



Sunderland High School

The best in everyone

Curriculum

This is a key policy of Sunderland High School. It applies to all members of the school community including those in our EYFS setting. The policy is available to all parents, prospective parents, school governors, members of the UCST Board and ISI Inspectors. This policy is available in printed form upon request or it can be accessed and downloaded via the school's website, www.sunderlandhigh.co.uk. By contacting either Mrs E. Martin (school registrar, 0191 5677674) or Miss McArdle (Junior School Secretary, 0191 5143278) additional copies of the policy can be made available. In addition, larger print copies can also be produced upon request.

Sunderland High School seeks to implement this document through adherence to the procedures set out in the rest of this document.

Sunderland High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

This document is reviewed annually by AJS / CWB or as events or legislation change requires. The next scheduled review date is September 2011.

Policy Statement

Sunderland High School provides for full-time supervised education of pupils not only from compulsory school age of 5 to 16 but also from the term in which a child reaches the age of 2 years.

Provision is made for giving pupils experience in each of the following:

- **Linguistic education**
- **Mathematical education**
- **Scientific education**
- **Technological education**
- **Human and social education**

- **Physical education**
- **Aesthetic and creative education**

The subject matter is appropriate for the ages and aptitudes of the pupils, including any pupils identified as having any special needs whose needs must be reviewed annually through individual education plans (IEPs)

The curriculum provided at SHS enables all pupils to acquire skills in speaking, listening, literacy and numeracy.

The curriculum at Sunderland High School enables all pupils to acquire skills in each of the following:

- Speaking
- Listening
- Literacy
- Numeracy

In addition, the school provides a PSHE programme that reflects the school's aims and ethos. This is further promoted through school assemblies. There is a separate and detailed PSHE scheme available for inspection. The PSHE programme is essentially delivered by class teachers with the exception of more sensitive areas which are delivered by Mrs. Prior, Deputy Head following meetings with parents.

The curriculum provision at Sunderland High School enables all pupils to have the opportunity to learn and make progress – including those children identified as having special needs within the limits of specialist educational provision and support that we are able to offer as an independent school.

The curriculum provision also includes the preparation of pupils for the opportunities, responsibilities and experience of adult life and many experiences and opportunities are provided for our students through meetings with personnel from business and industry, enterprise weeks, work experience and careers guidance. Further information on careers guidance is provided below.

Aims and Objectives

Our aim is to prepare children fully for their future role as responsible citizens, capable of playing a full part in society.

Our objectives are to ensure that our pupils:

- Develop the skills necessary to progress satisfactorily and purposefully from EYFS to Infants, from Infants to Juniors, from Juniors to the Senior School, and from the Senior School to Higher Education and/or employment.

- Develop the literacy skills necessary to be able to communicate effectively in spoken and written English as well as being able to use those skills in a broader context
- Develop the numeracy skills necessary to tackle a range of practical tasks and real life problems
- Develop scientific understanding and knowledge of nature, materials and forces and develop the skills associated with science as a process of enquiry.
- Develop investigative skills and knowledge of strategies designed to overcome practical problems.
- Develop technological skills including ICT.
- Develop geography and history skills so that an appreciation of people and their environments may be understood.
- Develop physical control and co-ordination skills, tactical skills and imaginative responses so that they can evaluate and improve their performance through a range of sporting activities.
- Develop a knowledge and understanding of the basic principles of fitness and health.
- Develop an awareness and a knowledge of a broad range of subjects
- Develop a love for learning and participation
- Develop the confidence to express themselves fully
- Will be able to be creative in their expression, enjoying a full range of dramatic and expressive arts
- Develop a sense of caring for one another in their actions and deeds
- Develop their self esteem and self worth

Principles Underlying our Curriculum

We aim to deliver a curriculum which allows pupils to:

- Experience a range of teaching styles
- Utilise a range of learning styles and intelligences
- Learn to work systematically, independently and co-operatively
- Learn through practical activities and discovery
- Be provided with challenging work, appropriate to their abilities
- Have access to wide range of activities and resources
- Be introduced to a broad range of subjects and knowledge

The Junior School aims to ensure that all subject matter is appropriate to the age and aptitudes of the pupils.

Procedures for the Delivery of the Curriculum (Junior School)

Formal and informal methods of teaching are used as appropriate by all staff.

