses and leaders ensure that the whole school curriculum intent is effectively implemented.
- Schemes of work at KS3 will be curated to give clarity on what learners should know and show by the end of KS3.
- The curriculum is ambitious, rigorous and challenging and meets the needs of our cohorts, whose KS2 prior attainment is often significantly above national average.
- Schemes of work will also demonstrate detail on curriculum intent; promotion of the Arthur Terry Learner Habits; assessment and feedback; key topics and knowledge, and how the subject contributes to personal development and wellbeing.
- Their curriculum enables students to make progress that meets or exceeds age related expectations.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Assessments are planned to assess knowledge, understanding and skills at 3 key points through the academic year. Assessments take place in whole-school assessment weeks followed by upgrade opportunities to address identified gaps. Leadership Group links are informed of proposed changes to curriculum delivery.
- Following assessment weeks when data is inputted student performance data is reviewed and through mechanisms including DDI (Data Driven Instruction) any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- All relevant information/data is shared via Go4Schools and Bromcom.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- CPD needs are met 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 the wider curriculum including personal development and wellbeing topics.



- Use the know/show charts and other curriculum plans to plan and teach lessons that are challenging, rigorous and ambitious.
- Adapt resources and provide scaffolding so that all learners are able to access our curriculum offer.

Teach students to read fluently and understand complex texts

- Have access to, and be able to interpret, data on each student, including pupil profiles, to inform the design of the curriculum to meet the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues and with ATLP subject networks.
- Participate in high quality professional development, including instructional coaching and DDI.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

## Monitoring, evaluation and review

The ATLP Trust Board and school advocates will 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 key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and ATLP benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The ATLP Trust Board and School Advocates will review this policy once a year. The policy will be promoted and implemented throughout the school.

## Annex 1

### Teaching groups, class sizes and grouping by ability (2023-2024)

In year 7 students in English, Maths and Science are grouped by ability (in average class sizes of 26) to allow for appropriate support and challenge. In Design Technology (inc. Food preparation) students are taught in smaller groups (average class size of 22). In all other subjects students are taught in tutor groups (average class size of 32). Students study one Modern Foreign Language.

Year 8 and 9 follows the same structure as Year 7 except for MFL which are grouped to enable some students to access two Modern Foreign languages.

Year 9 students also have the opportunity to study an introductory course for Business Studies and students also start their GCSE Religious Education course.

In Year 10 to 11 students are taught in mixed ability groups in their option subjects with maximum class sizes of 30 students. In the core subjects of English, Mathematics and Science students are again grouped by ability with average class sizes of 25 students. In Year 12 to 13 students are taught in mixed ability option groups with maximum class sizes of 30 students.

## Key stage 3

### Years 7, 8 and 9

Our provision follows a three-year programme at KS3 that delivers the National Curriculum across the subject areas identified in the table below: Students follow a Personal Development programme delivered in one period per fortnight. This programme allows students to develop their learning and thinking skills, participate in Personal, Social and Health Education, Relationships and Sex Education and experience Careers Education and Citizenship lessons with an emphasis on British Values. Currently, year 7, 8 and 9 students have the following number of periods per subject per fortnight:

### IBEC (Identity, Beliefs, Ethics and Culture)

At the Arthur Terry School all students in Key Stage 3 follow a programme of study known as IBEC. The IBEC curriculum has been carefully planned and sequenced to:

- i) include the subject content of the Birmingham Agreed syllabus for Religious Education.
- ii) encompass the broader topics and themes that can be studied through the wider study of Identity, Beliefs, Ethics and Culture in a religious context.
- iii) Begin preparations for full course RE as an entitlement for all students (examined at the end of Year 11)

There is opportunity in all lessons to learn about and from religion in a variety of ways. This includes looking at the meaning of life, humanity, religious and ethical beliefs, ethical issues, key religious figures and cultural expression; students continually develop their critical, analytical and constructive skills throughout all topics. The delivery of the IBEC curriculum also seeks to ensure that we offer acts of reflection to support the school's collective worship policy.

