



Curriculum, Teaching and Learning Policy

Date of Review: January 2024

Reviewed by: Mr T Lane

Agreed by Governors: 7th February 2024

Frequency of Review: Annual

Date of Next Review: January 2025

Curriculum at President Kennedy School

- 1 At President Kennedy School, our curriculum offer and Teaching and Learning provision is underpinned by our Intent, Implementation, and Impact. Thorough, comprehensive evidence-based curriculum research was commissioned by Ofsted and published in December 2018 and aligns with our pre-existing core values and ethos.
- 2 The research was synthesised into a working definition of curriculum:
- 3 'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact)' (Ofsted, May 2019).
- 4 The guiding principles of our curriculum are:

Students First

- 5 Our curriculum aims to Build Brighter Futures, achieving social justice for our students by creating successful and confident learners who enjoy learning, make outstanding progress and achieve excellence. Our curriculum enables young adults to not just survive in the world, but to **thrive**. It fosters healthily inquisitive, sensibly skeptical and compassionate, culturally aware young people who are empowered to actively challenge the world around them – by asking the right questions – rather than passively accept it. Curriculum provision is **responsive** to student need as well as our local context and the unique challenges this presents. It is broad, balanced and aspirational from academic, vocational and personal development perspectives. The academic curriculum is sequenced to enable new learning to be built on prior knowledge and prioritises depth of understanding and embedded knowledge over breadth of content; the wider curriculum fosters physical, social and creative development, encouraging confidence and purpose in life. Our students feel safe, both in terms of their wellbeing and in terms of their learning environment. Our students feel supported in their learning because all teachers understand the **context** of their needs and prior learning, design tasks to promote **cognition** and thoroughly assess understanding as they **check-in** with all learners.

It's about Learning

- 6 Learners have an understanding of the strategies they can use to learn (**cognition**) and are able to monitor and purposefully direct their learning (**metacognition**), from planning to reflection. Through articulation and demonstration of this, they establish a deeper understanding of the learning process. The curriculum sequentially builds on the preceding Key Stage to encourage a progressive acquisition of **knowledge**, embedded in students' long-term memory to the extent that it enables them to access the next stage of their

learning journey. Learners develop the adaptability, skills and desire to continue to engage with learning after they have completed their formal education, allowing them to be competitive in an evolving workplace. The curriculum empowers our students to be tolerant, morally sound, respectful young adults. They understand, embrace and celebrate others' opinions, and are reflective about their personal and academic conduct. The curriculum enables all students to have a wide and open **choice** about what further education, training or career path they wish to pursue.

No Barriers

- 7 The curriculum promotes equity and **social justice** so that, regardless of their background or educational need, all learners demonstrate rapid progress from their starting points. No student is left behind. The curriculum offer is **aspirational** and appropriate for all learners, including SEND and disadvantaged students. Highly aspirational and challenging academic, communication and personal development **endpoints** are in place; high quality Teaching & Learning, assessment and intervention drive students towards these non-negotiable endpoints. **Communication**, especially numeracy, reading, writing, oracy and vocabulary, underpins each subject's curriculum and prepares students for life beyond formal education. The curriculum develops strong reasoning, problem-solving and word-rich students with a love of **reading**. All learners are committed to and involved in their school community, demonstrated by their enthusiastic involvement in improving their school and the wider community.

Curriculum Intent

- 8 Students at President Kennedy School live and learn with **PRIDE**; We implement this by planning for outstanding using the **3Cs & 3 Strands**; We evaluate the impact using the **3Qs**
- 9 **Intent** – Students First, It's About Learning, No Barriers. Our students live and learn with PRIDE. They demonstrate PRIDE in everything they do.
- 10 **Implementation** – The intent is delivered through Planning for Outstanding with the 3Cs & 3 Strands:



Figure 1: The 3 Strands



Context

Cognition

Check in

- **Context** – what do we know about the pupil? (hard data, pupil profiles, soft data)

- **Cognition** – how do they learn? (What are their barriers? Which T&L strategies support their learning?)
- **Check in** – how can I check their understanding? (Seating plans, questioning, check in regularly)

11 **Impact** – The 3Cs lead to Exceptional Teaching & Learning:

- Students are actively involved in their learning.
- Lesson/scheme/**curriculum endpoints** are clear so students and staff know where they are going and they can articulate **‘why this, why now’**.
- Teachers **check in** with all students and prioritise vulnerable and/or SEND learners.
- Teachers **respond** to students’ learning and adapt the lesson to meet their needs to ensure all pupils make **progress**.
- Lessons/tasks are ambitious, accessible and designed to effectively elicit and **assess** learning and **communication**.
- Students know where they are at and how to improve.

