

The Cottesloe School Curriculum Statement

What is the curriculum?

*“The curriculum passes through different states: it is conceived, taught and experienced. The curriculum is a framework for setting out the aims of a programme of education, including the **knowledge, understanding and skills** 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 skills pupils have gained against expectations (**impact/achievement**).”*

Ofsted working definition:

<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education/education-inspection-framework-2019-inspecting-the-substance-of-education>

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023>

At The Cottesloe School, the focus of **‘Prepare, Aspire, Succeed’** is to support all our students through their ‘Cottesloe Journey’, combining learning from and about, the world in which we live. The journey does not expect each student to follow the same path. Still, it empowers them to develop the knowledge, skills and aspirations to become an excellent version of themselves, whatever their ability or background. Students gain a sense of fulfilment and success through educational and personal achievement; they achieve their best through the opportunities we offer, as preparation to becoming informed, well-educated, active citizens.

To achieve this, The Cottesloe School has a progressive, deep and knowledge-rich curriculum that is well-planned, sequenced and imaginative, encompassing the widest range of disciplines; Arts, Sciences, Humanities, Technologies, Maths, Literacy, Languages and Sports. With clear milestones and high expectations and aspirations for all students, our curriculum allows character to develop. At The Cottesloe School, Character is developed through Healthy Relationships and the 6Cs; inspiring curiosity and developing independent thinking. These skills help create well-rounded, resilient, confident young people.

Our curriculum evokes a sense of curiosity and encourages questioning which deepens students’ understanding. Challenging goals are set to enable our students to become increasingly independent young people who achieve their potential. Our curriculum is a combination of the past, present and future – a blend of historical and contemporary knowledge as well as a skill set for today and tomorrow. It offers a range of experiences for all students so they can make positive contributions to their families and community.

Our curriculum is inclusive and educates the whole child through supporting what it means to be human: artistic ability and appreciation; questioning the world around us; sporting talents; having skills in new technologies; being happy, healthy and confident; and having a strong sense of personal responsibility. Students are enabled to confidently take their next steps in learning and life.



Curriculum Intent

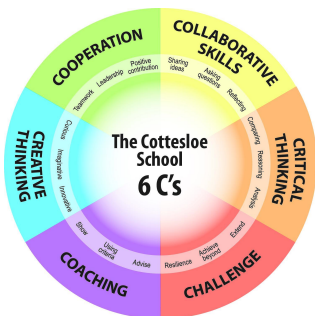
Prepare Aspire Succeed

Our aspiration is that at The Cottesloe School students will follow a 'Cottesloe Journey' that combines learning about and from the world we live in. Students will experience a sense of fulfilment through educational and personal achievement

Vision and Objectives:

- Personal Development
- Curriculum
- Character
- Futures

Cottesloe Character



Our curriculum is designed and implemented to give all students, particularly disadvantaged students and including those with SEN and/or disabilities, the knowledge, skills, agency and cultural capital they need to succeed in life.

We see the curriculum as the broad mix of all the experiences gained by our students, including pastoral time, assemblies, PSHCE, daily lessons, development of the 6Cs and Healthy Relationships, trips and visits and other extra-curricular experiences.

Our curriculum intent encompasses our vision and objectives:

Personal Development - The curriculum and wider experiences are inclusive and encourage and provide opportunities for all students to become healthy, happy and confident young adults who positively contribute to their diverse communities by demonstrating fundamental British values.

Curriculum - A progressive, deep, broad and knowledge-rich curriculum with clear milestones and expectations for all students.

Character - Students develop healthy relationships with themselves, others and the community as well as learning habits that enable them to be successful at school and beyond.

Futures - Students develop a strong sense of personal responsibility, independence and a sense of fulfilment that enables them to securely take the next steps in education, training and employment.

Key Stage 3 Intent:

- Development of skills, knowledge and understanding – depth and breadth
- Literacy and Numeracy acceleration for those who need additional support
- Instilling our core values – Prepare, Aspire, Succeed through the development of Character
- Broad academic experience and wide range of subjects – preparing students for GCSE
- Contemporary issues accessed through PSHCE - social media, mental health, life in modern Britain
- Stretch and challenge for all including HPA, MPA and LPA students.
- Targeted support for disadvantaged students (mentoring/one-to-one support)
- Aspiration and opportunities to develop agency (by this we mean the ability to make effective choices and to transform choices into desired outcomes for all, especially disadvantaged students)
- Preparing students for their next steps - careers and education advice
- Cultural capital through the broad extra-curricular offer
- Subject-specific curriculum intent and ethos overviews

Key Stage 4 Intent:

