

Mayfield School

Curriculum Policy

Believe. Achieve. Succeed.

Respectful, Resourceful, Responsible, Reflective, Resilient, Ready

Our School Vision

Our vision is to create a family ethos that raises aspirations and makes a real difference to the life chances of our young people

Our mission

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready.

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Date Reviewed:	January 2024	Reviewed by:	FIR	Next review:	September 2025
Summary of changes made:	<ul style="list-style-type: none"> Information about the new KS3 core curriculum and time allocation. Information about the new KS4 curriculum including Information about the new options pathways and process. 				

Article 28: (Right to education): The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Believe. Achieve. Succeed

Curriculum Intent.

We believe that our school motto, Believe. Achieve. Succeed, gives everyone within our school community a sense of direction, identity, and purpose. It helps us all:

To believe in ourselves, our own abilities, in other people and the world around us.

To achieve our full potential by successfully reaching our goals through effort, skill and confidence.

To succeed in becoming the person we want to be.

Childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Children from all backgrounds should have the same opportunities and therefore we provide a rich and varied curriculum with practical experiences across and within subjects. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Mayfield School provides opportunities for children to develop as independent confident learners with high aspirations, who know how to make a positive contribution to their community and the wider society. Our vision is for every child at Mayfield to be valued, supported and inspired within a family ethos that raises aspirations and makes a real difference to the life chances of our young people. We do this by creating an inclusive community, respecting and celebrating the cultural diversity of the school, the local community and the wider world. Opportunities are given for children to gain a sense of pride for being a good citizen in the community in which they live through the embedding of the core values of being:

Respectful, Resourceful, Responsible, Reflective, Resilient, Ready

The educational experience is underpinned by the school's mission statement:

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready. We will achieve this by providing our pupils with:

Outstanding academic standards, with a particular focus on acquiring a foreign language, developing competency as a musician and performer, as well as encouraging excellence in sport.

Outstanding pastoral care based on nurturing each individual's self-esteem and ambition to realise their full potential; and

Outstanding opportunities to develop the 6Rs (resilience, responsibility, respect, resourcefulness, ready and reflective) and 'character' experiences to succeed both at school and prepare them for being a well-equipped member of society and ready for the world of work.

Curriculum Implementation

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

At Mayfield, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of skills, knowledge, concepts, vocabulary and values. An emphasis is placed on the development of a rich and progressive vocabulary which empowers children to articulate their thoughts and become confident to investigate and seek information beyond the school walls.

Reading and communication skills are embedded within the curriculum. We provide enhancement opportunities through themed weeks, trips, inviting visitors in, residential, and participating in awards such as the Duke of Edinburgh.

At Mayfield School our curriculum is carefully planned and sequenced to ensure that skills are built and developed across a five-year programme of study. This links to our school's Accelerated Learning Cycle (refer to the Teaching and Learning Policy) where adaptive teaching ensures that delivery is responsive and therefore learning is accessible to all students. Our 100-minute lessons ensure that all senior students have the time to develop a depth of knowledge and consolidate their previous learning. We have a two-year Key Stage 4, with students selecting level two qualifications for future study in Year 9.

Subject leaders construct a curriculum that meets the needs of our students and imparts the key skills and knowledge for each subject discipline in a clear and sequential way. Teachers ensure that the curriculum is adapted so that students are supported to work independently. Curriculum delivery is enhanced by high quality teaching and learning and where possible, we encourage curriculum areas to blend technology with traditional approaches.

Building depth of knowledge is integral to curriculum planning and teachers design learning activities that allow students to embed and recall knowledge over time. This builds firm foundations for learning, ensuring students are able to exceed their target grades. The learning scientist approaches are used within lessons and encouraged as a foundation for productive revision studies at home.

We offer a personalised curriculum for all our students so that it continues to be broad, balanced, progressive and relevant for every individual. As part of our options process moving into the KS4 curriculum, pupils are placed on one of three pathways that are best suited to their abilities and needs.

Curriculum Implementation - Roles and Responsibilities

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school offers, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the curriculum is adequate and appropriate and is reviewed by governors annually;
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required of them to help them improve;
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- The governing body is advised on statutory targets in order to make informed decisions.

The Governing body will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets and monitoring progress against these;
- It contributes to decision making about the curriculum;
- They review CPD needs of their own and of those in their departments regarding curriculum planning and delivery within their area of responsibility.

Middle Leaders will ensure that:

- Their curriculum policy and planning documents are in line with the national curriculum.
- All planning takes into account the academy trust's Teaching and Learning principles.
- Opportunities to promote school priorities including literacy, numeracy and oracy are integrated within their curriculum offer.
- Long term and medium term planning documents are regularly reviewed.
- The curriculum is delivered in a way that is equitable across teaching groups.
- They review curriculum planning annually to ensure its effectiveness.

Teaching staff and learning support staff will ensure that:

- The curriculum is implemented in accordance with this policy and departmental policy;
- They keep up to date with developments in their subjects;
- They have access to, and be able to interpret progress data to inform the design of the curriculum in order that it best meets the needs of each cohort of students;
- They work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Curriculum Impact

Mayfield School's curriculum will:

- Lead to qualifications that are of worth to employers and for entry to higher level education;
- Fulfil statutory requirements;
- Enable students to fulfil their potential meeting the needs of students of all abilities;
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines and requirements;
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond;
- Help students develop lively, enquiring minds, an ability to question, to debate and argue rationally and an ability to apply themselves to challenging levels of work;
- Ensure continuity and progression within the school and between phases of education increasing students' choices during their time at school;
- Help students develop numeracy and literacy skills which can be applied across the curriculum;
- Ensure that students' social, moral, spiritual and cultural understanding is at the heart of the school's work in promoting fundamental British values and addressing prejudice and extremism by building resilience, confidence and a sense of belonging.

