

THE COLNE

COMMUNITY SCHOOL & COLLEGE

Curriculum Policy

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Statement of intent

The Colne Community School and College recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extra-curricular activities that we organise to enrich students' experiences of their lives and education.

Through this policy, the school aims to:

- Put students at the centre of all curriculum decisions, putting their needs above that of the school.
- Have a curriculum that is fit for purpose, adapting to the needs of our students.
- Prepare all students for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of students.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

1. Curriculum Intent and Vision

1.1 Through a stimulating and challenging curriculum, built upon the needs of our students and the local community, we aim to foster a life-long love of learning. Through a diverse portfolio of experiences we will engender the intellectual, social, creative, physical, moral and spiritual development of all our students. Our curriculum will build character and make a positive difference to every young person's life chances, opening doors to a brighter future.

1.2 We believe that our curriculum drives the success of all our students regardless of their starting points or backgrounds. At its core our curriculum is about students learning facts (knowledge); having the ability to argue (exploration), and being able to communicate effectively (communication) – the Trivium.

1.3 KNOWLEDGE:

- Memorising facts and direct instruction of knowledge.
- Student retaining and recalling knowledge, learning by heart, low-stakes testing and deliberate practice.
- Students learning core skills and techniques.
- Subject specific terminology and the skill of reading different (and challenging) texts.

1.4 EXPLORATION:

- Students having the opportunity to debate, question and challenge.
- Students experimenting and learning through authentic, hands-on experience.
- Students practising and developing their skills.
- Opportunities to analyse, evaluate and problem solve.
- Gaining understanding through experimenting, debating, questioning and challenging.
- How the knowledge fits together; asking the “what if..” and “why” questions.

1.5 COMMUNICATION:

- To be able to communicate with confidence and clarity in a variety of formal and informal situations; through the spoken and written word including speeches and essay writing.
- Opportunities to perform, to make things and to showcase the products of learning.
- Application of learning to a variety of contexts.

2. Curriculum Implementation

2.1 At The Colne we believe our students learn best through emotional engagement, including using stories, dilemmas, provocative art and controversies to ignite their curiosity. Humans are a challenge seeking species, and being challenged is an entitlement for every child. Humans are curious, but thinking is hard and it should be.

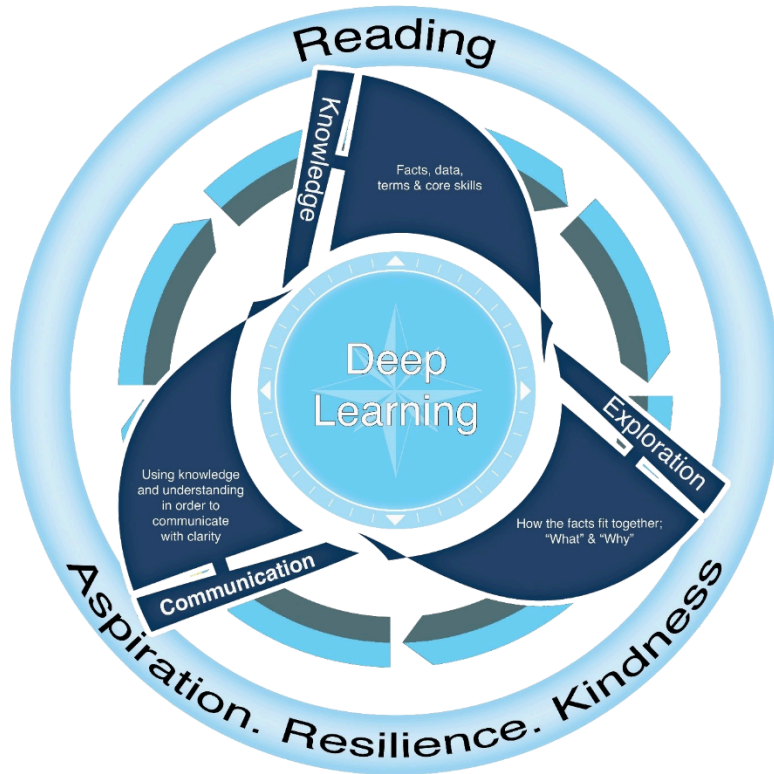
2.2 Our lessons will be challenging and provide students with an opportunity to explore humanity and make links to people. For example, students may learn about the process of coastal erosion, but will also be asked big questions such as ‘whose responsibility is it to pay for the safeguarding of

peoples' homes?' The narratives explored across the curriculum will help students to learn about big concepts as well as make an intellectual and emotional connection.

