



Curriculum Policy 2023-24

Policy last Reviewed	December 2023
Reviewed by	S&W Committee
Next Review due date	December 2024

Curriculum Intent

The Seva curriculum has been carefully planned to ensure our vision of nurturing future generations devoted to **Selfless service**, **Excellence**, **Virtues** and **Ambition** becomes a reality. Our curriculum intent is to develop young people who are:

<p>S Selfless Service</p>	<p>Aware of and empathetic towards challenges others can face</p> <p>Inspired by role models whose legacy has changed society for the better</p> <p>Understanding of the damage and destruction that can be caused by greed and ego</p> <p>Determined, enthused and ably equipped to create a more peaceful, loving and just society</p> <p>Generous with their time and/or wealth to those less fortunate Champions of the disadvantaged or vulnerable</p>
<p>E Excellence</p>	<p>Vocabulary rich, avid readers</p> <p>Equipped with advanced skills in debating, persuading, negotiating and compromising</p> <p>Highly numerate, able to break down complex issues and find workable, logical solutions</p> <p>Committed to life-long learning, with a healthy curiosity for more knowledge Creative thinkers, capable of critical and independent thought</p>
<p>V Virtues</p>	<p>Humble with advanced levels of self-awareness</p> <p>Forgiving, with the optimism to believe in fresh starts</p> <p>Tolerant and respectful of others</p> <p>Compassionate and loving in their thoughts and actions</p> <p>Patient with high levels of self-control</p>
<p>A Aspiration</p>	<p>Determined to reach (or even exceed) aspirational targets</p> <p>Willing to work hard to overcome any barriers</p> <p>Confident in the knowledge that hard work equals success</p> <p>Resilient when faced with challenge and disappointments</p> <p>Team players who understand “<i>none of us is as smart as all of us</i>”</p> <p>Knowledgeable of external factors that maximise performance (e.g healthy eating and regular exercise)</p>

The content and experiences within in our curriculum are designed to address the gaps in cultural capital of all our students in particularly the disadvantaged. Our extra-curricular offer supports wide horizons and learning beyond the curriculum; it is intended to introduce our students to new experiences – enabling each child to discover their unique passions and to embed in all a love of learning.

Curriculum Implementation

At Seva School, all students will participate in a knowledge-rich curriculum which provides a wide range of experiences and learning opportunities, to deepen knowledge and broaden horizons. As a school, we want our students to become immersed in new learning experiences; our curriculum is designed to support students in making links between subjects through the sequential building of knowledge and the enhancement of their cultural understanding.

To support students in their ability to acquire new knowledge and develop skills, we have implemented a learning sequence that supports students in securing, understanding and retaining new knowledge. We follow Barack Rosenshine’s research-based Principles of Instruction in every lesson:

1. Begin the lesson with a review of previous learning.
2. Present new material in small steps.
3. Ask a large number of questions (and to all students).
4. Provide models and worked examples.
5. Practise using the new material.
6. Check for understanding frequently and correct errors.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Monthly and weekly reviews.

Recall and retrieval activities are used to support well-researched practices which move learning from short- to long-term memory. By regularly revisiting prior learning, students are able to more quickly remember knowledge and apply skills, meaning that their learning is accelerated.

Supporting this, each lesson contains new learning delivered through high-quality explanations. This direct instruction ensures all students receive the correct information they need to rapidly make progress in the following supplementary tasks and questions. These tasks are then assessed during lesson time, ensuring all students receive quality guidance to improve in future tasks.

Each half term, students undertake two graded assessments, in which they will receive feedback and guidance in the form of ‘What went well’ and either an ‘Even better if’ or a supplementary ‘Learning Question (LQ)’; these graded assessments ensure that students are making good progress towards their targets and enable teachers to direct in-class intervention, to teach or re-teach material where there exist any misconceptions.

All subjects, regardless of their nature, follow the Rosenshine’s model and assessment cycle.

Roles and responsibilities

The Principal will ensure that:

- all subjects have curriculum aims and objectives which reflect the aims of the school and show clear progression between key stages.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Trust Board annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements.
- 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 Trust Board is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the Trust Board is advised on statutory targets in order to make informed decisions.

The Trust Board will ensure that:

- 1) they consider the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- 2) progress towards annual statutory targets is monitored.
- 3) they contribute to decision making about the curriculum.

The Principal (for secondary) and the Head of Primary will ensure that:

- they have an oversight of curriculum structure and delivery within their key stages.
- detailed and up-to-date schemes of work 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.
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Middle leaders will ensure that:

- long term planning is in place for all courses.
- schemes of work encourage progression to exceed national standards.
- there is consistency in terms of curriculum delivery.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- assessment is appropriate to the course and the students following particular courses.

- there should be consistency of approach towards assessment.
- they keep their line manager informed of proposed changes to curriculum delivery.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive high quality information, advice and guidance to enable them to make the appropriate curriculum choices at key stages 4.

Parents and carers will:

- be consulted about their children's learning and in planning their future education at key milestones e.g. Year 6 SATs and transition to year 7, Year 9 options choices and year 11 next steps decisions.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, evaluation and review

The Trustee Board will receive an annual report from the Principal on:

- the standards reached in each subject compared with national and local 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 local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

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

Subjects, grouping and hours

Students in primary are ability grouped for phonics and spellings, and are taught in mixed ability and ability groups for all other subjects as appropriate.

While Covid19 is spreading, years 7 and 8 are taught in mixed ability classes. In normal circumstances, they would be set by ability in English and maths.

In Year 9, students start GCSE science, but continue with KS3 for the rest of their subjects. This is to accommodate the breadth of material that is to be studied in KS4 science.

In years 10 and 11, students are set by ability in English, maths and science, but are taught mixed ability in their options.

Key stage 1 subjects

Subject	Hours per fortnight
English incl VIPERS (Reading)	15
Phonics, Spelling	5
Mathematics incl Times Tables	12
Science	2
History	2
Geography	2
Spanish	1
RE	2
SEVA Studies	1
Computer Science	2
Art & Design Technology	2
PE	2
Music	1
PHSE/RE	2

Key stage 2 subjects

Subject	Hours per fortnight
English incl VIPERS (Reading)	15
Phonics, Spelling, Handwriting	5
Mathematics incl Times Tables	15
Science	2
History	2
Geography	2
Spanish	1
RE	2
SEVA Studies	1
Computer Science	2
Art & Design Technology	2
PE (swimming)	2/3
Music	1
PHSE/RE	2

Key stage 3 subjects

Our provision follows a three-year programme at KS3 that delivers the National Curriculum across the subject areas identified in the table below:

Subject	Hours per fortnight
English	8
Mathematics	7
Science	6
History	4
Geography	4
Spanish	4
RE	4
Computer science	2
Food / Textiles	2
Art	2
PE	3
Music	2
PHSE	2

- Across the academic year, design technology will comprise of food and textiles in alternating terms

Key stage 4 subjects

Our current KS4 provision offers:

Subject	Hours per fortnight
English	8
Mathematics	7
Single Sciences	17
Combined Science	12
History	5
Geography	5
Spanish	5
RE	5
Computer science	5
Food Technology	5
Textiles	5
Art	5
Prince's Trust	5

PE	2
PHSE	1

- Careers events will be integrated into the academic year in assemblies, drop down days and guest speakers

Key Stage 4 Performance Measures

A summary of Attainment 8 and Progress 8

Progress 8 was introduced in 2016 as the headline indicator of school performance. It aims to capture the progress that pupils in a school make from the end of primary school to the end of key stage 4. It is a type of value-added measure, which means that pupils' results are compared to the progress of other pupils nationally with similar prior attainment. Every increase in every grade a pupil achieves will attract additional credit in the performance tables.

Progress 8 is calculated for individual pupils solely in order to calculate a school's Progress 8

score, and there is no need for schools to share individual Progress 8 scores with their pupils.

A Progress 8 score is calculated for each pupil by comparing their Attainment 8 score (see below for detail) 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. 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 do as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2
- a score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2
- a score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2

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 key stage 2.

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 – see below
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list

(<http://www.gov.uk/government/collections/performance-tables-technical- and vocationalqualifications>)

Grade 5 or above in English and Maths GCSEs

This tells you the percentage of pupils who achieved grade 5 or above in the 2017 reformed English and maths GCSEs. Reformed GCSEs are graded 1 (low) to 9 (high). Grade 5 in the new grading is a similar level of achievement to a high grade C or low grade B in the old grading.

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, 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 (3 out of 4 must be taken), or results from the combined science, the better result from either geography or history and the best result in languages.