Monitoring, Evaluation and Review

The governing body will receive an annual report on:

- The standards reached in each subject compared with national and local benchmarks and any changes to the curriculum as a result;

- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks and any changes to the curriculum as a result;
- The number of students for whom the curriculum was dis-applied, the reasons for this, the arrangements which were made and the impact of this.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Curriculum Content

KS3 Core Curriculum

From September 2024 lessons will be 100 minutes long following the below structure of the day;

Secondary	
Time	Detail
9.00-9.20	Tutor/assembly
9.20-11.00	Lesson 1/2
11.00-11.20	Break
11.20-13.00	Lesson 3/4
13.00-13.30	Lunch
13.30-15.10	Lesson 5/6

This increased learning time from 2800 minutes to 3000, gives an additional 200 minutes learning time over a fortnight. This allows us to;

- Increase time in core subjects and other key curriculum areas.
- Increase time in English to counter the fact that Destination Reader will no longer be delivered over split break and will therefore allow additional time for this within the English curriculum time.
- Provide more time to increase depth of learning and challenge in lessons.
- Improve pupils' stamina with written work and concentration to prepare them more effectively for their end of KS4 exams.
- Deliver an additional language from year 7. Both French and Spanish will be delivered from year 7 moving forward giving pupils the choice of two languages at KS4.
- Increase PE time to allow for greater offsite PE provision and the delivery of Dance within the PE curriculum.
- Fall in line with the other trust schools to allow for greater collaboration and improved wellbeing of staff, reducing workload.

Subject	Fortnightly Lesson allocation 50 mins sessions (proposed for 2024-2025)	%	Minutes of learning
English	10	17	500
Maths	9	15	450
Science	9	15	450

PE (inc dance)	4	7	200
MFL	6	10	300
Art	2	3	100
Design Technology	3	5	150
ICT	2	3	100
Drama	2	3	100
Geography	4	7	200
History	4	7	200
Music	2	3	100
RE	2	3	100
PSHE	1	2	50
Total	60		3000

KS4 Curriculum Offer

The KS4 core curriculum offer gives;

- An increase in time for English, Maths and Science.
- An increase in time for core PE to help improve pupils' mental health, wellbeing and fitness. Increasing time to two 100 minute lessons means that pupils can be taken off site and take part in a range of activities at the Mountbatten centre to help develop healthy and active mindsets.
- Allocated PSHE lessons once a fortnight instead of citizenship time in split break.

Subject	Fortnightly Lesson allocation – 50 mins sessions (proposed for 2024-2025)	%	Minutes per fortnight
English	10	17	500
Maths	10	17	500
Science	10	17	500
PE	4	7	200
PSHE	2	3	100
History or Geography	6	10	300
Option 1	6	10	300
Option 2	6	10	300
Option 3	6	10	300
Total	60		3000

Options;

The options offer for 2024-25 will include;

- Additional KS4 option choices including; Food Technology, Sociology, GCSE PE (as well as CNAT Sports Studies), Triple Science and Travel & Tourism. Our aim will be to increase the number of options on offer each year to give pupils as wide a choice as possible.

- Three pupil pathways where pupils will be allocated a pathway based on their FFT20 predictions, their prior attainment, attitude to learning and aptitude for Spanish.
- All pupils will take History or Geography as their first option to increase the numbers of our pupils achieving the EBacc.
- Pupils on the purple pathway will take Spanish as their second option, and pupils on the orange pathway will be strongly encouraged to take Spanish as their second option.
- Pupils on the silver pathway will have additional literacy support as their second option.
- Pupils on the purple pathway will have the option of taking triple science as one of their option choices alongside their core combined science. This will give them three science GCSE grades.

KS4 Option Pathways:

Each personalised pathway is designed to be aspirational and offer breadth of curriculum for all pupils. Pupils will be placed on one of our three pathways based on their prior attainment, and experience at Mayfield so far. Our three pathways are as follows;

Purple

The purple pathway follows the EBacc route and will include either History or Geography, Spanish and two free choices of options from the subject list. Pupils in this pathway are able to choose triple science as an option as well as any others on the subject options list.

Option	Subject
1	History or Geography
2	Spanish
3	Free Choice
4	Free Choice

Orange

This is our core pathway and will be for the majority of our pupils. This will include either History or Geography and three other options from the list, one of which we recommend is Spanish. Then two free choices of options from the list.

Option	Subject
1	History or Geography
2	Free Choice (recommended Spanish)
3	Free Choice
4	Free Choice

Silver

This pathway will be for pupils who would benefit from an adapted curriculum, and will include additional support in literacy and numeracy as one option, and a level 1 & 2 course in Personal and Social Effectiveness, and two free choices of options from the list.

Option	Subject
1	History or Geography
2	Literacy support
3	Free Choice
4	Free Choice

Subject Options List

*These two subjects cannot be taken together.

△ For purple pathway only

Art *	Dance	Music	Spanish
Art Textiles *	Drama	PE	Travel & Tourism
Business Studies	Food Technology	Photography	Triple Science △
Computer Science	Geography	Religious Studies	
Creative I-Media	History	Sociology	

Qualifications:

The table below indicates the number of GCSEs or equivalent qualifications that pupils will be working towards and able to achieve through their KS4 curriculum pathway.

Subject	Purple	Orange	Silver
English; Lit & Lang	2	2	2
Maths	1	1	1
Science Combined	2	2	2
Core PE	0	0	0
PSHE	0	0	0
History or Geography	1	1	1
Option 1	1 (Spanish)	1	0 (Additional literacy support)
Option 2	1	1	1
Option 3	1	1	1
EBacc	Yes	Depending on choices	No
Total	9	9	8