

Curriculum Statement - Cottingham high School 2018-2019

Cottingham High School seeks to provide all pupils with exciting opportunities that build confidence, develop skills and promote academic excellence. Our curriculum reflects that vision providing experiences aimed at fully preparing pupils for life in modern Britain by enabling them to become successful learners, confident individuals and responsible citizens.

Our curriculum design is based on the National Curriculum, whilst retaining the flexibility necessary to respond to the needs of all pupils irrespective of social background, culture, race, gender or sexuality, differences in ability and disabilities. The curriculum is constantly under review with current priorities related to increasing personalisation, so that all our pupils experience success, are healthy and safe, and are prepared to achieve economic well-being whilst having opportunities to make a positive contribution to their community.

We believe all our pupils are entitled to a broad and balanced curriculum that challenges their individual abilities; is relevant to their experience and present needs; is inclusive; has application and value in the world outside the school and promotes traditional British values. The recognition of pupils as individuals, demands approaches to teaching and learning that will engage and enthuse all our young people, including those with special educational needs. Promoting high quality teaching and learning is the school's highest priority. Information, communication, new media and digital technologies are integral tools of teaching and learning in all curriculum areas.

Our approach to grouping is informed by the needs of our pupils and encompasses, as appropriate, mixed ability grouping as well as grouping by gender and ability. Our broad and balanced curriculum permits pupils to experience, practise and develop a wide range of knowledge, skills, attitudes and understanding. All pupils will have a comprehensive education that will allow them to develop personal strengths and talents as well as meet new and existing statutory requirements. The curriculum supports learning throughout in the core areas of English, Mathematics and Science.

Key Stage 3 Curriculum Objectives

In Key Stage 3 the curriculum is designed to build on the learning experiences that children had in their primary schools. We aim to build on the high expectations of Key Stage 2, ensure successful transition and maintain strong progress. Years 7 and 8 follow a mastery curriculum following the removal of national curriculum levels. This has allowed subjects to develop new curricula with a much stronger focus on developing skills in learners as well as ensuring mastery of key knowledge in all subjects. In Year 9 pupils begin the GCSE curriculum in core subjects and follow a 'GCSE ready' scheme of learning in all other subject areas.

All pupils have access to Citizenship, PSHCEE, Expressive Arts (Art and Design, Drama and Music), the Humanities (History, Geography and Religious Education), Modern Foreign Languages (French or German), Physical Education and Technology. As pupils need to be proficient in the use of IT in virtually all future careers, we also deliver a dedicated hour of IT/Computing in KS3 that allows them to acquire applied knowledge and practical skills using information technologies as well as

developing computational thinking and programming skills. Pupils learn about tools and techniques for use in different digital hardware and software technologies and how these can be integrated to create digital solutions to manage and communicate data and information. For 2018/19 we also have small numbers of pupils in Year 9 who follow a literacy and life skills intervention programme rather than French or German. This programme is designed to help our lowest ability Y9 students build on relevant literacy skills and build confidence so that they can access GCSE courses with great success.

Key Stage 4 Curriculum Objectives

Pathways are introduced in Key Stage 4 to ensure that pupils continue to follow a broad and balanced curriculum that is suited to their individual needs. Our strong core entitlement incorporates Physical Education and Religious Education, as well as English, Mathematics and Science, with the overwhelming majority of our pupils taking a double or triple award in Science. All pupils are required to study either History, Geography, Computer Science or Triple Science to ensure that Progress 8 measures are met. A large proportion of the year group (40%+) are guided to continue to study French or German at Key Stage 4 so that they have the opportunity to obtain the EBacc qualification. In addition, we have a rich options framework leading to high value academic and vocational qualifications. The options choice programme includes a wide range of courses and provides three distinct pathways designed to give students the greatest chance of success in either traditional academic courses or more applied vocational courses. Throughout, we have a strong commitment to the development of our pupils' numeracy, literacy, computing and enterprise capabilities.

We work with partners to provide our small number of Foundation Learners with high quality practical learning opportunities to complement their strong core. For 2018-9, four Y10 pupils following this route will access a half day a week vocational programme (Media, Catering and Construction) in collaboration with East Riding College and our Local Area Partnership schools. In Y11 these pupils will have the choice of pursuing one particular vocational subject for one full day per week or return to a wholly school based programme.

Spiritual, Moral, Social and Cultural Development

In addition to the formal subject-based curriculum, we provide a range of opportunities in order to facilitate the spiritual, moral, social and cultural development of our pupils. Throughout Key Stages 3 and 4, our tutor, assembly and personal development programme focuses upon key issues relevant to life in modern Britain, as well as supporting individuals to become confident and resilient learners. Our aim is to encourage pupils to understand the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of people of all faiths, races and cultures. The PSHCEE programme incorporates Sex and Relationship Education, Health, Careers Education, Citizenship and Enterprise Education. The programme is further enhanced by termly Alternative Curriculum Days that allow staff and external providers to work on a number of key themes relevant to each year group and an extensive range of extra-curricular activities and educational visits. These wider aspects of our provision help ensure that learners develop the necessary interpersonal skills and cultural awareness that will enable them to go on to lead successful and fulfilling lives. Our enrichment programme ensures that students have access to appropriate Impartial Careers Information Advice and Guidance (ICIAG Statutory Guidance December 2017)

Key Stage 5 Curriculum Objectives

We recognise the need to provide a broad curriculum for Key Stage 5 so that our students can follow the courses they need to access their chosen Post 18 pathway. Through partnership working within the Consortium Academy Trust we are able to provide our Post 16 students with a rich choice-led curriculum of over 35 courses. Our provision is predominantly at A Level with, in addition, a range of vocational courses including Level 3 BTEC National Certificates, Tech levels and Cambridge Technicals. Our induction programme begins in year 10 and aims to ensure that students understand the range of choices available to them locally and that they make choices appropriate to their needs, abilities and future aspirations.

Key Stage 5 Enrichment Programme

We provide access to a variety of enrichment and entitlement opportunities such as work experience placements, field trips, university visits, cultural visits and a full programme of advice and guidance to ensure that students are well-informed about the choices available to them post 18. The PSHCEE programme has a strong focus on physical and mental health and is designed to develop well-rounded and competent young people who show resilience. For students who have not reached grade 4 or 5 in GCSE English or Maths we offer dedicated resit classes. Enhanced provision in the Sixth Form for English and Mathematics GCSE has been a major priority for our school and its partners, and continues to be so with any student who needs it having access to 2 hours per week of teaching in each of these key subjects.

Cottingham High School maintains a perspective beyond 11-19 by collaborating with feeder primary schools to ensure that students experience a smooth transition from primary to secondary and by ensuring that students receive appropriate independent and timely careers education, information and guidance that allows them to progress to sustained destinations for the next stage of their lives at 16+ or 18+.