



THE PIGGOTT SCHOOL

'...to be a school which inspires and encourages the highest achievement'

Curriculum Policy

Date last reviewed: Spring 2019

Responsibility: Deputy Head and Governors' SALT Committee

Review Period: Annually

The Piggott School curriculum is designed to cover a broad range of subjects and to encourage independent learning. The curriculum is broad and balanced to enable every student to develop their academic strengths and personal talents. Students are encouraged to choose subjects giving a broad depth of curriculum.

We aim to provide a curriculum which:

- ✓ fulfils all National Curriculum requirements
- ✓ uses a variety of learning and teaching strategies which develop independent learning
- ✓ has an imaginative approach within a stimulating learning environment
- ✓ is designed to meet the needs of each individual student
- ✓ promotes cross curricular skills and knowledge

The Timetable

The School operates a 50 period fortnight with 5 x 58 minute lessons each day.

Key Stage 3 – Years 7 and 8

Compulsory National Curriculum subjects are English, maths, science, history, geography, modern foreign languages, design and technology, art and design, music, physical education, PSHCE and computer science.

In addition to these compulsory subjects, students follow courses in RE, Drama, a second Modern Foreign Language (Chinese, German or Spanish) and DIRT.

Year 7: Students are taught in mixed ability groups except in Mathematics where they are taught in ability groups.

Year 8: In addition to Maths, students are taught in ability groups in Science.

Key Stage 4 – Years 9, 10 and 11

During Key Stage 4 most students work towards national qualifications, usually GCSE subjects.

The compulsory National Curriculum subjects are the 'Core' and 'Foundation' subjects.

SALT Committee approval: 5th February 2019

Noted by the FGB: 15th May 2019

Core subjects are English, maths and science. The Foundation subjects are computing, physical education and PSHCE. A course in DIRT is also offered. All students will also follow RE full course GCSE.

Schools must also offer at least 1 subject of arts, design and technology, humanities and modern foreign languages.

In Physical Education all students follow a core PE course with some opting to take the GCSE course.

In year 9 students have the option of completing a leadership course. If students do not study this course then they will have a timetabled lesson of FIT (See assessment policy).

In response to the increased importance placed on maths and English by the "Progress 8" measure Year 10 students do not study computer science as part of the foundation curriculum. However, students can choose computer science as one of their GCSE options from the options blocks if they wish to continue their studies in this subject.

The Progress 8 Measure

Secondary schools are no longer ranked according to the proportion of students getting 5 or more A*-C GCSE grades (including English and maths) alone.

Instead, league tables will also look at the progress students make across eight subjects, with their attainment at the end of Key Stage 4 benchmarked against what they were predicted to achieve with they left primary school aged 11.

We are required to publish the following indicators on our website.

Progress 8

This will show the average of all students' progress across eight subjects at GCSE. These subjects can include: a double-weighted English element (the English language qualification will count for this element, but will only be double weighted if the student has also taken English literature); a double-weighted maths element and three slots reserved for other EBacc subjects. There will also be three slots available for further EBacc subjects or what the government has termed a "high value qualification" – the government will produce a list of these subjects every year. English literature will count in this group of subjects.

Attainment 8

This will show the school's average grade across the same suite of eight subjects as Progress 8. So, for example, it will show that students in a particular school tend to average a high 6 or low 5 in their GCSEs.

The percentage of students achieving a level 4 or above in English and maths

This measure, which is currently used to form league tables, will still be publicly available. It will show whether students achieve a good level in what the government calls "the most important subjects".

The EBACC

This will show the percentage of students who achieve good grades in a range of academic subjects including English, maths, science, a foreign language and one or other of history or geography.

A fifth indicator showing the percentage of students who continue in education, employment or training during the year after they finished their key stage 4 qualifications, may be introduced at a later date.

GCSE Grading

All GCSE levels are now reported as a number between 1 and 9.

Key Stage 5 – The Sixth Form

An extensive range of different A level and Level 3 Vocational subjects are offered. Also offered is The Coaching Academy/Chelsea Girls Academy which is a level 3 pathway focussing on developing coaching through football.

Extending the more able

Potential High Attainers throughout the School are provided with the opportunities for high level performance through a variety of extension and enrichment activities, which challenge and stretch them to achieve their potential. These occur within the curriculum as well as extra-curricular and additionally scheduled activities. The More and Most Able Co-ordinator leads staff in ensuring the identification and appropriate support for individual students, with a whole-school focus on providing experiences that enhance and extend learning for all students.