



Cleeve
Park
School

CURRICULUM POLICY

November 2023

Adopted by Governors:

To be reviewed: December 2024

Cleeve Park School Curriculum Ambition

Our curriculum ambition for all students at Cleeve Park is that they are part of a community that aspires to succeed. Regardless of starting point or barriers to learning, our students are encouraged to be proud of their learning journey and continue to be lifelong learners after their time at our school. We have a shared and common purpose within the TKAT family that all students have opportunities to achieve their ambitions.

Our ethos is based around Commitment, Pride and Success.

Commitment to learning

Pride in ourselves and our community

Success both academically and personally

Regardless of subject or age, our curriculum intent is based upon the following attributes:

- Instilling in students a thirst for learning.
- Taking **responsibility** for our own learning journey
- Understanding the importance of **care** for ourselves and others.
- **Challenging** and **inspiring** every student to achieve their ambitions
- Developing learning and thinking skills to become **creative, independent learners**.
- **Preparing** students for the here and now, and for their future.
- Developing students to **participate fully and positively** in democratic, modern Britain. Respecting and listening to the view of others.
- A wide range of opportunities to develop Social, Moral, Spiritual and Cultural Awareness

We encourage students to be creative and enquiring thinkers whilst respecting the views of others. There is a clear understanding that literacy runs throughout every aspect of our curriculum, developing students to understand the value and joy of reading.

Our taught curriculum is co-planned so there is a clear link throughout, and between subjects. Our curriculum is diverse and knowledge rich - supporting students to have a wide base of knowledge across a range of subjects and interests. We recognise that qualifications improve life chances and our broad, balanced curriculum supports that.

Our wider curriculum allows us to broaden the experiences and wider understanding of the world around us. The wider Curriculum represents a substantial part of the educational experience, involving a full choice of activities that take place beyond the academic curriculum. We see it as an essential part of the learning experience, offering students the opportunity to learn about life in its broader context: its challenges and opportunities, how to respond to successes and occasional disappointments.

Religious Education is a successful part of our curriculum in which students learn about opportunities that relate to spirituality, ethics, religion and philosophy and cover a balanced range of world religions and belief

systems. Philosophy and Religion is a popular and successful option choice at GCSE as is Philosophy and Ethics as an A level pathway too.

Reading and Oracy

Central to our ethos and vision is an understanding that literacy is a core skill and its teaching is the responsibility of all teachers throughout the school. Students experience the curriculum through language and, therefore, being literate is fundamental to progress and achievement. Our students' ability to communicate successfully, both orally and in writing, and their ability to read a wide range of material and text types, will enable them to achieve lifelong success as a global citizen. Our Literacy Strategy seeks to empower students to communicate using academic language and our goal is to ensure that all Cleeve Park students leave us fully literate.

We define literacy as the ability to read and write effectively, as well as speaking and listening in a variety of different contexts as defined in our [Literacy policy](#)

Reading forms part of our day-to-day curriculum. During daily tutor time, there are set texts for each year group which compliment PSHE and RSHE themes. In subjects, students are encouraged to discuss and speak confidently about relevant topics and wider issues.

PSHE and RSHE.

PSHE helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them develop personally and socially. PSHE tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We use PSHE to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, relationship and sex education (RSHE) and the importance of physical activity and diet for a healthy lifestyle. The PSHE curriculum is delivered during form time and is enhanced by at least two annual drop down sessions which can include outside agencies e.g. the fire service and theatre groups.

Extra Curricular

Extra-curricular activities are an integral part of the ethos of the school. These activities provide our students with an opportunity to enhance their personal development in a range of areas for example; sport, music, artistic, literacy and games. Our extra-curricular programme is planned as an opportunity to extend our students' learning experience outside of the classroom and within the wider community. We aim to develop students' hobbies and interests to encourage a lifelong passion for clubs and sports. Activities and clubs will be available to all students subject to staff and their specialities.

Careers

Careers Education, Information, Advice and Guidance (CEIAG) is a key component in delivering the school's mission to *help 'the learners of today become the leaders of tomorrow';* through a planned programme of careers activities for all students Year 7 through to Year 13. Students will leave school equipped with the skills, attitudes, knowledge and understanding to manage their lifelong career and learning so that they are as prepared as possible for their working adult life.