Subject	Periods in Year 7	Periods in Year 8
English	7	6
Maths	7	7
Science	6	6
Computing	2	2
PE	4	4
Design and Technology	3	3
Art	2	2

Drama	2	2
Music	2	2
Geography	3	3
History	3	3
Modern Foreign Language – French/Spanish	5	6
IBEC (Identity, Beliefs, Ethics and Culture)	3	3
Personal Development	1	1

<b>Subject</b>	<b>Periods in Year 9</b>
English	6
Maths	6
Science	6
Computing	2
PE	4
Design and Technology	3
Business	1
Art	2
Drama	2
Music	2
Geography	3
History	3
French / Spanish	6
Religious Studies (Start of GCSE)	3
Personal Development	1

## Key stage 4

Our provision at KS4 follows a two-year programme with students following a set of core courses all leading to a GCSE or equivalent qualification. This core is supported by a range of optional courses. Within the combination of subject's available students will be expected to study one Humanities subject (from Geography or History) and one MFL subject (from French or Spanish). Personal Development delivery continues at Key Stage 4.

### Year 10:

	Subject	Periods
Core Curriculum	English	8
	Maths	7
	Science	9
	PE	3
	Religious Studies (GCSE)	2
	Personal Development	1
Options	Geography or History	5
	French or Spanish	5
	2 options from : Art, Business Studies, Business Enterprise (BTEC), Creative iMedia (Cambridge National), Computer Science, Drama, Design and Technology (Product Design), Design and Technology (Textiles), Food Preparation and Nutrition, French, Geography, Health and Social Care (BTEC), History, Music, Separate Science, Sport (BTEC), Spanish.	5

#### Year 11:

	Subject	Periods
Core Curriculum	English	8
	Maths	7
	Science	12
	PE	2
	Personal Development	1
Options	Geography or History	5
	French or Spanish	5
	2 options	5

## The Sixth Form

All 16- to 19-year-old students are funded for an individual study programme. The core aim of the Arthur Terry study programme is for each student to successfully complete:

- academic study – completing 3 A level qualifications
- enrichment activity – including Work Experience, Volunteering and/or completion of additional qualifications such as Extended Project Qualification, AS Core Maths, AS Psychology and AS French/Spanish.

- personal development – including a daily tutoring programme, regular assemblies and visiting speakers, careers education, information advice and guidance.

### Years 12 and 13:

The school offers 28 Level 3 subjects at AS level, A level and BTEC\*. Subjects receive up to 10 lessons per fortnight. Further details regarding each subject can be found on the school website.

Business Studies	French (A Level and AS Level)
Business Studies (BTEC Level 3)	Spanish (A Level and AS Level)
Computer Science	
Fine Art	Music (RSL Level 3 Subsidiary Diploma)
D&T - Product Design	Sport (BTEC)
English Combined	Biology
English Language	Chemistry
English Literature	Physics
Geography	Health and Social Care (BTEC)
History	Law
Politics	Psychology
Religious Studies	Sociology
Mathematics	Extended Project Qualification
Core Mathematics AS only	
Further Mathematics	

*\* The A level curriculum offer is reviewed each year and the school may need to remove qualifications from offer that are not viable due to low student uptake. The decision to remove subjects from the curriculum offer will be made as early as possible in the Spring Term following the sixth form application deadline.*

## Annex 2

### Key Stage 4 Performance Measures - A summary of Attainment 8 and Progress 8

**Progress 8** aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar prior attainment. Every increase in grade a pupil achieves in their Attainment 8 subjects counts towards a school's Progress 8 score.

Progress 8 is calculated for individual pupils solely in order to calculate average Progress 8 scores including school Progress 8 scores. Schools should not share individual pupil progress scores with pupils or parents.

A Progress 8 score is calculated for each pupil by comparing their Attainment 8 score with the average Attainment 8 scores of all pupils nationally who had a similar starting point, using assessment results from the end of primary school. In 2016, changes were introduced to KS2 outcomes in English reading and maths. They are now reported as scaled scores instead of national curriculum levels (more information is available in the measurement of prior attainment section).

The greater the Progress 8 score, the greater the progress made by the pupil compared to the average for pupils with similar prior attainment.

A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- a score of zero means pupils in this school on average did as well at KS4 as other pupils across England who got similar results at the end of KS2
- a score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of KS2
- a score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of KS2

A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of KS2.

