



Malton School

A Specialist Science School

Stronger For Being ne

Curriculum Policy

Document Status		Staff Responsible	Committee
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Rationale

Malton School is a learning environment and community that aims to deliver a curriculum enabling each student to meet their full potential so that they are equipped and able to contribute positively to society. The curriculum aims to **support** students in their personal development, **inspire** and challenge students to raise their aspirations and demonstrate excellence in learning and achievement, such that they flourish and **thrive** in school and as they move onward into the wider world.

This is underpinned by the promotion of a growth mind-set. Our learning environment and curriculum encourages students to maintain an open mind, a questioning outlook and to take risks in their learning.

The promotion of personal skills and character attributes is a hugely important part of our curriculum. The curriculum seeks to provide a significant range of opportunities to allow each student to find success, developing confidence and flourishing as a result. Each leaver will have developed a broad portfolio evidencing skill and character development to sit alongside their qualifications, enhancing their future prospects.

The curriculum places the needs of each student as its heart. This is the starting point for curriculum development and decision-making. The school is respectful of national policy, but will, for example, prioritise the best interests of our young people over our standing in national league tables (as shown by decisions not to enter entire KS4 cohorts for either BTEC or ECDL qualifications; and by the decision to enter all who wish to take General Studies at A Level to support their chances of successful progression to University). This is why the school doesn't just say that it has a "broad and balanced" curriculum, it has positively sustained the ability for students to choose four options subjects at GCSE in the face of other conflicting pressures on curriculum time. An excellent school, in our view, is one that has flourishing provision across the

wider arts, humanities, sports and technology subjects and not just in the core of English, Maths, Science and Languages – important though they are.

A vital element that sits alongside our curriculum offer is strong, effective and independent careers advice and guidance. The school looks to benchmark its provision against the Gatsby standards.

The two aspects above inform our approach to the English Baccalaureate, which is that we promote it positively to our students and their parents, explaining the potential advantages for a young person in having this breadth of qualification at GCSE. We do not, however, insist that any student (or particular group of students) has to follow this route.

Our community is built upon mutual care and respect. Our curriculum promotes these attitudes throughout its delivery: recognising the importance of developing not only an awareness of social, moral, spiritual and cultural issues but also a range of confident communication skills.

The positive use of technology is embedded throughout the curriculum to enhance individual learning as far as possible. We recognise that the world is changing at a rapid pace, and society and the working environment will continue to change, with ever increasing access to information through the internet, and with the development of an increasingly global society. We aim, therefore, not only to equip but to advantage our students with confidence in their technological skills and abilities to contribute positively to a rapidly advancing society, both locally and in the wider world.

Aims

Malton School aims to develop a coherent curriculum that builds on young people's experiences in the primary phase and that encourages and enables all young people to develop into successful, confident learners and positive members of society.

The curriculum aims to ensure that students:

- achieve very high standards and make excellent progress according to their individual potential, regardless of gender, background and other elements of diversity
- adopt a growth mind-set, with an open mind and a questioning approach to their studies
- develop the required skills and attributes to successfully access post-16 provision and then further and/or higher education if they so wish
- develop excellent functional skills, including key literacy, numeracy and ICT skills
- develop skills and interests outside of the traditional curriculum to further enrich their lives and learning
- develop excellent skills for acquiring and using knowledge in a changing world
- develop a love of lifelong learning.

Curriculum

Malton School's curriculum will:

- broaden the mind, extending knowledge and developing personal skills
- enable students of all abilities to fulfil their potential
- lead to qualifications that are of value for entry to higher education and for future employment
- fulfil statutory requirements
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines, including Personal Development Activities which all students will undertake
- prepare students to make informed and appropriate choices at the end of each Key Stage
- ensure continuity and progression within the school and between Key Stages, increasing students' choice during their school career

- contain sufficient breadth of choice to allow students to follow their preferred learning route leading to potential for progression in any key area
- help students to be proficient in language and numeracy skills
- develop student leadership, character and communication skills
- provide a broad understanding of the Christian faith
- help students develop personal moral values, respect for religious values and tolerance of different races, beliefs and ways of life, including an understanding of and an appreciation of the wider world
- promote British values
- maintain a key stage 4 curriculum which meets the needs of students, parents and wider society.

Options choices

We are committed to a three year Key Stage 3 course at Malton School, however students are able to make limited options choices in year 8. The students opt for three subjects chosen from Art, Design Technology, Drama, Food Technology and Music to carry forward into year 9. This allows our students to follow their interests in their chosen areas and achieves increased time for study in the other subjects across the curriculum.

In Year 9 students opt for four options outside of the core curriculum to study at Key Stage 4.

In Year 12 students will usually study three subjects at A level or equivalent with the option of additional qualifications, for example an Extended Project. Students who wish to do so may opt for more than three subjects by agreement with the school.

Monitoring, evaluation and review

The governing body will receive an annual report from the Headteacher 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.

Personal Development Activities

- These take place every Thursday from 3:25 – 4:25pm. This is part of an extended school day on a Thursday and is seen as part of our normal curriculum
- All students take part in PDA.
- All activities in PDA are designed to improve the personal skills and/or character attributes of each student. They are not designed to be increased delivery of the normal school curriculum, and they are usually non-examined.
- Students will pick an activity ready for each new term. They will be encouraged to pick different activities to develop a wider set of skills and experiences, however this is not a requirement and in some cases further progression is planned through continued student participation.