Lessons are delivered with full regard to pupils' individual preferred learning styles.

The curriculum is approached by subject discipline, with the Foundation Stage six “Areas of Learning” being delivered in Nursery and Reception and the National Curriculum core and foundation subjects delivered from Year 1.

German and French are taught as modern foreign languages from Reception to Year 6 as an entitlement and as an additional area of learning in Nursery.

Classes from Reception to Year 3 are taught almost entirely by the class teacher with following exceptions:

- German and French are taught by a specialist teacher in an MFL classroom
- Music is taught by a specialist teacher
- ICT is taught by a specialist teacher
- Technology is taught by a specialist teacher from Year 4
- P.E. is supported by a specialist teacher in Year 3 and above; class teachers teach P.E. below Year 3
- Support teaching is delivered by additional staff
- There is some additional crossover of staff within year groups and across Key Stages

Classes from Year 4 will be taught by a range of teachers, with specialist teaching in other subjects not already identified from Year 5.

In P.E. the programme of study incorporates swimming in all year groups. Each year group presently experiences swimming for one full term.

Subject time allocations for core and foundation subjects take account of the Dearing recommendations and subsequent guidelines from the DCSF. In general, core times exceed these figures, particularly so in Science, and foundation weightings are in line with the guidelines. P.E. time allocation is in line with the guidelines.

Support is provided in English and Maths and in other areas where applicable. Pupils requiring support are listed on a separate support register. A Support Co-ordinator oversees this area.

Procedures for Ensuring Progress and Continuity (Junior School)

All staff are involved in the planning and review process.

All staff have access to medium and long term plans which conform to an agreed format and are available via subject co-ordinators. Records are kept of previous planning to assist new staff and ensure continuity.

QCA schemes of work are the basis of all subject plans, with the Literacy and Numeracy frameworks forming the basis of planning in these subjects. These are adapted to school circumstances.

The Early Years Foundation Stage (EYFS) Curriculum forms the basis of Nursery and Reception planning. Detailed information about the EYFS is available via the EYFS Co-ordinator who has been appointed to oversee this key area.

Subject co-ordinators are responsible for overseeing a specialist curriculum area (linguistic, mathematical, scientific, technological, physical, aesthetic, human and social education) along with a Key Stage 2 co-ordinator who presently oversees the delivery of the curriculum for Years 3 to 6.

Several of these co-ordinators form part of the Junior School Management Team which meet every two weeks when curriculum matters are discussed.

Procedures for Recording and Reporting (Junior School)

Class teachers are responsible for recording academic progress and reporting to parents. All children follow a schedule of tests throughout the year using PIPs, GL and Rising Stars. The Deputy Head and Head of Junior School monitor the progress and tracking of children so that value added measures can be determined. The Recording and Reporting Policy is used as the point of reference by all staff.

Strategies for the Use of Resources (Junior School)

These are detailed in the Subject Policy Documents and Schemes of Work available separately.

There is a new whole school library for both the Infant and Junior children with specialist teaching rooms for Science, Music, Information and Communication Technology, Art and Design Technology. The Hall is used for Nursery and some Infant P.E., with the Sports Hall used for older children. The Junior School shares the P.E. Sports Hall with the Senior School, and also shares the all-weather Astro turf pitch, the MUGA and the football field.

- P.E. staff are shared with the Senior School.
- Nursery Nurses assist in Nursery and in the Early Years.
- Classroom Assistants support Reception to Year 4

Learning Support

Children requiring support are identified through any previous school records, PIPs baseline and follow-up assessments, GL Testing in English, Maths, Spelling and CATs and class teacher recommendations.

The Deputy Head produces a timetable of support for these children using available assistants and this is reviewed each term. Identified children are given an IEP in consultation with their parents. Children identified as requiring support for dyslexia are supported by an external specialist, the cost of which is 50% funded by the school. Please see the SEN policy. Children requiring support are guided by classroom assistants and parent volunteers.

Procedures for the Delivery of the Curriculum (Senior School)

It is the school's policy that subjects should be taught by specialist teachers wherever possible.

Formal and informal methods of teaching are used as appropriate by all staff.

The Senior School aims to ensure that all subject matter is appropriate to the age and aptitudes of the pupils.

It is our aim that a wide range of teaching strategies be used, and that lessons be delivered with full regard to pupils' individual preferred learning styles.

The curriculum provided at SHS enables all pupils to acquire skills in speaking, listening, literacy and numeracy.

Subjects are delivered in mixed ability groups, except that setting is used in Mathematics.

In addition, the school provides a PSHE programme that reflects the school's aims and ethos. This is further promoted through school assemblies. There is a separate and detailed PSHE scheme available for inspection. The PSHE programme is essentially delivered by class teachers with the exception of more sensitive areas which are delivered by Mrs. Roddy or Miss Campbell, Deputy Head following meetings with parents.

We want our pupils to enjoy a broad, balanced and challenging curriculum. The programme of study followed is detailed below:

Year 7

English, Mathematics, Biology, Chemistry, Physics, Geography, History, Religious Studies, French, German, Drama, Food and Nutrition, Design Technology, Art, Information Technology, Music, Games, P.E., P.S.H.E.

Year 8

As in Year 7.

Year 9

As in Year 8, but with the addition of Latin which is taught on a carousel with Drama and P.E.

Years 10 & 11

Pupils choose from the following GCSE courses:

English & English Literature (2 separate GCSE passes) OR English (1 GCSE pass) , Mathematics, Biology, Chemistry, Physics, Geography, History, Religious Studies, Latin, French, German, Home Economics, Design Technology, Art, Information Technology, Business Studies, Media Studies, Drama, Music, P.E.

Pupils also have 2 periods of Games per week and 1 period of P.S.H.E. / General R.E. Most pupils follow a programme of 10 GCSE subjects, but there are structured ways of reducing this number to 9, 8 or fewer:

- 2 non-examined subjects may be followed, thereby reducing the number of GCSE subjects to be taken to 9 or 8. The non-examined subjects are Additional Mathematics and Study Skills.
- In specific circumstances, a pupil may 'double up' one GCSE subject, thereby reducing by one further GCSE subject.

Subject choice: All pupils must take:

- English & English Literature or English;
- Mathematics;
- At least one Science.
- Pupils must also take a Modern Foreign Language, unless they have been advised that this is not appropriate.

VI Form

Sunderland High School provides a range of subjects and activities that is appropriate to the needs of the Sixth Form students. Indeed, SHS has clear evidence of attracting new entrants into its Sixth Form from several maintained schools because they have been unable to deliver a particular course. A range of extra-curricular activities further supports the needs of the Sixth Form students as well as informal opportunities for students to meet with key personnel from business and industry over lunch. The Sixth Form have also been instrumental in supporting children in Malawi over a number of years. This has further required them to engage in activities of their own choice to help raise funds for their own travel and sustenance.

Pupils choose from the following AS/A2 courses:

English, Mathematics, Biology, Chemistry, Physics, Geography, History, Religious Studies, Latin, French, German, Home Economics, Design Technology, Art, Information Technology, Business Studies, Media Studies, Music, P.E., Sociology.

In Year 12, VI Formers also have 1 period of Games per week; 1 period devoted to the VI Form Enrichment Programme; and 1 Tutorial period.

In Y13, VI Formers have 1 Tutorial period per week.

Most VI Formers take 4 AS levels and 3 A2 levels, but this will vary from person to person, as we encourage each VI Former to follow a programme which is suited to his/her ability.

Option Blocks

The Director of Studies designs GCSE and A Level option blocks which reflect the needs of successive year groups (as determined through interview), thereby ensuring that the vast majority of pupils are able to study their preferred subject combinations in Key Stage 4 and Key Stage 5.

Learning Support

Pupils requiring support are listed on the Learning Support Bulletin, which is produced by the Learning Support Department. See the Learning Support policy for further details. All staff teaching pupils with learning support needs are actively engaged in enabling those pupils to achieve their global targets.

Designated support lessons are available for Literacy, Maths and Study Skills.

Pupils may also receive in-class support from the Higher Level Teaching Assistant.

Gifted and Talented Pupils

The identification of gifted and/or talented pupils is overseen by the Learning Support Department, following liaison with individual subject departments.

The needs of our gifted and talented pupils are met through strategies identified in our 'Stretch' policy.