- 2.3 Each subject at The Colne will outline the important **KNOWLEDGE** that the young people should learn during each scheme of learning and this will be taught as established fact. For example, students will learn about percentages, the Treaty of Versailles or photosynthesis. Students will also learn about how that knowledge was formed, the legitimacy of the knowledge and how it continues to be revised.
- 2.4 The sequencing of lessons has been considered carefully to ensure the right thing is taught at the right time. Moreover, teachers endeavour to reference learning from other curriculum areas in order to help students join up their learning. This will help students to recall knowledge, to cement that knowledge and have an understanding of how it knits together in other curriculum areas.
- 2.5 What will this look like in a classroom? Some examples below:
 - Building from small pieces of knowledge
 - Teachers will be agile: being able to consider introducing subject specific vocabulary or historical context before introducing new units. For example, an English teacher about to study *An Inspector Calls* will want to first look at what was happening in Britain politically at the end of the Second World War.
 - Students will be taught how to analyse and explore; to make connections and give reasons for their ideas
 - Use logical thinking
 - Acknowledge and understand ethical concerns
 - Understanding the importance of audience, communication and citizenship
- 2.6 As a school we are mindful of the demands of the new, revised GCSE and the demands our young people face in the ever changing global economy. We need our young people to have a deep knowledge, which allows them to be responsive and informed as they navigate their place in the world. At The Colne our Tutor Programme provides students with the opportunity to investigate current affairs, learn new vocabulary and discuss and debate socio-economic issues and how it affects them.

3. Curriculum Impact

3.1 All students at The Colne will model and live our values of Aspiration, Resilience and Kindness. Through our well taught and delivered curriculum our students will grow and develop culturally, socially and academically. Students leave The Colne prepared and ready to take their next steps to a brighter, better future.



3.2 A full list of subjects available to students in each year can be found in [section 8](#).

3.3 Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, students will benefit in the ways outlined in 2.2.

4. Curriculum Aims

4.1 The overall aims of the curriculum are to:

- Enable all students to be successful learners and achieve high standards.
- Enable students to understand the skills and attributes needed to be a successful learner.
- Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers.

- Enable students to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- Enable students to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable students to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach students to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- Enable students to be creative and to develop their own thinking.
- Help students to develop an independent approach to their learning.
- Teach students about their ever-changing world, including how the environment and society have changed over time.
- Help students understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help students understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable students to have respect for themselves and others and to be able to live and work cooperatively with others.

4.2 Through the aims outlined above, students will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

5. Legal framework

5.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

5.2 This policy operates in conjunction with the following school policies:

- Exams Policy
- Non-examination Assessment Policy
- Careers Policy
- Equal and Diversity Policy
- PSHE Policy
- RSE and Health Education Policy
- SEND Policy

6. Roles and responsibilities

6.1 The local governance committee is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to student progress and attainment.
- Contributing towards decisions made about the curriculum.
- Assisting the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

6.2 The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the SLT.
- Communicating the agreed curriculum to the local governance committee on an annual basis.
- Producing an annual report for the local governance committee advising on the standards achieved by students and any alternative arrangements made to ensure all students could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.

- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Updating and maintaining this policy.

6.3 The subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring student progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for students in need so that everyone can have full access to the curriculum.

6.4 Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping students engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able students are given additional, more challenging work extend their learning and raise their attainment.
- Celebrating all students' achievements.
- Reporting progress of students with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all students and reporting on this to the headteacher.

- Working to close the attainment gap between disadvantaged and academically more and less able students.

6.5 The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring students receive the additional help they need.
- Liaising with external agencies where necessary to ensure students who require additional support receive it.

7. Organisation and planning

7.1 The school's curriculum will be delivered over 190 days and equally throughout the school week.

7.2 Each school day will be split into five sessions, of one hour, and students will receive at least two breaks and, or, a movement time period between lessons.

7.3 In collaboration with subject leaders, teachers and other members of the SLT, the headteacher will devise the following plans:

- Long-term plans that deal with the major areas and strands of the national curriculum to be covered across all key stages.
- Medium-term plans that deal with the activities and objectives within units of work that are set out termly.
- Short-term plans that are concerned with individual lessons or sessions on a weekly basis and address issues of curriculum differentiation and access for individual students.

7.4 Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject to another.

7.5 Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

7.6 Teachers will plan lessons which are challenging for all students and ensure that there are provisions in place for more academically able students, e.g. completing additional work that is above the academic level of their peers.

7.7 A full list of subjects covered in school can be found in section 8 of this policy.

7.8 Students who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required.

7.9 TAs will be deployed within lessons strategically so that they can assist with students who require additional help, but are also able to minimise disruptions where necessary.

- 7.10 Students with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 7.11 Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 7.12 Any difficulties identified will be addressed once curriculum planning has commenced.
- 7.13 Classrooms will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.

8. Curriculum content

- 8.1 The school will have due regard to the national curriculum at all times throughout the academic year.
- 8.2 The school will ensure every student has access to the following core subjects:
- English
 - Mathematics
 - Science
 - RE
 - Relationships and sex education (RSE)
- 8.3 The school will ensure students also have access to the following foundation subjects:
- Art and design
 - Citizenship
 - Computing
 - Design and technology
 - Languages
 - Geography
 - History
 - Music
 - PE
- 8.4 Students will choose their subjects for their GCSEs at KS4 in the second half of Year 9.

9. PSHE

- 9.1 As part of the curriculum, the school will make provision for PSHE where important topics in relation to personal development, relationships and health can be covered.
- 9.2 PSHE lessons are taught once a week during specific timetabled lessons, during which the statutory Health, Relationships and Sex Education curriculum will be covered as well as some Citizenship (KS3) and World Views / RE (KS4) themes and topics. Some PSHE themes may also be reinforced in tutor time.
- 9.3 All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.
- 9.4 Further to this, additional presentations and performances will be delivered such as on road safety and knife crime and gangs from external providers to complement the classroom provision

10. Careers education

- 10.1 The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.
- 10.2 The school will ensure that every student is exposed to the world of work before they leave Year 11.
- 10.3 The school will engage with and ensure students have access to local employers, businesses and professional networks, providers of post-14, post-16 and post-18 education and training.
- 10.4 The school will provide opportunities in which students can participate in meaningful encounters with employers. These encounters will include:
- Careers events such as careers talks, careers carousels and careers fairs.
 - Transition skills workshops such as Options Evenings, CV workshops and mock interviews.
 - 1-1 and small group mentoring.
 - Employer-delivered employability workshops.
 - Business games and enterprise competitions.

11. Assessment

11.1 At The Colne, assessment consists of:

- In-school formative assessment - which is used by teachers to evaluate students' key skill knowledge and understanding on a day-to-day basis and hence to inform their planning of further student learning.
- In-school summative assessment - which will enable teachers to evaluate the skills and knowledge learnt at the end of a teaching period, unit or module.
- Nationally standardised summative assessment such as GL assessment and NGRT. These are used to benchmark student progress against students nationally.

11.3 Formative assessment takes many formats, for example mini whiteboards are used to obtain quick whole class feedback, low stakes quizzes marked in class, self and peer assessed tasks and skilled questioning by the teacher. Feedback on formative assessment is done live and verbally within lessons.

