



CHIPPING SODBURY SCHOOL CURRICULUM STATEMENT

Our curriculum aims to develop young people who:

- achieve highly
- develop skills, knowledge and understanding for life
- are resilient, confident and responsible citizens
- feel supported and included
- secure positive destinations beyond school

The curriculum of Chipping Sodbury School comprises a broad and innovative range of learning experiences planned for each student as part of a wider strategy to raise aspiration. A personalised curriculum offer, in conjunction with outstanding teaching that impacts positively on learning and progress; that will enable all our students to respond positively to the opportunities and challenges of a rapidly changing world.

Organisation

- Students are taught in 5 session blocks of 60 minute lessons each day, some of which are double periods of 120 minutes.
- At KS3 students cover all the National Curriculum subjects and at KS4 (Y9-11) students are offered a broad choice of GCSE/BTEC and vocational qualifications.
- In year 7 & 8 students are taught in mixed ability groups in all subjects, except in Maths and Science. As students' progress through KS3 they begin to be taught in ability set classes within English (Y9 & 10 Literature), Maths, Science, PE and MFL too.

Key Features of the Chipping Sodbury School Curriculum

'Personal Development' and 'Life Curriculum'

- Students in Y7-10 have two 'Life Curriculum' lessons per cycle where they receive lessons based around enhancing skills to make them better learners, stay safe, and become more employable.
- All students have a series of 'Personal Development sessions' – where the normal timetable is suspended and students spend time working on a personal development theme.
- Examples of days from last year include 'Life Choices' through the Ambitions Event for Y9, '**Global Citizenship' for Y8, and visits for Y7**. Speakers from outside agencies, such as local colleges, police, school nurse, and Compass, offer valuable contributions to these days. **See Life Curriculum Map and Careers Provision.**

The Curriculum at Year 7 and 8

- All students follow a curriculum to develop the skills, knowledge and understanding so they can progress according to their readiness through explicit challenge in learning.

- Foundation Stage (years 7 and 8) is critical and must support subsequent stages in a highly effective manner
- Some key elements of this are;
 - Mastery principles in teaching and learning and curriculum planning ensure that key skills and knowledge are well embedded
 - Key skills and knowledge gaps are identified early in the stage and these are rapidly repaired
 - Foundation offer can extend beyond years 7 and 8 for some students through our Pathways groups into Year 9, 10 and 11.
 - For the very highest needs students some alternative provision through the Bay Learning Base is an option.

KS4 options curriculum is adapted to the Progress 8 measure and to establish flexibility to cater for the needs and interests of all students.

- The curriculum is a strategic decision to raise the aspirations and challenge students in their learning.
- Students are now able to access to high quality learning through the clear structure of a broad and balanced curriculum that caters for their needs and interests.
- The School offers a curriculum for the majority of the students which run alongside English Literature, English language, mathematics, science and core PE.
- The **Curriculum Personalisation Agenda** is designed to raise the aspirations of students. Students begin by opting for 3 GCSE's, each to be taken in Year 9, 10 & 11 and double time. This is in contrast to the current Year 11 who had 2 choices in their options. Students take English Literature in Year 9 & 10.
- Identified students follow an alternative option package which includes access to a variety of packages including extra literacy lessons, EAL lessons, learning support lessons and/or Pathway lessons that has been individualised to meet the needs of differing groups of students (see below).
- No students has limitations of their option choices other than each student must choose an 'extended EBacc subject'. These are History, Geography, Computer Science and French. This doesn't apply to a small group of identified students due to their learning needs.
- The 'EBacc' option is promoted with all students but not forced.

Pathway Curriculum

- Our Inclusion faculty leads our Alternative Provision which consists of personalised programmes
 - Pathways at KS3 is an Intervention and support programme based on the profile of the year group. For some students the curriculum is totally personalised and centred around their EHCP and for others who are Disadvantaged, adapted to meet the needs.
 - Pathways aimed at KS4 students includes a Unit Award delivered through Design Technology and VCert Physical Education.
 - Liaison with Year 5 - 8 is a programme aimed at KS2-3 student's identification of learning needs and to develop their literacy, numeracy, social skills and self-esteem.
 - One-to-one sessions and small group sessions are targeted at students requiring extra literacy and numeracy support or bespoke support with a range of social, emotional and mental health needs.
 - Our Inclusion faculty leads on various learning programmes for students with varying degrees of SEND students. This also includes bespoke packages for students who come to us in Y7 and 8 with literacy and numeracy levels below the expected level as well as supporting our highest needs students to become independent learners and access the mainstream curriculum.

