



Rugby Free

Secondary School

**CURRICULUM
RATIONALE
2018**

At Rugby Free Secondary School our identity as a learning community is extremely important to us. We believe that every pupil is capable of excellence and we try to encourage every pupil to push themselves and achieve their potential. We aim to set high standards for all our pupils and expect "Excellence for and from all". We aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. The curriculum is framed within our strong British Values, is academically challenging and relies upon a number of rigorous GCSEs with vocational options available for an appropriate and small number of students. The curriculum rationale assumes that although the selected GCSEs are challenging that they are the best vehicle for preparing students for the next phase of education, employment and life and therefore will continue to be favoured over less rigorous qualifying qualifications.

Aims of the Curriculum

- To be compatible with the requirements of the National Curriculum at Key Stage 3, but enhanced to prepare students to meet the requirements of GCSE syllabuses.
- To ensure that students study for an academically rigorous curriculum with as wide a range of academic GCSEs as is appropriate.
- To be broad and balanced throughout each Key Stage.
- To allow progression between and through the Key Stages.
- To offer flexibility at Key Stages 3 and 4, by allowing for the needs of the individual to be met, as far as is reasonably possible, in terms of courses on offer and number of subjects.
- To provide for the personal, social, health and citizenship education of students including the preparation of students for the opportunities, responsibilities and experiences of adult life.
- To provide appropriate careers education and guidance and the opportunity for students to keep career pathways open.
- To enable all students to learn and make progress.
- Students use the 1-9 grading criteria throughout KS3 and KS4 to help parents and students to understand the progress that they are making in their time at the school.
- To provide a programme of activities appropriate to the needs of students.

Implementation

- Each Key Stage has a curriculum plan, which outlines:
 - i. the curriculum followed and the lesson allocation
 - ii. the organisation including number of teaching groups

Arrangements for students with Special Educational Needs.

Staffing and resources are deployed effectively to meet the aims of the curriculum.

Schemes of learning exist which provide subject matter appropriate for the ages and aptitudes of students including those with special educational needs, and so enables all students to have the opportunity to learn and make progress.

As part of the review of the school grading system all subjects have a breakdown of the skills and knowledge needed to succeed at various levels of our school 1-9 criteria based grading system.

An activities programme, published at the start of each term, supports the curriculum aims.

Knowledge and understanding KS3

The focus is not on moving on to new topics or concepts too quickly but to deepen and strengthen understanding and application in a variety of contexts in order to be able to assess mastery over time. Teachers will understand what pupils' needs are in relation to supporting them to deepen their knowledge and understanding and provide the right differentiated activities that can support mastery over time for all pupils.

- The curriculum needs is planned to be seamless from key stage to key stage and from year to year
- Teachers know how to ensure pupils have mastery of the basic skills and how these are used to deepen and master more complex uses of these skills, teachers have a clear idea as to what constitutes deeper learning within a given concept, theory or idea
- Teachers understanding how to plan for differentiation and how to support children to take risks allowing pupils to make mistakes or fail to succeed the first time
- Teachers have a sound repertoire of different pedagogical approaches that encourage reflection, learning conversations and experiential learning.
- With the increase in knowledge and understanding that is now required for the higher grades, and, the singular, terminal exam, schemes of work

will have embedded procedures for the revisiting and revising of past work.

Implementation KS3

We view years 7 to 11 as a five-year continuum and mapping back from GCSE for curriculum-planning purposes. We have developed progressive scheme of work comprising well-thought-through sequencing of ideas and planned interleaving of topics.

Emphasis is placed on extended writing practice in all subject areas by doing targeted reading and analysis of longer passages. Numeracy requirements of the science curriculum are developed through KS3 maths and KS3 science focuses on essential practical skills, critical analysis and working on problem solving.

A curriculum is more than a list of content specified by the DfE and we at RFSS really want KS3 to be the bedrock of a pupils education, we make sure that the focus is not only on the curriculum big ideas but also includes wider, purposeful and valuable experiences that prepare pupils for the next stage in their learning and their future lives.

Impact KS3

Literacy and numeracy is incorporated into all subjects throughout the curriculum. The more that pupil's practise speaking, writing and listening in a variety of context, the better prepared they will be for the schemes of work for the next key stage. This approach also allows application of knowledge, ensuring that pupils are not simply memorising facts.

Curriculum Plan KS3

There are 40 lessons of 40 minutes' duration a week. The Key Stage 3 curriculum is organised as follows:

Year 7	Set 1	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT	Mus	Mus	Comp	Comp	Man	Man	Man	PE	PE	RE
	Set 2	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 3	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 4	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 5	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 6	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 7	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
Year 8	Set 1	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 2	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 3	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 4	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 5	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	
	Set 6	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Bio	Bio	Chem	Chem	Phys	Phys	MFL	MFL	MFL	MFL	His	His	His	Geog	Geog	Geog	Art/DT/Art/DT/Art/DT	Mus	Mus	Mus	Comp	Comp	Comp	PE	PE	RE	

Key considerations in KS3

- Students are streamed according to ability in Mathematics and English in Years 7-8
- In Languages they learn Spanish in Year 7 and 8. A class of up to 30 pupils also take Mandarin as a second language. The Mandarin group are expected to study this language for 5 years and take Mandarin GCSE.
- Students that speak an additional language when they join the school will be expected to take this as a GCSE. The EAL coordinator will identify these students as soon as they join the school and a plan to support these students will be implemented.
- The EAL coordinator will identify students who do not speak English and/or are newly arrived to the country. These students will receive specific intervention internally and externally. Pupils will be assessed and will then be tutored for the GCSE qualification in their native language. These are more likely to be early entry and could be taken from year 7 onwards.
- Students study Art and Design & Technology throughout the year. At the moment there are no facilities for Catering. Catering will be added to the timetable as soon as there are facilities. In the meantime, children have completed a piece of work in DT called 'The Apprentice' where they had to market a specific item of food or drink, create it at home and then bring it in for sale at school during break and lunch time.
- Details of the Key Stage 3 curriculum are published annually on the school website.
- Drama is incorporated into the English curriculum and is run after school as a club. Every year the school puts on a musical.

Additional points: Specialist tuition for students with a Specific Learning Difficulty

- Students who have a specific learning difficulty have access to a wide range of additional support provided by the SENCO and team of TA's.
- Details of the arrangements for specialist support are contained in the Special Educational Needs Policy.

Personal, Social, Health and Citizenship Education

- The personal and social development of students is the responsibility of all staff and is delivered in tutor time and off timetable days. These are led by the teacher in charge of PSHE and Citizenship.
- The PSHE programme is designed to reflect the School's aims and ethos.

- Careers Education and Guidance is incorporated into the PSHE programme, tutor times and curriculum enrichment days. In Year 9, students receive additional input from the Head of Careers and external agencies.

The Options process in Year 8.

During Year 8, subject staff begin discussing the focus of the subjects for GCSE. In the Autumn Term each student is given an Options booklet detailing GCSE courses, syllabuses, along with general requirements and the compulsory elements. This is taken home to be discussed with parents before the parents Evenings and Options Evening. At the Options Evening the Headteacher give general guidelines and the parents are invited to meet Heads of Faculty to discuss the options available. The students option sheet is completed. Every care is taken to offer first choices and the options groups are matched to the students' individual requests.

Knowledge and Understanding KS4

By moving to options in Y9, students have longer to focus on the specifics of their examination courses. This is particularly important for some very content rich subjects e.g. triple science.

KS3 becomes a more intense and well-paced learning experience as a result. The focus on Y11 outcomes from day 1 helps the students to avoid a dip in learning during Y7. It also makes liaison with feeder schools more important so that we know exactly what has been covered and to what depth in KS2, especially Y6.

Implementation KS4

As most pupils have not yet mapped out their future with any degree of certainty it is important for them to try to maintain a broad and balanced curricular experience by choosing at least one subject from the Humanities and Creative categories as a proper complement to the core subjects.

All pupils choose their options during year 8. They are provided with a booklet outlining all the course details and there is an additional options evening for parents. Careful consideration is given to the portfolio of subjects that children choose and then further meetings and discussions will take place. The English groups and the triple science group set tutor groups.

There are 3 option blocks that cover a broad variety of lessons. English has an additional lesson because children will take English language and English literature at GCSE.

RE only has one lesson but there are RE days and weeks scheduled to make up the time so that all children have been given the adequate time to prepare for a RE GCSE.

blocks are formed. Once the blocks are formed, students are asked to make their final choices. A student may change their option choices after this date, providing there is capacity within the group and their combination of subjects can be accommodated by the blocks. Any changes must be requested as soon as possible to the Deputy Head.

Changes should normally be made by half term in the Summer term in Year 8 at the very latest.

- Students normally take nine or ten GCSE. There is, however, flexibility to take fewer subjects for those students for whom nine or ten subjects is not appropriate.
- Students taking the Triple Science option study the three separate Sciences and must choose Triple Science as one of their options. It is recommended that only the most able scientists should take this option.
- Students that take triple science are strongly encouraged to take the full English Bac. This allows them one further option choice.
- Students on the Double Science Pathway have to choose one of History, Geography or a Language. This allows them two further option choices.
- Students with specific learning needs may select a Pathway that includes a vocational option.
- The personal and social development of students is the responsibility of all staff. However, the PSHE programme is delivered predominantly by the Form Tutor and through curriculum enrichment days in KS4, supported by the Director of KS4 and PSHE/Citizenship coordinator and a programme of visiting speakers.

Extra-curricular activities are part of the curriculum...

Out of hours learning is an important part of our work with students. In KS3 this is important in order to develop the skills of independent learning that are going to be vital in KS4 when students will be expected to revise, revisit and help to secure their learning ready for the GCSE exams. It is also helping to teach students how to learn so that they can continue to use these skills when

Monday – Lego Robotics club, Computing, Rugby, Dungeons and Dragons, Handball, Fitness club, English Homework Club, Mandarin

Tuesday – Lunchtime – Maths Club

After School - MFL club, Drama Club, Netball, Geography, Humanities homework club, Mandarin

Wednesday – Lunchtime – Handball League, Choir

After School - English and Art homework clubs, Netball, Card making, KS3 Football, D of E training, Poetry Slam Club

Thursday – Lunchtime – KS3 Football League

Maths and Science homework clubs, Orchestra, Journalist club, Rugby club, Netball

they leave school. Our out of hours' programme includes a rich variety of additional and extension opportunities. In some cases, e.g. Mandarin, this is a core part of the learning which students and parents have agreed to before embarking on the course. A typical out of hours' programme is shown below;

Additionally

- Teaching which is interesting and motivating for all students is a priority at RFSS. This means that students who are placed in the correct groups will have teaching that is appropriate and stimulating and therefore gives them access to all subjects. A range of vocational subjects will be offered together with activities that develop children's social and emotional skills where this is appropriate. We actively encourage, promote and support participation in a wide range of local and national competitions.
- We are seeking to avoid an artificial transition from KS3 to KS4. We have looked at the skills, knowledge and understanding required for the new GCSE's and we have mapped this against what we need our students to learn in order to access this, and, would want our students to learn in addition to this. This has been mapped to form schemes of work and learning that will progress from Y7 to Y11. Students have progress targets from Y7 that focus them on outcomes in Y11.