**Attainment 8** measures pupils' attainment across 8 qualifications including:

- maths (double weighted) and English (double weighted, if both English language and English literature are sat)
- 3 qualifications that count in the English Baccalaureate (EBacc) measures
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list Key stage 4 qualifications, discount codes and point scores - GOV.UK ([www.gov.uk](http://www.gov.uk)).

(source : [Secondary accountability measures: guide for maintained secondary schools, academies and free schools \(publishing.service.gov.uk\)](#) - DoE, 2024)

## Attainment in English and maths measures

These measures show the proportion of pupils achieving a grade 5 and above (a headline measure) and the proportion of pupils achieving a grade 4 and above in GCSE English and maths. A pupil has to achieve the relevant threshold grade in either English literature or English language; there is no requirement to sit both

## Ebacc

The Ebacc performance measures are:

1. Percentage of pupils entering the English Baccalaureate - A pupil is considered to have entered for the English Baccalaureate if they entered for qualifications in English, maths, sciences (inc. Computer Science), a language and either history or geography.  
The English Baccalaureate is not a test or qualification; it is a measure used to provide information about a particular range of qualifications.
2. English Baccalaureate average point score - The EBacc APS calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate, allocating points to a pupil's best grades and dividing by 6 (the science grades count in 2 pillars, meaning a total of 6 pillars) to create an average point score per pupil. This measure is an average across the subjects (i.e. we divide the total by 6) This measure is based on the better result of either English language or English literature when both subjects are taken, maths, the best 2 results from the single sciences (including computer science), or results from the combined science, the better result from either geography or history and the best result in languages.

## **Annex 3 - Key Stage 5 Performance Measures for 2022-2023**

### **Department for Education – summary of performance measures -**

In the 2022 to 2023 academic year (as in the 2021 to 2022 academic year) we will not be able to produce all performance measures as normal, because of our commitment not to use the results of qualifications achieved between January 2020 and August 2021 in future performance measures. This means that we will need to calculate some measures differently, to leave out the 2020 and 2021 qualification grades, as set out in this guidance. It also means that we will not produce some measures at all, where removal of the 2020 and 2021 qualification grade information prevents us from producing a robust measure.

### **Attainment and entry measures**

Average point score (APS) – shows the average point score (APS) that students achieved per entry, also expressed as an average grade.

### **Retention measures**

Percentage of students retained to the end of the core aim of their study programme

### **Destinations**

Percentage of students that progress to a sustained education, training or employment destination after 16 to 18 study

(source : [16 to 18 accountability measures: technical guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101242/16-to-18-accountability-measures-technical-guidance.pdf) - DoE, 2024)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
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**Arthur Terry School Curriculum Overview for Stakeholders**

	50 lessons (1 hr) on a two																																																	
YR 7	English (7)																																																	
YR 8	English (6 hrs)																																																	
YR 9	English (6 hrs)																																																	
YR 10	English																																																	
	2 GCSEs																																																	
YR 11	English																																																	
	2 GCSEs																																																	
YR 12																																																		
YR 13																																																		

**Our Intent - what do we aim to achieve ?**

The **Arthur Terry School** is an inclusive and nurturing learning community that gives everyone the opportunity to excel and a place to belong. We want the best for everyone in our learning community so we are able to be proud of our achievements. Developing the skills, knowledge and strong moral principles to prepare us for active citizenship in an ever-changing future. **Our curriculum is designed to :**

<b>Prepare all students</b> , particularly those with SEND and who are socially disadvantaged, <b>for their next steps</b> so they can flourish in whatever future they choose.	<b>Develop Cultural Capital</b> of all our students, particularly those with SEND and who are socially disadvantaged.	<b>Instil our Core Values:</b> Be Proud, Be Kind, Be Ready	<b>Be knowledge engaged</b> , building and applying knowledge through a carefully sequenced and challenging curriculum	<b>Develop an understanding of cognitive science</b> —through meta-cognition and meta-memory to help students know more and remember more
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Our **wider curriculum intent** is to provide a robust personal development education which is essential in ensuring all students, particularly those with SEND and who are socially disadvantaged, develop into well-rounded members of society, who can make a positive contribution to their community. This is achieved through planned opportunities to experience :