In addition to curriculum time all students have access to a full and thorough pastoral programme in which they experience a citizenship and literacy programme through tutor periods and assemblies. In year 10 students complete a week of work experience aimed at developing employability skills, raising the aspirations and ambition of students.

Students also get to experience various Curriculum focus weeks in which there is a large cross curricular element to learning through special experiences, such as Literacy week, STEM week, and languages week to name a few.

Summary of the co-curriculum offer – 2017/18

The co-curriculum, i.e. the extra support, activities and opportunities for students outside of regular lessons, is equally as important at Chipping Sodbury School as the regular taught curriculum. It is through the co-curriculum that students have opportunities to follow a passion, grow as a person, receive extra support or be recognised by staff by being a role model or senior student.

We offer a four-fold programme of co-curricular provision (see attached)

Rewards include –

- Positive SIMS logs which can be viewed via parents/ students
- Postcards/ Texts/ Letters/ Phone calls home
- Year group recognition in assemblies
- Bronze, Silver, Gold recognition
- Whole School Rewards day (Bronze, Silver, Gold)

Implementation

- Students are taught in mixed ability groupings wherever appropriate...
- Continuity in staffing should be pursued as a key element in the further success of this agenda
- High quality CEIAG activity supports aspiration, engagement and progress.
- Students at Key Stage 5 receive VESPA training to support their progress
- Parental Engagement activities have a VESPA focus at both KS4 & KS5
- Staff in pastoral or curriculum environments use VESPA terminology and principles to promote better progress
- All curriculum design has an emphasis on stretch and challenge
- School teaching year starts in July not September.

Curriculum Evaluation

Governors join with Senior and Middle Leaders to gather data that will enable them to decide whether to accept, change, or remove something from the curriculum. This is carried out at regular intervals during the school year through a range of self-evaluation activities including: assessment of a programme of study, progress meetings, insight activities, senate meetings and student voice. These are designed to know whether what we are doing in the classroom is effective. Parent Voice has been used to introduce the new Options Curriculum and this group made up of parents/carers who will in future meet four times a year to help steer the school in key areas.

Curriculum Support

1. Academic progress mentoring is in place for selected students across Y11. Mentoring meetings take place on a weekly basis and then once per month with parents too.
2. Holiday revision sessions—Revision and booster sessions are run by staff in the lead up to exams to maximise preparation for examinations. These are calendared and form part of the wider exam preparation timetable.
3. Subject support opportunities—catch-up sessions or opportunities to extend learning/ try something new are available in most subject areas.
4. Shakespeare comes to Sodbury—RSC productions of Twelfth Night and Macbeth have been screened.

Pastoral Support

1. Targeted intervention classes as part of AM registration such as Boys, HAP, Homework Support , PLC etc
2. Homework club targeted provision for students in need of homework support.
3. Anti-bullying and Mental Health Champions are appointed, trained and deployed across the student body to support students and raise the profile of wider support mechanisms.

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Extra Curricular Provision

Enrichment Opportunities

1. Sports provision—The PE faculty offers a range of sports activities at lunchtimes and after school aimed at either specific year groups or gender or simply open to all as mass participation activities. This includes sports teams in fixtures against local/regional teams.
2. Music /Drama—We run a choir, string group, ukulele club, jazz band and several rock bands. There are two large concerts a year at Christmas and during the Chipping Sodbury Festival. Recent school productions have included *Annie* and *The Wiz*.
3. Greenpower is an evening club run by the parents and students. They build electric cars and race them with great success.
4. The following opportunities are organised to broaden students range of experiences: Duke of Edinburgh Award scheme; Youth Speaks debating, Ten Tors, Stem activities

Leadership Opportunities

1. Students have the opportunity to volunteer and support at various whole school events eg parents evenings, open evenings etc
2. Students in Year 11 apply to be Senior Students. The Senior Students have many in school roles including the support of younger students to which they are assigned.
3. Students in all year groups are voted onto the School Senate who represent views of the students within the year group. The chair of these groups are invited to ST.
4. There are numerous opportunities for students to be involved in Sports Leadership roles, supporting the PE Faculty in activities and competitions within the school but also in the community.
5. Digital leaders to support Computer Science, Library Assistants,