



Curriculum Policy

Ref: C006

Contents:

Document Control	
Title	G006 Curriculum Policy
Date	September 2023
Supersedes	G006 Curriculum Policy adopted September 2022
Amendments	Policy updated with: Changes to personal development curriculum Key Stage 3 and Key Stage 3 Curricula changes CEIAG offer
Related Policies/Guidance	Teaching & Learning Policy Assessment Policy SEN Policy High Achievers Policy CEIAG Policy Collective Worship Policy Equality Policy Independent Assessment & Home Learning Policy Sex & Relationship Education Policy Visiting Speakers Policy Home Learning Policy
Review	1 year
Author	J. Dawson
Date consultation completed	
Date adopted by Governors	

Prospere Learning Trust is a Multi Academy Trust
Registered in England and Wales number 10872612
Registered Office: Firbank Road, Manchester, M23 2YS

1. Introduction

- 1.1 This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010 and the requirement of the National Curriculum programmes of study, which the school has chosen to follow.
- 1.2 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.
- 1.3 Our curriculum policy complies with our funding agreement and articles of association. The policy and our approach reflects the needs of our community, our aspirations for the young people and our ambition to provide an outstanding quality of education.

2. Curriculum Intent

- 2.1 A broad and balanced curriculum is a vital component of lifelong learning. Our aim is to enable academic success alongside creativity and inventiveness throughout the school curriculum by securing powerful knowledge, personal qualities and key skill to support future success.
- 2.2 Chorlton High School is built on and driven by our core values and we are committed to enabling all our students to become:

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

Learners will:

- Achieve academic standards of excellence enabling them to excel against any competition nationally.
- Experience a rich, exciting curriculum that leaves them able to make powerful choices about their future ambitions.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability.

Learners will:

- Experience creative teaching that makes learning engaging and allows them to think independently and be confident citizens.
- Be expected to embrace a diverse and cutting-edge range of creative opportunities both inside and outside the classroom.

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

Learners will:

- Be proud of their achievements and for the progress they make, and have these achievements celebrated and recorded.
- Develop positive, secure relationships so that they flourish and have a powerful sense of their own potential.

- 2.3 Our curriculum is designed to meet the academic, personal and wider needs of all students, providing developing opportunities both inside and outside of the classroom, and by enabling a variety of opportunities to expand on their cultural capital. It is designed to be **rigorous and challenging; creative and inspiring; diverse and wide ranging; well-matched for the vibrant and eclectic range of students we teach.**
- 2.4 Our curriculum aims to:
- provide **academically rich** and coherent learning which leads to deep subject knowledge.
 - have **breadth and balance**; which promotes character and the personal, social, physical, spiritual, moral, and cultural development of our students place an emphasis on developing young people who are confident, resilient, work ready and prepares them for the opportunities, responsibilities and experiences of adult life.
 - ensure that students develop the essential skills in reading, writing, communication and numeracy.
 - foster students' creativity and develop essential skills and qualities, including independent learning skills.
 - inspire students to a commitment to learning which will last a lifetime.
 - promote a healthy lifestyle.
 - promote high standards in all learning and teaching; and
 - promote community cohesion and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Curriculum Implementation: Design

- 3.1 To enable them to flourish, a learner's time at Chorlton High School is 'mapped' out as a journey from Year 5, through a transition programme through to Year 12, with the securing of an appropriate college or apprenticeship route. This journey is mapped out through a number of overarching curricula which are intrinsically linked:

- **The Academic Curriculum**
- **The Personal Development Curriculum**
- **The Extended Curriculum**

3.2 The Academic Curriculum

- 3.2.1 Each subject area outlines its subject intent which guides them through the rationale and subject pedagogy. We believe that students study each subject to not only access courses and careers but also to develop passion and love of learning, specifically in their areas of interest.
- 3.2.2 Subject specific knowledge is planned out and documented within their **Curriculum Knowledge Maps** These are designed around building a deep body of knowledge in each subject area, with a focus on substance, depth and richness. Knowledge is broken down into two areas; **declarative knowledge** is what students should know and **procedural knowledge** is what students should be able to do. The mapping in each subject area focuses on this as a learning journey which is a coherent sequence, to facilitate progress, fluency and the development of learning capacity across Years 7 to 11.

- 3.2.3 Each curriculum areas builds their own subject journeys, with an understanding of the contextual elements that we need to address for our Manchester children, considering our local context and our diversity.
- 3.2.4 Strands of the spiritual, moral, social and cultural (SMSC) education are explicitly threaded through the curriculum frameworks of each subject area, alongside learning for personal and physical development and British Values.
- 3.2.5 Home learning, home study and home reading are Chorlton High's 'homework' offer. These support the Academic Curriculum and allow our learners to develop healthy learning habits and independence.