- The breadth of academic opportunities with a focus on the EBacc suite of subjects
- Nine GCSE or equivalent options for most students
- Continued focus on the importance of maths and English
- Strong emphasis for Creative subjects including Drama, Music, Catering, DT and Art
- High importance is given to the PSHCE curriculum
- Focus on agency through successful learning – memory, practice, revision, habitual behaviours
- Stretch and challenge for all, including HPA, LPA and MPA students.
- Targeted support for disadvantaged students (mentoring/one-to-one support)
- Enrichment through the broad extra-curricular offer
- Preparing students for their next steps - careers and education advice
- See subject-specific curriculum intent overviews

Key Stage 5 Intent:

- Programmes of study and pathways which meet the needs of students across the ability spectrum and enable all to thrive
- Wide range of academic, creative and vocational qualifications to enable students to pursue their interests and achieve their future aspirations (Humanities/Sciences/Economics and Business/Health and Social Care)
- A suite of Maths subjects: A Level Maths and Further Maths, Core Maths, Resit GCSE
- Stretch and challenge for the more and most able (EPQ, Oxbridge activities)
- Targeted support for disadvantaged students (mentoring/one-to-one support)
- Opportunities which enable students to make informed decisions about their futures, be those at university, on a degree/higher apprenticeship or through employment (assemblies, university visits, external speakers, workshops, one-to-one support)
- Focus on independence and agency (D of E, EPQ, Exam Hour and QSR time)
- The linear approach to A levels allows flexibility, to tailor the curriculum to students' needs
- Opportunities to develop employability skills (Student Leadership, Curriculum and MIND Wellbeing Ambassadors)
- Contemporary issues – politics, justice, safety, health & well-being (PSHCE and assemblies)
- Exam Hour and Pressure Practice to support the development of exam skills throughout KS5
- See subject-specific curriculum intent overviews

<p>Curriculum Implementation</p>	<p>Our curriculum intent is successfully translated into practice through:</p> <p>Curriculum Experiences</p> <ul style="list-style-type: none"> • Daily lessons • Assembly – embedding our core values and successfully enriching our students morally, personally, spiritually and academically • Registration and pastoral time • PSHCE Programme • Extra-curricular offer – weekly opportunities at lunch and after school and additional opportunities for trips and events e.g. school musical, ski trip <p>Policy into Practice</p> <ul style="list-style-type: none"> • Behaviour policy: excellent standards of behaviour and agency across the curriculum support successful delivery; teachers can teach and students can learn • Assessment policy: (whole school and department) – supporting successful assessment of curriculum delivery and feedback to students • Assessment practices: including formal assessment checkpoints (mocks and assessment weeks) • Teaching and Learning and policy: encouraging pedagogical practices that allow for memory/retention, application and practice • Whole School Literacy strategy: to support learners making good progress across the curriculum and as a crucial skill in learners’ future success. • Curriculum maps and schemes of work: allowing teachers to know the core knowledge and skills to be taught and to follow a common assessment routine • KS3 Literacy and Numeracy statement: strategies used to accelerate learning for students below 100 in Year 7 for accelerated access to the curriculum • Department meetings and Teaching & Learning Link meetings: focus on curriculum and pedagogy • Pupil Premium strategy: documenting the actions we take to encourage curriculum access for all of our disadvantaged students • PSHCE topic outline: updated every year to ensure coverage of relevant, contemporary issues • Communication of whole school focuses: boys, Disadvantaged and HPA – ensuring curriculum delivery is sharp and tailored in these areas • KS4 options: students are guided towards informed choices so that they access the right elements of the curriculum • Fortnightly subject leader meetings with Link SLT, to retain a sharp focus on broad (whole school) and department-specific curriculum intentions 	
<p>Curriculum Impact</p>	<p>Curriculum impact is assessed in the following ways:</p> <ul style="list-style-type: none"> • Student outcomes • Learning walks and observations • Subject Reviews • Work scrutiny (including student voice) • Student engagement in the curriculum (attitude to learning) • Report data • Meeting minutes (Department, Pastoral, Team around the Child) • Line management meetings with subject leaders • Uptake at KS4 and 5 (including KS5 retention) • Extra-curricular range of opportunities for attendance and • Disadvantaged tracking • SEN tracking 	<p>Evidence shows the impact to be strong, with:</p> <ul style="list-style-type: none"> • Improved outcomes at GCSE and A-Level • Pathways evidence post 16 and 18 • Excellent behaviour for learning is evident across the curriculum • Flourishing in the creative subjects – uptake and outcomes • Young people who understand their value and the value of others as seen through the embedded ethos of Character: 6Cs and Healthy Relationships • Minor evidence of bullying across school, was picked up efficiently and dealt with <p>Continued areas of focus:</p> <ul style="list-style-type: none"> • Closing gaps for gender, disadvantaged and HPA • Embedding literacy strategies across the curriculum • Ensuring the curriculum is accessible and engaging for disadvantaged students • Pathways – ensuring we have the right offer at KS4 and 5, including EBacc offer