



Perton Middle School

Curriculum Policy

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1. Curriculum aims

Everything we do at Perton Middle School is rooted in our three pillars of learning.

Knowledge, Metacognition and Community

Knowledge

We empower students with both academic knowledge and the knowledge to enable them to be socially responsible.

Metacognition

Metacognition underpins the acquisition of that knowledge developing the capacity to be a passionate lifelong learner.

Community

Our learning community recognises all learning is connected and interdependent. A sense of belonging nourishes students to become responsible global citizens, now and in the future.

This is encapsulated in our school motto: **Proud to be Perton.**

Perton Middle School Curriculum Intent Statement

The Vision

At Perton Middle School our curriculum prepares students for adult life by developing an understanding of what it means to be a responsible global citizen. We empower students to make a positive contribution to the community within which they live now and in the future.

A development of resilience and independence are a focus where reliance on self-study skills measures the success of their learning as defined by their home learning through the knowledge banks.

Pupils recognise their shared and individual contributions to the communities they belong to now and in the future.

The Journey

Students recognise the relevance of all areas of learning; subjects teach a depth of knowledge and skills. The curriculum framework facilitates an understanding of how all knowledge is interconnected, shares key vocabulary and creates a whole greater than the sum of its parts.

This coherent approach develops the emotional literacy of our students through the reading of quality texts which can be linked to both the learning we do in school and the qualities and attributes that we should strive to incorporate into our adult lives as leading citizens.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Senior Leadership Team

The Senior Leadership Team are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, 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 required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

During their journey from Year 5 to 8, students will understand the cross-curricular nature of their learning with key vocabulary and themes embedded which enables

them to recognise the relevance, understanding and reasoning behind their learning and how it will prepare them for citizenship in our world. This is instilled through a depth before breadth approach as key content for each subject is embedded and regularly recalled. Our aim is also to develop the emotional literacy of our students through the reading of quality texts which can be linked to both the learning we do in school and the qualities and attributes that we should strive to incorporate into our adult lives as leading citizens

Global Themes and Key Texts 2019-20

"Our aim is also to develop the emotional literacy of our students through the reading of quality texts which can be linked to both the learning we do in school and the qualities and attributes that we should strive to incorporate into our adult lives as leading citizens." (Perton Middle School Intent Statement 2019)

	Autumn 1 Leadership	Autumn 2 Justice	Spring 1 Courage	Spring 2 Resilience	Summer 1 Compassion	Summer 2 Perseverance
Y5	Harry Potter and the Philosopher's Stone		Kensuke's Kingdom		The Lion, The Witch and The Wardrobe	
Y6	The Boy in the Tower		Alice in Wonderland		Agatha Oddly – The Secret Key	
Y7	Private Peaceful		Biographies	Skellig (William Blake Poetry)		Shakespeare
Y8	The Hunger Games		Journeys	Sherlock Holmes	Poetry Through the Ages	Macbeth

All subjects formulate long term plans which clearly map out the learning across each year group and the key areas covered from their starting point in Year 5 to the end of Year 8. These plans cover a wide range of knowledge, metacognition and community.

Medium term plans grow from the learning pillars of Knowledge, Metacognition and Community. Each plan clearly outlines the key concept which is to be learned, this is broken down into key components of learning. There are explicit links to prior

learning across the curriculum and shared vocabulary is highlighted. Highlighting these links ensures students have a connected schema, which forms a robust foundation for future learning.

This planning is underpinned by a shared framework for lesson delivery. This framework reflects our learning pillars of Knowledge, Metacognition and Community.

The in class learning is supported and enhanced by a bespoke homework program. Our KS3 Knowledge Banks embody the ethos of the three pillars. Through these the students apply metacognitive techniques independently, to consolidate knowledge which enriches their classroom learning. Through low stakes quizzing students develop the skills necessary to retain knowledge and reflect on their learning.

Our tutor time is used to enhance our curriculum provision. In addition to KS3 PSHEE and RSE lessons, tutors deliver Moral Compass sessions. These cover a range of topics and ethics scenarios. This includes British Values, Careers, wellbeing and community.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEND can study every National Curriculum subject, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and Local Offer.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

Headteacher's Reports to Governors, Lead Teacher 1:1s, Monitoring Reports.

Lead Teachers monitor the way their subject is taught throughout the school by:

Peer Assessment

Moderation

Work Scrutinies

Student Voice

Lead Teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every twelve months by the SLT. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium