



Teesside High School
Education as it should be

Curriculum Statement

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Teesside High School

POLICY NAME	Curriculum Statement
PURPOSE	To ensure all employees are aware of the School's curriculum which underpins the mission, culture, ethos and aims of the school. To ensure all pupils are offered an inclusive, developmental curriculum according to individual need, age, aptitude and ability.
APPLIES TO	All pupils
OTHER ASSOCIATED DOCUMENTS OR POLICIES	PHSE and Careers

The curriculum at Teesside High School underpins our Mission, Culture and Ethos, and our Aims statements. This Curriculum Statement should be read in conjunction with other policies including PSHE and Careers.

Policy Statement

Teesside High School offers an inclusive, developmental curriculum for all its pupils according to individual need, age, aptitude and ability. This is designed to provide students with rich learning experiences in linguistic, mathematical, scientific, technological, economic, human and social, physical and aesthetic, cultural and creative activities. The school strives to provide an education that takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan; ensuring effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

In addition, the school aims to promote and support fundamental British values; these include appreciation of democracy, the rule of law and the value of individual liberty, as well as the overarching encouragement of mutual respect and tolerance of those with different faiths or beliefs.

In the Early Years (Nursery and Reception classes) the Early Years Foundation Stage Framework (EYFS) provides the starting point for planning, resourcing, teaching and assessment. The EYFS is made up of seven areas of learning that are inter-connected. The three prime areas are Communication and Language, Physical Development, and Personal, Social and Emotional Development. There are also four specific areas, through which the three prime areas are strengthened and applied. These are Literacy, Numeracy, Understanding of the World, and Expressive Arts and Design. Both Nursery and Reception aged children work within these areas, mainly through a play-based approach with their class teachers and teaching assistant. The children also receive specialist PE and Music lessons, and French in Reception.

At Key Stage One children are usually taught by their class teacher for English, Mathematics, Guided Reading and International Primary Curriculum (IPC). The International Primary Curriculum includes

Science, Geography, History, Art and DT and International Studies, in a creative theme based approach. This theme is common to the two KS1 classes to allow for creative approaches to curriculum delivery. Music and PE lessons are delivered by subject specialists. Computing, RE, French, PSHE and Handwriting lessons are delivered by members of the Prep Teaching staff.

At Key Stage Two children are taught the same subjects as at KS1, but with more specialist teaching taking place as children move up the Key Stage. Again, there are common IPC topics for lower KS2 (Years 3 & 4) and upper KS2 (Years 5 & 6). The majority of pupils within Key Stage 2 receive weekly French lessons within mixed aged classes (Years 3 & 4 and Years 5 & 6), delivered by a specialist teacher. Those pupils with poor literacy skills receive additional English tuition with a member of the Prep teaching staff at this time. In Years 5 & 6 pupils are banded together and are set in ability groups for Mathematics and English. There is also an enrichment programme which allows the children to develop broader and more specialist skills.

At Key Stage Three students follow a broad curriculum consisting of English, Mathematics, Science, History, Geography, IT, and PE. The creative subjects of Art, Music, Drama and Technology are also taught to allow for a balanced curriculum. Where possible students are taught in sets to allow for stretch and challenge at all levels.

All pupils are taught French and pupils with lower literacy skills receive additional support with basic literacy skills and study Classical Studies whilst all other pupils study German and Latin.

At Key Stage Four, we offer a range of IGCSE and GCSE courses. Students are required to study the core subjects of English Language and Literature, Mathematics, PE and Science. The other option choices are selected from blocks of subjects that change every year, depending on cohort preference, but the subjects offered are:-

Classical Studies, History, Geography, Computing, French, German, Latin, Food Technology, Art, Product Design, Music, Drama, Business Studies, RE and Sport Studies.

The more able mathematics students will also study GCSE Further Maths within their timetabled Mathematics lessons. At the end of Year 10 a decision is made regarding which science course the students will continue with into Year 11; Separate Sciences or Double Award Science.

AS and A levels are studied at Key Stage Five. Students generally choose 4 subjects at AS in Year 12 and then reduce this to 3 subjects at A2 in Year 13. Subjects are selected from blocks which change every year but the subjects offered are :- English Language, English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Psychology, Classical Studies, Latin, French, German, Business Studies, Economics, Art, Music, Food Technology, Design Technology, Computing, Health and Social Care, Sports Studies and Theatre Studies.

All pupils study a comprehensive PHSE programme that reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristic set out in the 2010 Equality Act(a). It is structured to meet the needs of the students at that particular key stage providing them the opportunities, responsibilities and experiences that will prepare them for adult life.

In Year 9, Careers education forms an integral part of the PHSE programme. We have Morrisby, an impartial provider, who gives careers profiling for life for all Year 9 students and individual guidance to sixth form pupils on a broad range of career options. We also hold an annual Careers Convention in school to help students to explore possibilities and fulfil their potential.

The EPQ is offered within the PHSE programme at KS5 and all capable pupils are encouraged to study for this during their time in Y12 and Y13.

We also have a comprehensive enrichment programme with activities offered during lunchtime and after school. KS3 pupils attend a minimum of 3 activities which can be chosen from a variety of sporting, musical and enrichment activities as well as a number of academic clinics. KS4 pupils are required to attend a minimum of two of these activities and KS5 students are welcome to attend but it is not compulsory. KS5 pupils are encouraged to take a lead role in activities as part of their preparation for adult life.

All pupils have the opportunity to learn and make progress and the subject matter studied is appropriate for the ages and aptitudes of pupils, including those with an EHC plan. Pupils with an EHC plan will follow an appropriate teaching timetable so that the education received fulfils the requirements of the plan. For pupils whose principal language is not English, adaptations are made to their curriculum which include additional lessons in written and spoken English and a reduced curriculum where necessary. Please refer to the EAL policy for further details.

Pupils who are above compulsory school age will follow a programme of activities which is appropriate for their needs.