12 The 3 Questions:

- Do staff and students know why this, why now?
- Do staff and students know what students need to do to improve and can they demonstrate how to improve?
- Are the teachers checking in with the most vulnerable learners and responding to the needs of their learning so that they make progress?

Curriculum Implementation

13 The strategic vision behind the curriculum as a whole can be summarised into three broad processes:

- 1) Strategic curriculum modelling (including curriculum-led financial planning) – establishing a broad a balanced provision and ensuring progression routes for all students
- 2) Subject curriculum planning, implementation and delivery – what, why and when?
- 3) The “3D curriculum” – fostering cross-curricular links to build the knowledge web

Curriculum Structures

14 The Bridge at President Kennedy School is a wrap-around “school within a school”, with a specialist team to support and guide learners through their transition from Primary to Year 7 Secondary education. The Gateway extends this

transition period to ensure that learners' main focus is on their academic learning and personal development, underpinned by the 3 Strands:

- a Living in the wider world
 - b Student leadership & Service
 - c Keeping safe & healthy.
- 15 Curriculum structures in KS3 are designed to reduce the 'organisational load' on learners and the curriculum builds upon KS2 learning to ensure a progressive academic experience for all learners. Communication is at the heart of the KS3 experience to develop knowledgeable, literate, numerate and articulate learners who are prepared for the next stage of their learning regardless of their starting point. The wrap-around nature of The Bridge and The Gateway promotes early identification of barriers to learning, with a wide-range of proven intervention strategies utilised alongside the main curriculum so that all learners achieve the aspirational endpoints.
- 16 The curriculum provides learners with sequential knowledge of the fundamental, core concepts in each of their subjects. These concepts are the foundations upon which learners will expand their knowledge webs, so time is taken to develop true expertise in these fundamental ideas before moving on to the next stage of learning. This depth, rather than breadth, provides learners with the “stickability” they need not just for the next stage of their academic school careers but for them as a lifelong learner.

Key Stage 3 (Y7-9)

- 17 The core curriculum for all Key Stage 3 students includes English, Mathematics, Science, IT, MFL, History, Geography, Art, Technology and Physical Education. Creative Arts (Drama, Music and Food Tech) are taught as part of a thematic curriculum with extended learning time, giving students the opportunity to learn, grasp and understand key concepts and providing depth to their learning experiences. It also reduces the number of individual teachers with whom students will work, allowing learning relationships to develop and reducing their organisational load.
- 18 Students complete a STEM project in Years 7 and 8, with extra-curricular activities available to all year groups. The STEM element of the curriculum allows students the opportunities to explore a combination of disciplines in addition to the main curriculum, including food tech for example.
- 19 The wider curriculum (ie the three strands) is weaved into subjects' curricula, our tutor curriculum and through our pastoral programme, ensuring we avoid a tokenistic or abstract approach to personal development. Additional literacy intervention is timetabled for all students who are not yet reaching age related expectation in English.

Key Stage 4 (Y10-11)

- 20 The core subjects are English, Mathematics, Science, History or Geography and (statutory) Physical Education. In addition, following guided discussion with teachers and parents, students choose from a broad range of options (academic and vocational) which have equal value in the curriculum but also focus on life chances and allow for success and progression to further study, either at P16 Select (see below) or alternative study. The guidance provided for both students and parents is underpinned by principles around equity, designed to balance aspirational and traditional academic success for all students against ensuring relevant support is in place for less able learners. As a result, all learners are provided a platform upon which they can build up a suite of qualifications to improve their life chances.
- 21 All students choose three option subjects. Further opportunities to study Triple Science as an additional option are available. Options are chosen in Year 9, and include: RE, Spanish, Psychology, Art and Design, Photography, BTEC Sport, BTEC Business, BTEC ICT, BTEC Health & Social Care, BTEC Music, Triple Science, Sociology, Psychology, Textiles, Resistant Materials and Media Studies.

Key Stage 5 (Y12-13)

- 22 Post-16 Select: The curriculum, delivered in conjunction with Barr's Hill School and Stoke Park School, offers an exciting and flexible range of courses including A-level, vocational and GCSE options, which have equal value in the curriculum. Students explore the Three Strands and Careers (see below) through a coherent Tutor Curriculum, and have opportunities for work experience. This is designed to support their studies and to enhance employability. Where appropriate, students are guided towards vocational pathways available through collaboration with colleges, our Federation partners or other providers.
- 23 Post 16 Select pathways include:

Level 3 Academic Advanced Route

- 24 The majority of students will study 3 A-Levels. A fourth option may be considered for individual students:
- Psychology, Maths, Spanish, Geography, Sociology, Biology, Physics, Chemistry, English Language & Literature, English Literature, Art, Art & Photography, Further Maths, Philosophy & Ethics and History, French, Computer Science, Drama, Media Studies and Politics.

