



## **THE PIGGOTT SCHOOL: Wargrave**

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan We live with love and compassion, seeking help in times of need

### **Curriculum Policy (including more and most able, gifted and talented)**

**Date last reviewed:** Autumn 2023

**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 ambitious, 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 and extends beyond 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 60 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.)

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. 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.

Year 9 students also have a carousel of foundation subjects throughout the year. This enables them to continue studying subjects that they may not have chosen as a GCSE option, allowing for the continued breath of their curriculum.

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. Students continue to develop their IT and Computing skills through their Core and Option subjects.

### **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 doubleweighted 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 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.

### **More and most able**

Our aim is to:

- Promote appropriate educational provision for the more & most able students.
- Support a partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- Offer a whole school approach towards the provision of an effective education for the more and most able pupils, which is endorsed enthusiastically by all staff who are trained appropriately.
- Involve the child in the decision making about his/her educational provision.
- Ensure that the success of all students is celebrated, whilst also recognising and acting upon evidence of underachievement.
- Stimulate the more and most able students through co-curricular provision and enrichment.
- Create an atmosphere in which students are comfortable with being more and most able.

We will:

- Make every effort to meet pupils' individual needs and seek to ensure that pupils' needs are identified early through primary liaison, external agencies, parents, specific tests and school staff.
- Provide stimulating learning experiences for all students that encourage independence and autonomy, and support students in using their initiative
- Provide teaching which ensures learning is challenging and enjoyable, and where higher order thinking and questioning skills are required
- Ensure that procedures are followed to review and adapt provision for all pupils appropriately.

## **Definition of More and Most Able**

Students are defined as more and most able in areas of:

- general intellectual ability (linked to attainment in SATs, CATS and GCSE grades)
- specific aptitude in one or more subjects
- leadership
- creative and performing arts

The school uses findings from current research and national support to help define abilities of more able students

**Exceptionally able students** perform well above their chronological age.

More and Most able pupils at Key Stage 3 are defined to have achieved a scaled score above 110.

## **Recognition**

The school will use a range of agreed criteria and sources of evidence including:

- Information from primary schools provided at transfer
- Key Stage data
- Reading tests
- CATs tests
- In-school monitoring
- Departmental subject specific criteria
- Staff recommendation
- Information from parents, carers and other professionals

No one single method will be entirely accurate.

## **Organisation**

The school will seek to provide an enriched curriculum for all pupils.

We address the needs of the more and most able within the appropriate Key Stage. There are times when it will be appropriate for students to work with students of different age groups, through curricular activities and through visits to other schools.

Mentoring will be implemented according to need.

## **Classwork**

Enrichment/extension work will be provided by teachers in class as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important.

This will be made possible by group work, or by the use of setting. Differentiation will provide activities requiring higher order thinking skills. All students need to be challenged. The role of the teacher is vital in challenging the thinking of all individuals.

### **Cocurricular activities**

These are highly valued for the more and most able student and may include:

1. Club activities
2. Activity days and Master classes
3. Day and residential visits
4. The use of specialists e.g. teachers from other schools, visiting artists and authors etc
5. A broad, creative curriculum promoting students' chances of thriving

### **The role of the parents**

Parents and teachers will work together for the needs of the more and most able students. Parents will be kept up to date with progress through the school's current report and monitoring procedures.