All staff teaching pupils identified as gifted and/or talented are required to demonstrate in their planning how they are providing challenge and stretch for the pupils concerned.

EAL Pupils

E.A.L. pupils are supported according to their diagnosis and needs. See the E.A.L. Policy. When appropriate, an external EAL teacher is employed to provide focused one-to-one English teaching for EAL pupils.

Procedures for Ensuring Progress and Continuity (Senior School)

All staff are required to plan their lessons on the basis of the agreed schemes of work for each subject. In Years 10 – 13 particularly, the GCSE/AS/A2 subject specifications will form the basis of the schemes of work.

Records are kept of previous planning to assist new staff and ensure continuity.

Heads of Subject / Heads of Faculty are responsible for overseeing a curriculum area.

The Curriculum Committee is responsible for overseeing curriculum development and implementation.

Under the guidance of the Director of Studies, the Curriculum Committee monitors progress at individual pupil level and recommends intervention strategies as appropriate.

Procedures for the Use of Resources (Senior School)

These are detailed in Departmental Handbooks and Schemes of Work, available separately.

To demonstrate that our curriculum policy is implemented effectively, it is a requirement that every departmental handbook includes a copy of this policy and that schemes of work have an opening statement detailing the particular ways in which they support the policy (including 16+ and SEN specific aspects)

Libraries

There are three libraries in Senior School:

- The Wisbach Library in Main School (primarily for Year 9 upwards)
- The Clifton Hall Resources Room (for Year 7 and Year 8)
- The VI Form Reference Library in Langham Tower

Teaching rooms

In addition to general teaching rooms, there is specialist accommodation for science (4 laboratories, 2 prep rooms and 1 data logging room); music (including four practice rooms); drama; food and nutrition; design technology, information technology (2 full teaching rooms and 1 study room); and art and design.

Independent study facilities

- VI Form students have 2 designated independent study rooms (1 in Langham Tower and 1 in Main School). They may also use the libraries for independent study.
- The Wisbach Library and the Clifton Hall Resources Room are both available for independent study for all pupils at lunchtimes.
- There is a Year 10/11 study room in Langham Tower which is available at lunchtime.

Sport

The School's sports facilities comprise: sports hall (including a climbing wall); all-weather astroturf pitch; MUGA development (including 2 MUGA's); a football field; and a fitness room. With the exception of the fitness room, the School's sports facilities are used by both Junior and Senior School pupils.

Careers Guidance

The school provides appropriate careers education and guidance for all Senior School pupils.

Careers education and guidance is overseen by a team of three teachers:

1. The Head of PSHE (careers education; links with Connexions)
2. The Deputy Head of Senior School (enterprise events)
3. The Head of Year 11 (work experience)

The general aim of the Careers Programme at Sunderland High School is to equip the pupils with the skills, awareness, knowledge and values they need to make important decisions and emerge as responsible, mature, fulfilled and successful members of society.

- Careers Education and Guidance is incorporated into the P.S.H.E. programme in Years 7 – 11.
- In Years 12 and 13, both group and individual advice is provided by the Head of Sixth Form, through a programme of planned activities.

The work of the Careers Team is supported by the local branch of **Connexions** and our assigned **Personal Adviser**. Assistance is given with group work, individual interviews, Health and Safety checks for Work Experience and general advice and support.

A week's **Work Experience** placement is offered to all members of Year11, usually at the beginning of July.

The Careers Education and Guidance programme is concerned with the development of:

- Self awareness
- Decision making skills
- An appreciation of the society in which we **all** live
- An ability to adjust to change
- A knowledge and understanding of the world of work
- The skills necessary to cope with transition

These areas will help to promote the key strands in the pupils' development, namely:

- Self ----- knowledge of attitudes, values etc
- Roles ----- position and expectations in relation to family, employment and community
- Work ----- both paid and voluntary employment
- Career ----- roles undertaken throughout a working life
- Transition -----development of qualities and skills which enable pupils to adjust to and cope with change

Procedures for Recording and Reporting (Senior School)

The Head ensures that standards are applied consistently throughout the school, taking the Assessment, Recording and Reporting Policy as the point of reference.

Related documents and policies

Schemes of Work (Junior and Senior Schools)
Departmental Handbooks
Assessment, Recording and Reporting Policy
Learning Support Policy
Stretch Policy

September 2010