Wellbeing and Mental / Physical Health Education	Personal, Social, Health, Citizenship and Economic Education	Relationships and Sex Education	Careers Education, Information Advice and Guidance	British Values Education	Spiritual, Moral, Social and Cultural Development	Enrichment opportunities
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**The Arthur Terry Learner:**

- aims to promote and cultivate the learning habits which all students need to become independent, confident learners in school and beyond.
- is constantly moving forward, developing their abilities through motivation and a positive attitude to learning. They have a growth mindset: they know that, with dedication, they can improve their current level of learning.
- has 5 key strands for students to develop :



**How do we organise learning ?**

At **Key Stage 3** (Years 7,8,9), we follow the National Curriculum, ensuring all students have a challenging, ambitious, broad and balanced curriculum experience.

<b>Core Subjects :</b> English, Mathematics, Science	<b>Foundation Subjects</b> Art, Business (Year 9 only) Citizenship Education (through PSHCE), Computing, Dance, Drama, Design Technology, Food Preparation and Nutrition, Languages (French and/or Spanish), Geography, History, Music, Physical Education.	<b>Statutory</b> Religious Education through IBEC (Identity, Beliefs, Ethics and Culture), Sex and relationship education (through PSHCE)
Across all subjects—Numeracy and Mathematics - Language and Literacy (Spoken language, reading and writing, vocabulary development)		

At **Key Stage 4** (Years 10,11), we offer a wider range of courses, ensuring that all students have equitable access to the full curriculum with the vast majority of students studying subjects from the EBACC qualifications.

<b>Core Subjects :</b> English, Mathematics, Science (Trilogy), Physical Education, Citizenship Education (through PSHCE)	<b>Statutory</b> Religious Education through Religious Studies GCSE, Sex and relationship education (through PSHCE)	<b>Humanities</b> Geography and/or History	<b>Modern Foreign language</b> French and/or Spanish	<b>Option Choices (all GCSE or GCSE equivalent where identified)</b> Art, Business Studies, Business Enterprise (BTEC), Creative iMedia (Cambridge National), Computer Science, Drama, Design and Technology (Product Design), Design and Technology (Textiles), Food Preparation and Nutrition, French, Geography, Health and Social Care (BTEC), History, Music, Separate Science, Sport (BTEC), Spanish.
Across all subjects—Numeracy and Mathematics - Language and Literacy (Spoken language, reading and writing, vocabulary development)				

At **Key Stage 5**, (Years 12,13) all students are funded for an individual study programme. The core aim of the Arthur Terry study programme is for each student to successfully complete :

<b>Academic Study - three Level 3 qualifications from :</b> Business Studies, Business Studies BTEC, Computer Science, Fine Art, Design Technology (Product Design), English Combined, English Language, English Literature, Geography, History, Politics, Religious Studies, Mathematics, Further Mathematics, French, Spanish, Music RSL, Sport BTEC, Biology, Chemistry, Physics, Health and Social Care BTEC, Law, Psychology, Sociology.	<b>Enrichment Activity</b> Work Experience, Volunteering, Additional qualifications - Extended Project Qualification, AS Core Mathematics, AS Psychology, AS French / AS Spanish.	<b>Personal Development and PSHCE</b> including a daily tutoring programme, PSHCE lessons, regular assemblies and visiting speakers, careers education, information advice and guidance.
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**How do we quality assure our curriculum ?**

We continually quality assure our curriculum, and the effectiveness of its implementation, through a range of activities that vary in scope and scale. We ensure our quality assurance is transparent and developmental with meaningful feedback given to staff at all levels. Our open-door policy and developmental culture ensures our staff are developing and supporting each other to maximise continuous improvement which leads to strong outcomes for all of our learners.

ATLP curriculum support and sharing of resources and expertise across the trust	Clear direction for teachers in relation to planning and delivery of lessons. Lesson essentials.	Instructional coaching for staff—continual improvement cycle—use of Steplab	Forensic analysis of student progress and performance through Data Driven Instruction	External validation from School Improvement Partner	External validation from published performance measures	Stakeholder views - e.g. Big Ask Survey
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