11.4 KS3 Summative assessment: Summative assessment is completed once a year in Key Stage 3 during a "Summative assessment week". The three summative assessment weeks, (years 7, 8 and 9), are spread throughout the year to support teacher workload and are timed to be a few weeks before parent's evening. A detailed progress report is produced following these assessments and prior to parents evening to enable focussed discussions. All subjects should perform some form of formal summative assessment during these weeks. The summative assessment should be designed to cover aspects of learning from the beginning of year 7 up to the point of assessment. The assessments are marked by the teacher within a week of the students completing them.

For subjects assessed by a written paper, a "scaled score" will be produced for each student based on their ranking across the whole cohort in that subject. These scaled scores will range from 80-120 in line with the KS2 Scaled Scores to allow a measure of progress to be determined. Subjects that assess on performance or practical skills will assess students as "working at, working above, working below, or working significantly above" where they would be expected to at the time of the assessment. Lesson time will be dedicated to allow students to reflect on their assessment performance and work on areas to improve.

English and Maths will produce a Personal Learning Checklist (PLC) for each student with links to resources to allow parents to support students in their specific areas of development. Other subjects may choose to produce PLCs. An analysis of the performance across the whole cohort is automatically produced for the PLCs which allows subject leads and teachers to see which skills and strengths and which are weaknesses. This analysis can be used to adapt the scheme of work going forwards.

11.5 KS4 Summative assessment: Summative assessment in KS4 takes the form of a series of mock examinations: June/July Year 10, Nov/Dec Year 11 and March year 11. Teachers will mark these mocks within two weeks of the students completing them. There will be a detailed report produced following the year 10 June and Year 11 Nov/Dec Mocks which will be used to form focussed discussion on the parent's evenings that follow the mocks. Subjects have the opportunity to produce a PLC with links to supporting material to allow students and parents to

focus on specific areas of development. Based on these PLCs, subject leads and teachers are able to see which skills and strengths and which are weaknesses. This analysis can be used to adapt the scheme of work/revision going forwards.

- 11.4 Students will also complete the following national assessments: Speech and Language screening at the beginning of year 7; NGRT (New Group Reading Test) in year 7 and 8; “No More Marking” writing assessments in year 7, 8 and 9; GL Progress Test assessment in English in year 7, 8 and 9 and in Maths and Science in year 9; and GCSEs, BTECs, CNATS in year 11. The results of these assessments will be reported back to the students and their parents.

Speech and Language screening identifies the students who will require intensive intervention early in their secondary school career to support them to access the whole curriculum going forwards.

“No More Marking: Improving Secondary Writing” is taken by all students at the beginning of years 7, 8 and 9 during English Lessons. NMM provides the school with nationally standardised KS3 writing assessments that use Comparative Judgement. Research consistently finds that this style of judgement delivers similar accuracy to double or triple marking. Each set of judgements involves students writing a non-fiction piece in response to a text prompt. Each student will then be assigned three pieces of information: a scaled score, a writing age, and an indicative GCSE grade. The benefits of this assessment are that it measures progress over time, allows for robust judgements, and provides full analysis of the school's results and the national picture. It also generates a relatively light workload compared to traditional methods of assessing writing.

“NGRT”: Year 7 students complete the New Group Reader Test (NGRT) in October after they have settled into secondary school. This test is adaptive to the students' responses and provides immediate data on their reading comprehension, speed, and accuracy - if students are very weak then they are presented with phonics-style questions. They then take the second NGRT in June of Year 7, assessing the same as the first.

Year 8 completes NGRT half way through the academic year, allowing a comparison to reading scores at the end of Year 7. These tests are also adaptive to students' responses and if students are very weak they are presented with phonics-style questions. This data gives us the reading age which is shared with all staff on Classcharts and, where appropriate, informs targeted and intensive interventions.

“GL assessments” gives the school data on how students have performed at KS3 and whether they are in line with expectations. They produce predicted grades for each subject and provide information on students that may require some extra support as they move into KS4.

- 11.6 The school will ensure all students are entered for public examinations at the appropriate tier of entry determined by the school.
- 11.5 Individual student performance and progress is regularly monitored and reviewed using the subject assessment trackers. This helps to ensure intervention is focussed on the students that need it most and allows subject leads to reorganise classes as appropriate.

