



Chipping Sodbury School

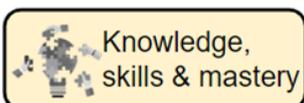
Curriculum Statement

The intent of our curriculum is to implement the school vision: “**committed to aspirational learning**” by releasing the potential of every young person in a supportive environment where everyone fosters the shared school values of Respect, Aspiration, Integrity and Responsibility. The content and design of our curriculum is crafted to be broad, balanced and aspirational for all students which reflects the needs of all learners and both local and national priorities. Each individual is provided with the potential to study a rich variety of subjects with a range of opportunities to enhance their personal development by supporting self-confidence and self-efficacy.

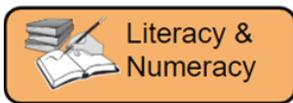
As a school, we share a clear mission to bring about improvements in the life chances of our students through delivering the highest quality educational experience to inspire and challenge all our young people.

Pillars of the Curriculum

At CSS this vision has been embedded in the curriculum at all levels by considering the following core themes or ‘Curriculum Pillars’ which support this vision. The intent of each pillar is outlined below, with further details in the curriculum outline documents.



Knowledge, skills & mastery



Literacy & Numeracy



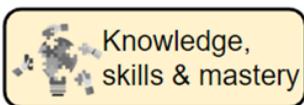
Entitlement & Engagement



Aspiration & Wellbeing



Community, respect & enrichment

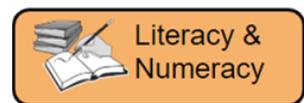


Knowledge, skills & mastery

We deliver an enriched National Curriculum and English Baccalaureate so that students access a well-structured and academic curriculum. All students have the right to study the English Baccalaureate in key stage four, regardless of prior attainment.

Our balanced KS3 curriculum in years 7,8,9 and GCSE options process ensures the range of subjects students study remains as broad as possible for as long as possible. This allows students to build up their bank of interconnected knowledge, across subjects, that helps them best understand the world we live in.

The curriculum is carefully structured to be sequential and to ensure students build on core concepts and which leads to mastering a more detailed subject knowledge to underpin future learning. This enables students to acquire skills and knowledge in greater depth and make the application to more complex tasks.



Literacy & Numeracy

High levels of literacy and numeracy are central in developing good outcomes for our students. The teaching of this is present in every lesson. In order to ensure all students are able to access the knowledge across subjects vocabulary gaps may need to be closed; explicit teaching of new vocabulary is central to closing this gap. This work is supported by opportunities to read complex texts and practice extended writing. Activities based around structured talk and writing, together with the work on closing both a student’s vocabulary and reading gaps, ensure the teaching of literacy is embedded across the curriculum.

Students are also given opportunities to apply the core concepts that underpin mathematics in a wide range of subjects and contexts. Allowing students opportunities to practice these skills in other areas is key to them accessing the other mathematical knowledge that rests on them.



We start with the principle that all students have an entitlement to our broadest, most aspirational curriculum offer, so teachers and subject departments will differentiate the level of support provided in lessons to ensure that all students, including disadvantaged students and those with Special Educational Needs and Disabilities, can engage with learning.

Where necessary, alternative interventions are put in place, including:

- support in class from Teaching Assistants
- academic interventions, such as literacy and numeracy programmes to close skills gaps identified when students join the school
- mentoring support from Inclusion for students with SEND
- personalised, bespoke provision in the ARC (Alternative Resource Centre)
- specialist alternative provision in the Access Centre for students on the Autism Spectrum
- a programme of personal development activities for disadvantaged students
- Individualised access arrangements for public exams in line with guidelines from the Joint Council for Qualifications

As students move in to Key Stage 4, the English Baccalaureate is actively promoted for the majority of students as the strongest basis for further study and progression to employment. At the same time we recognise that, for some learners, this aspirational route will require some personalisation – carefully timed guidance is provided to support subject choices to GCSE, and our curriculum is flexible so that we can adapt it each year to respond to individual needs and interests, so that the range of options enables all students to progress and excel.



Student wellbeing is at the core of everything we do. All our teaching staff have had training which allows them to support students when they need it. Alongside assemblies, PE lessons and life lessons which explicitly teach students some of the skills they can use to help stay healthy and build emotional resilience, such as mindfulness, our pastoral structure has been designed to ensure students are immersed in an environment that will further support the development of emotional intelligence and mental health. Through strategies such as restorative justice and personalised interventions our students are able to bounce back from adversity.

In order to allow our students to develop into committed, resilient, learners we have embedded 'Growth Mindset' ideas into our shared vocabulary and school ethos. Through a combination of explicit teaching and a common language to use in supportive teacher-student coaching conversations, overtime students develop a growth mindset.



Students are taught the skills and knowledge required to succeed in the adult world, now and in the future. Spiritual, moral, social and cultural teaching is valued across the school to promote tolerance and respect for all faiths, lifestyles and cultures reflecting our wider society. Our Curriculum intent demonstrates our dedication to students' wellbeing, good physical and mental health and a strong sense of belonging, including British Values and our core values of responsibility, aspiration, integrity and respect.

We believe that high quality teaching, underpinned by a carefully planned curriculum and effective delivery of Personal, Social and Health Education nurtures the opportunities for all our students to excel. This facilitates the development of confident, responsible citizens, ready to play an active role in the local and wider community. Contributing to the development of tomorrow's leaders is a key strand of our core offer.

Chipping Sodbury School works with many businesses to help deliver a successful and varied curriculum as well as offering exciting extra-curricular and careers support. We are proud to have a range of well embedded business links from the local community who assist the school through STEM workshops, Greenpower, Cadets, sports teams and local projects. Many in the our immediate community are keen to get involved to develop and encourage our students as they step out of school and into the world of work.

As a school we have made it our mission to encourage a spirit of adventure in our students. This not only applies in the classroom, where we use carefully questioning and collaborative learning to encourage students to be innovative in their thinking as they explore new ideas but also beyond the classroom. All students have the opportunities to maximise their own personal development and explore the world beyond the classroom. These opportunities for personal development in the curriculum include a variety of school trips, both local and international which will ensure students have access to the cultural capital to which all young people are entitled.