



## Chipping Sodbury School KS3 Curriculum Outline

### Knowledge, skills & mastery

At CSS we follow an enhanced version of the KS3 national curriculum. Alongside the core subjects our offer has been supplemented with the addition of both the life lessons and drama lessons.

French is our chosen Modern Foreign Language as this provides the best opportunities to explore language patterns and develop language skills that make future language learning possible. Students also study Drama throughout KS3 as this supports the development of a growth mindset, allows students to explore their understanding of society through role play and encourages a spirit of adventure which in turn builds confident and resilient learners.

During their timetabled 'life lessons' students have further opportunity to develop their employability skills by taking part in debates and discussions on topics taken from the PSHE curriculum. Students will develop an awareness of others and this in turn helps build a deeper understanding of our place in the community.

#### KS3 Subject:

#### Hours/ Fortnight:

English	Mathematics	Science	Physical Education	Geography	History	Religious Education	Design & Technology	Computer Science	Art	Music	French	Drama	Life Lessons
7	6	6	4	3	3	3	4	2	2	2	5	2	1

### Literacy & Numeracy

In English, thanks to collaboration with our colleagues at the feeder primary schools, we have been able to ensure the KS3 units are carefully designed to build on the knowledge acquired at KS2.

Further to this, we have a robust system in place to identify students that are not yet at the expected level. This is informed through data provided by our primary colleagues, English baseline assessments and, where necessary, a diagnostic literacy examination designed to identify where students might require additional support. This support could be take many forms, including but not limited to: our literacy catch-up programme, the Maths Mates program, the Pathways courses or bespoke nurture groups.

Within lessons, across the curriculum, KS3 students are taught new vocabulary and will be supported to read complex texts. These skills will be developed through structured talk and writing activities that together with the work on closing both a student's vocabulary and reading knowledge gaps, ensure the teaching of literacy is embedded across the curriculum.

Our KS3 numeracy curriculum is designed to ensure students have opportunities, in maths lessons and beyond, to practise the core skills that underpin the subject. Practicing these skills will allow them the opportunity to access the KS3 and KS4 mathematical knowledge that rests on these core concepts.

In English, maths and science we have timetabled an additional group. This allows teachers to work more closely with individual students who need it to ensure students have mastered all of the essential skills by the end of KS3.



## Entitlement & Engagement

A mix of setting and mixed-ability grouping is used to ensure that all learners are challenged and supported in a manner appropriate to each subject.

In Maths English and Science, students are initially set at the start of Year 7 based on their KS2 data and these sets adjusted for a handful of students over the course of KS3. This allows us to ensure teachers are able to work more closely with those students who are yet to master the core mathematical concepts and literacy skills they require in order to ensure access to the broader curriculum.

The ARC (Alternative Resource Classroom) is a provision for some of our most vulnerable students in school, who are unable to successfully access some or all parts of the main school curriculum. These students would already be on student support plans or at risk of PEX. The ARC curriculum is personalised and based on a carefully assessment of each individual. Whilst academic work is an important aspect, the main foci is based around social and emotional needs and barriers to learning with the aim of re-integration into full time mainstream provision. The bespoke curricular may include input from outside agencies such as the Princes Trust or Educational Psychologists and all work is done on a 1:1 or small group basis in liaison with the student's teachers, parents and key pastoral support staff in school. After an intense six week period of work this need is reviewed and the next steps carefully planned.



## Aspiration & Wellbeing

From the very start of key stage 3 our curriculum is designed with student wellbeing and mental health at its heart. A supportive induction programme, beginning well before students arrive in year 7, ensures that new students know what to expect and are able to develop the shared values we hold. These values of respect, aspiration, responsibility and integrity enable them to become active members of our both their house school communities.

The development of high levels of aspiration, one of our core values, in our students is supported through a variety of elements of the KS3 curriculum. These include tutorial discussions, a rewards system which recognises effort and our numerous school celebrations in assemblies and with the wider community.

The development of a student's resilience and ability to make academic progress is further supported by the careful implementation of our [marking and feedback policy](#). When assessing student's work teachers always provide students with a "Next Step", clearly showing the student that it is always possible to move forward and make further improvements. By ensuring students respond to this feedback teachers are able to grow more proactive, more aspirational, learners.



## Community, respect & enrichment

Our Life lessons promote the spiritual, moral, social and cultural development of students, preparing them for the opportunities, responsibilities and experiences of later life. These lessons include units that cover Relationship and Sex Education. The aim of RSE at Chipping Sodbury School is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our RSE lessons will enable them to know what a healthy relationship looks like. Students learn about contraception, developing intimate relationships and what acceptable and unacceptable behaviour in relationships is. Our students understand the benefits of healthy relationships to their mental wellbeing and self-respect. At Chipping Sodbury School, we ensure this knowledge and skills meet the DFE guidelines and topics are taught in a developmental and age-appropriate way.

During KS3 students have the opportunity to attend a variety of trips, both local and residential which support their establishment of the cultural capital to which they are entitled. Together with a programme of enrichment activities, as outlined in the [personal development curriculum outline](#).