- 11.7 The principles of assessment apply to all pupils, including those with special educational needs or disabilities (SEND) Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

12. Reporting

- 12.1 Each student will receive two reports each academic year: one Attitude to Learning (ATL) report and one detailed progress/attainment report. For years 8-11, the detailed progress/attainment report will be produced following the summative assessment week in KS3 and following mocks in KS4 and prior to parent's evening. The ATL report will be produced at an appropriate time in the year so that the 2 reports are well spaced. Year 7 will have their ATL report period to the parent's evening in the Autumn term and will receive their progress report at the end of the year so that they are assessed on a worthwhile amount of content.

- 12.2 ATL report: The ATL report will contain an ATL grade for each subject chosen from: Exceptional, Motivated, Coasting and Unacceptable. The criteria for these grades is published with the report and the grade chosen by teachers should be the "best fit" with this criteria for each student. Other information that will be provided on the ATL report is: Attendance %, Late %, KS2 Maths, KS2 English and current reading age (based on NGRT assessment). The ATL report is intended to give parents a measure of how much effort their child is putting into each subject.

- 12.3 KS3 progress report.:

For each subject that conducted a written assessment each student will receive the following: an ATL grade, their KS2 Score (Maths, English and average for other subjects), the student's % achieved on the assessment, the whole cohort average %, the student's scaled score (80-120) calculated from their rank in the cohort. Parent's will be able to compare the KS2 Score with their assessment scaled score to see if they are achieving in line with expectations or not.

For each subject that is assessed on practical skills each student will receive an ATL grade and an assessment statement against age related expectations determined by the teacher and chosen from: working below, working at, working above, working significantly above.

The KS3 report will also contain attendance % late % and current reading age.

- 12.4 KS4 attainment report.:

For each subject that conducted a written assessment each student will receive an ATL grade, attendance %, late % and the relevant columns from: their most likely grade based on KS2 data (or CATs for Students without KS2), year 10 mock grade, year 10 predicted grade, year 11 December mock grade, year 11 December predicted grade.

13. Independent learning

- 13.1 At the Colne students are encouraged to complete independent learning tasks outside the classroom to support their learning.
- 13.2 Independent learning should be purposeful and integral to the scheme of work, developing the scheme and enhancing its variety
- 13.3 Feedback on tasks should be provided to the students, either as a whole class or individually and can be completed via online packages
- 13.4 Independent learning should be recorded on Google Classroom as an assignment with a scheduled completion date.
- 13.5 Where students may struggle to access computers or a quiet space for completing independent learning, the learning centre will be available during break, lunch and after school.
- 13.6 Students will be encouraged to complete independent learning by means of praise and recognition when it is complete. There will be no sanctions for students who do not complete independent study.
- 13.7 Online packages: Seneca Learning, GCSE Pod, Sparx Maths, Sparx Reader are available to all students to support in their independent learning and provide opportunities for students to engage in further home learning, should they wish to do so.
- 13.8 Sparks reader provides a range of reading books for students to engage in reading as part of their independent learning. A suggested and linked reading list is provided to all students to support this.

14. Equal opportunities

14.1 There are nine protected characteristics within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

- 14.2 Care is taken within all schemes or work to ensure that all students have access to the curriculum content.
- 14.3 The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.
- 14.4 When planning and implementing the curriculum, the school will have due regard to the Equality and Diversity policy at all times.

15. Supporting students with SEND

- 15.1 The curriculum is designed to provide access and opportunity for all students who attend the school.
- 15.2 Students with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 15.3 Students with SEND may work with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers.
- 15.4 Students with SEND will not be discriminated against in any way.
- 15.5 The progress of students with SEND will be monitored by teachers and reported to the SENCO.
- 15.6 The SENCO will work closely with teachers to help them break down any barriers students with SEND have to education.

16. Monitoring and review

- 16.1 This policy is reviewed annually by the headteacher and the local governance committee.
- 16.2 Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.