All students from Year 7 upwards are entitled to personalised and impartial CEIAG which meets professional standards, as outlined in the [Gatsby Benchmarks](#) and [DFE Careers Guidance](#)

The careers programme is designed to ensure the progressive and individually tailored development of careers skills, knowledge and understanding in all students. The aim of the programme is 'Inspire' at Key Stage 3, 'Allow planning and focused appropriate action at Key Stage 4 and 5.

CEIAG will provide all students with a focus to encourage them to set goals and work to achieve outstanding academic results that enable them to progress and succeed in their chosen education or career path. The timings of one to one careers sessions are strategically placed to support key milestones such as Year 9 option process.

Curriculum design and implementation

Lessons are 1 hour long and there are 25 hours each week over a two week timetable. Tutor time is 30mins daily and this incorporates literacy, PSHE and RSHE.

Subject leaders design curriculums which build on prior knowledge and skills over time; subject curriculums spiral from Year 7 into Year 11 and beyond. Subject leaders map out their curriculums considering learning pathways for career progression, future learning and employment.

Key Stages

KS3

At Key Stage 3 we follow the [National Curriculum programmes of study](#), as produced by the DFE. Subject leaders ensure that the content is planned and delivered accordingly. Leaders plan a broad curriculum which builds on prior knowledge from Key Stage 2 and develops the understanding of subject content. Also it provides a solid foundation for Key Stage 4 offering them a repertoire of subjects to later help them choose their subject specialisms for GCSE study.

At Key Stage 3, all students study a range of subjects: English, Mathematics, Science, French, Physical Education, Geography, History, Art, Drama, Food and Nutrition, Product Design, Textiles, Music, Computer Science and Religious Education.

In Year 9 students study a broad curriculum. They are given an opportunity to have taster lessons in new subjects offered in Key Stage 4 such as: media, Business Studies and Childcare.

Students then choose 4 option subjects to study further at Key Stage 4 alongside the core subjects supported by the [Year 9 Options Microsite](#).

KS4

At Key Stage 4 we follow a range of courses that are recognised as suitable for Level 2 study by the DFE. Students are given the opportunity to choose 4 option choices to study for GCSE. We offer a range of vocational and academic subjects and this prepares our students for Post 16 progression. This process is supported with careers advice and guidance to support all routes including higher education and future employment for life in modern Britain.

Alongside four option choices (one of which students must choose is Humanities or French) students study GCSES in: English Language, English Literature, Mathematics and Double award Science.

Students continue weekly lessons in PE, RSHE and PSHE to enhance their wider learning experience but these do not gain a qualification.

We offer additional intervention in subject areas through the provision of after school specialist sessions; targeted intervention sessions; holiday intervention sessions and online support.

KS5

In KS5 all students are expected to undertake a full programme of study. Students study 3 subjects at level 3 which can be a blend of Academic and Vocational subjects. Alongside this, there is a programme of mentoring and enrichment opportunities such as becoming part of our affiliated Football Academy Welling Utd.

At KS5, students have the opportunity to study specialised subjects in their chosen field of study to explore them in more detail. The curriculum is designed to develop independent skills to prepare students for future learning and employment.

In Year 12 students attend a two week Work Experience placement and have extensive CEIAG to support them as they commence Year 13.

Tailored intervention after school and during school holidays is available too.

GCSE resit

Any student who attends KS5 and has not achieved a pass in either English or mathematics is required to resit in Year 12 and attend resit lessons to support revision and exam technique.

Assessment

At Cleeve Park we believe it is important to measure and report on all of our students' progress at key points in the year. This allows us to monitor progress, support students to improve and share information with parents. Please see our [Data assessment policy](#) for more detailed information.

Roles and Responsibilities:

- Heads of Department have responsibility for advising the Executive Headteacher about resources and their deployment of staff.
- The Senior Deputy Head reviews and monitors the curriculum to ensure it is appropriate, challenging and relevant whilst following guidance from TDFE, TKAT and examination bodies.
- The appraisal and capability policy is used to ensure that standards in all areas of this policy are implemented to a high level.
- The policy is reviewed annually.
- National guidance on changes to curriculum and assessment are reflected in our curriculum and assessment models.

Links to other policies:

Data and assessment

Attendance

RSHE

Careers advice and Guidance

[National Curriculum programmes of study](#)