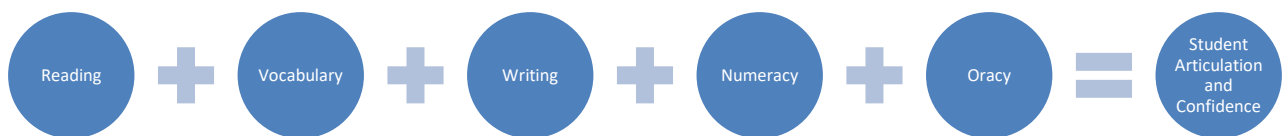
Level 3 Professional Advanced Route

- 25 Each route is the equivalent to 3 A-Levels:

BTEC Business Diploma/Extended Diploma, BTEC ICT, BTEC Health & Social Care Diploma/Extended Diploma, BTEC Health Science, BTEC Sport Diploma/Extended Diploma.

- 26 The subjects we offer at KS3 have a direct progression pathway to a qualification at KS4 and at KS5. We run a three-year KS3 to ensure coverage of at least the national curriculum (or equivalent) which builds upon prior learning at KS2. This also means that all students study English, Maths, Science, History, Geography, MFL, RE and PE until at least the end of Year 9. Students are given some choice to also study a combination of IT, Technology, Music, Art and Enterprise (see curriculum structures above).

Communication: this underpins our whole curriculum.



The Three Strands: The Curriculum in its widest sense





PRESIDENT KENNEDY SCHOOL CAREERS PROGRAMME - STUDENT END POINTS: 'What should students know and be able to demonstrate'

Bridge: Students begin to understand the benefits of different pathways & the importance of personal development.	Gateway: Students understand themselves; employability pathways & occupations.	YEAR 9: Students understand themselves; make informed choices for GCSE which supports their future aspirations.	YEAR 10: students understand how their personal & professional identity contributes to future ambitions.	YEAR 11: students understand the breadth of future pathways and align with aspirations.	POST 16: students develop their capacity to critically navigate HE+ pathways & employment sectors to align with career ambitions
<p>1) All students develop an awareness of their personal traits, strengths, values and skills that makes them unique.</p> <p>2) All students are aware of the main learning pathways available to them at key transition points.</p> <p>3) All students are aware of the importance of lifelong learning in realising future career aspirations.</p>	<p>1) Students understand the range of academic and employment pathways available to them.</p> <p>2) Students are able to link their personal skills and interests to future career aspirations.</p> <p>3) Students can demonstrate their understanding of the skills and qualities required for different employment opportunities.</p>	<p>1) Students gain knowledge and research information of different professions & pathways to make appropriate choices.</p> <p>2) Students explore their suitability to GCSE subjects and the progression that these subjects can offer.</p> <p>3) Students are aware that academic performance will affect their ability to access future pathways.</p> <p>4) All students are able to make appropriate and informed GCSE option choices.</p>	<p>1) All students develop communication skills that will prepares them to access academic and employment pathways.</p> <p>2) All students are able to reflect on their own employability skills and know how to develop these.</p> <p>3) All students understand the importance of developing a professional, personal brand, which prepares them for their next steps.</p>	<p>1) All students know how to make an informed, realistic and aspirational choice from the post-16 options.</p> <p>2) All students can connect their post-16 choices with progression routes and future career opportunities.</p> <p>3) All students have developed to become well-rounded individuals, equipped to enter the world of work.</p> <p>4) All students have an appropriate and sustainable positive destination.</p>	<p>1) Students can research and compare options to enable a well-informed, realistic decision about their post 18 destination.</p> <p>2) All students can connect their post-18 choices with progression routes and future career opportunities.</p> <p>3) All students graduate from PK as professional young adults, well prepared for their next steps and able to contribute positively to society and their communities.</p> <p>4) All students have an appropriate and sustainable positive destination.</p>

Student journey approach:

- **Common themes throughout the journey from start of Year 7 to the PK Graduate.**
- **Opportunities for all statements to engage with professional's form both industry and academia.**
- **Clear linkage and progression between different year group end points to enhance students' knowledge and awareness.**
- **Consistent language used throughout the journey, so students can relate and recognise their progress.**
- **Unifrog to act as a tool to record, track and support evaluation of student's personal profiles.**
- **Students to gain knowledge of labour markets periodically throughout their journey, this to be decided where best fit. (Transition points where informed decisions are required)**