

# Cottesloe School Curriculum Statement

## *What is the curriculum?*

*"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: <http://www.lancsnfl.ac.uk/curriculum/assessment/download/file/Lancs%20HTs-%20Curriculum%20-%20April%202018.pdf>*

At The Cottesloe School, the focus of **'Prepare, Aspire, Succeed'** is to support all our students through their 'Cottesloe Journey', combining learning about and from, the world in which we live. The journey does not expect each student to follow the same path but empowers them to develop 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 for all students, our curriculum allows character to develop. This is promoted 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 students of all abilities and backgrounds 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; having a strong sense of personal responsibility. Students are enabled to confidently take their next steps in learning and life.

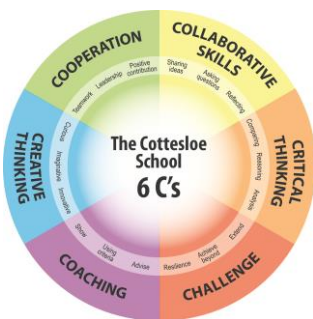
## Curriculum Intent

*Prepare  
Aspire  
Succeed*

### School objectives:

- Personal Development
- Curriculum
- Character
- Futures

### 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, PSCE, daily lessons, Academic Mentoring, development of the 6Cs and Healthy Relationships, trips and visits and other extra-curricular experiences.

Our curriculum intent encompasses our mission and vision:

**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 make a positive contribution 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:

- Mastery of skills, knowledge and understanding – depth and breadth
- Literacy and Numeracy acceleration for those that need additional support
- Instilling our core values – Prepare, Aspire, Succeed through 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 and More/Most Able and LPA and MPA 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 broad extra-curricular offer
- Subject specific curriculum intent and ethos overviews

### Key Stage 4 Intent:

- Wide range of academic opportunities (four GCSE or equivalent options for most)
- Continued focus on importance of maths and English
- Strong support for Creative subjects including Hospitality and Catering, Technology and Drama
- High importance given to the PSCE curriculum
- Focus on agency through successful learning – memory, practice, revision, habitual behaviours
- Stretch and challenge for all, including HPA and More/Most Able and LPA and MPA students.
- Targeted support for disadvantaged students (mentoring/one-to-one support)
- Enrichment through broad extra-curricular offer
- Preparing students for their next steps - careers and education advice
- See subject specific curriculum intent overviews

### Key Stage 5 Intent:

- Wide range of academic, creative and vocational qualifications to enable students to pursue their interests and achieve their future aspirations (Arts/Finance/Applied Science/Health and Social Care)
- Programmes of study and pathways which meet the needs of students across the ability spectrum and enable all to thrive
- Stretch and challenge for the more 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 visit, external speakers, workshops, one-to-one support)
- Focus on independence and agency (Extension Studies, EPQ and quiet study periods)
- Linear approach to A levels allows flexibility, to tailor the curriculum to students' needs
- Opportunities to develop employability skills (Student Leadership, MIND ambassadors)
- Contemporary issues – politics, justice, safety, health & well-being (PSHCE and assemblies)
- Exam Hour and Pressure Practice to support development of exam skills throughout KS5
- Suite of Maths courses: Core Maths, Resit GCSE Maths, A Level Maths and Further Maths
- See subject specific curriculum intent overviews

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