3.3 The Personal Development Curriculum:

- 3.3.1 The Chorlton High School **Personal Development Learning Journey** is a **progression model** for building the development of our learners and prepares them for the opportunities, responsibilities and experiences of adult life.
- 3.3.2 In addition to ensuring that students personal, physical, spiritual, moral, social and cultural development are mapped throughout all curriculum areas we explicitly build this development through the Personal Learning Journey of students in their Personal Development curriculum. One of the ways that the school enables this through tutor time where Form Tutors work closely with their tutees and have an overview of academic progress and their personal development.
- 3.3.3 Students' progress and personal development are tracked on an individual and cohort level, to maximise their achievements, and ultimately their life chances. Heads of Year and Progression Leads regularly monitor and review the performance of individuals and groups of students to 'Join the Dots' and ensure they are provided with the optimum conditions for success. Effective impact driven progress tracking, intervention processes and student support services ensure that the curriculum, extended learning experiences and pastoral care have a very positive impact on students' outcomes.
- 3.3.4 All staff have a role to play in delivering the **Personal Development Learning Journey**. This shapes our **tutor curriculum**, enabling each group to follow a programme of study with their form tutors that focuses on their broader development. In such a manner we are building a coherent route for character development and the development of the CHS qualities of success,
- 3.3.5 A students' journey is mapped from Year 5, through the transition programme, all the way into the start of Year 12 as students secure their college placements or apprenticeship routes post GCSE results.
 - Transition Phase: From the Spring term of Year 5 students take part in a series of experiences that are designed to be 'the launch pad, the preparation for take-off', which enables us to work with students as they build the knowledge, experience and confidence ready to start Chorlton High School.
 - Year 7 Future Foundation focuses on developing our knowledge and understanding of the CHS Qualities of Success, supporting students to become confident, engaged and inspired learners who regularly reflect on their own progress.

- Year 8 students complete the Chorlton Edge challenges each half term, that focuses on the opportunity to develop certain skills through personal challenges that build up throughout the year.
- Year 9 and Year 10 both follow the comprehensive SSAT leadership programme which equips students with key leadership skills outside the classroom. The three themes are 'developing myself', 'working with others' and 'contributing to my community'. Students work on this qualification over 2 years with a view to achieving a Bronze, Silver or Gold award.
- In Year 10 students will continue to ensure they have demonstrated their SSAT leadership skills to a silver or gold award level, whilst also working through many aspects of the iDEA award. The iDEA award prepares students for their future careers and the digital skills and competencies required to be successful in the workplace.
- Year 11 - Your Future Self programme: which consists of preparing the students for life beyond High School. Students will have a range of CEIAG support through careers advice, visitors, college experiences and targeted career sessions. This will enable them to apply for the next step in their futures beyond CHS. Their academic achievements are at the forefront of this programme too, allowing them to understand and engage with the next steps required to be successful and continuously show improvement. ISP coaches will support them through key Year 11 milestones.

3.3.6 Tutors and all teachers also play a role in securing student understanding of the **Chorlton 'Qualities of Success'**, a set of key attributes that we have identified as being important to the personal development of students. The development of these characteristics allows them to be successful, creative and happy in their futures regardless of the challenges and changes they face. Over the course of their time at Chorlton High School students will be provided opportunities to develop an understanding and appreciation of the key skills of **optimism, empathy, motivation, creativity, curiosity, responsibility, resiliency, reflection, and practice** and of how to apply them successfully.

3.4 The Enrichment Curriculum

- 3.4.1 Our aim is to nurture and develop each student. We therefore build into our curriculum an entitlement of enriching and extension experiences to enable all children to experience enrichment. This is delivered through a variety of ways.
- **Extended Learning Experiences** (ELE Days): Full days where the regular timetable is collapsed to enable a range of creative and exciting learning opportunities.
 - **Workshops and visiting** speakers to school.
 - **Trips and Visits** that are specifically linked into the curriculum.
 - **Extra-curricular** opportunities and activities.
 - **Social action plays** every year, students will experience live theatre on a social issue that impacts them directly.

3.4.1 **Cultural capital** is addressed through all areas of the school. At Chorlton High School, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. This is addressed through each subject area, as we build in an entitlement to cultural capital that is:

- fully integrated into the 5-year academic, pastoral and enrichment curriculum
- signposted on the school website,
- targeted. Where students may be identified for a specific intervention linked to developing the cultural or school capital to ensure they are not disadvantaged educationally or experientially.

3.5 Curriculum Principles

A series of curriculum principles underpin the curriculum. There are 5 sets of these:

- Academic Curriculum Principles (see Appendix 2a)
- Personal Development Curriculum Principles (see Appendix 2b)
- Enrichment Curriculum Principles (see Appendix 2c)
- Assessment Curriculum Principles (see Appendix 2d)
- Home Learning Curriculum Principles (see Appendix 2e)

4. Curriculum Organisation

- 4.1 All students follow a broad, balanced curriculum throughout Key Stage 3 in Years 7, 8 and 9. This stretches and challenges but also provides the scaffolding to ensure that students reach their potential. The curriculum at Key Stage 3 is underpinned by high quality provision in the core subjects: English, Mathematics and Science. Throughout Year 7 and 8 students study; Modern Foreign Languages, Computing, History, Geography, EPR (Ethics Philosophy and Religion), a range of Technology subjects, Art, Drama, Dance, Music and PE giving them a varied and stimulating daily diet of lessons and experiences.
- 4.2 In Year 9 students continue their studies on the Key Stage 3 Curriculum and follow the full range of National Curriculum subjects. This consists of English, Maths, Science, History, Geography, EPR (Ethics Philosophy and Religion), French/Spanish, PE, Art, Music, Technology and Computing. Students also continue to study RESPECT which covers the PSHE curriculum content whilst also enabling students to engage in topics linked to social responsibility. In addition, we will also ask all students to take an 'Arts Elective'. This enables Year 9 students the chance to start to shape their curriculum by allowing them to choose an area of study to explore and work in a way that builds their 'CHS Qualities of Success' (see section 3.3.6). The Arts Elective allows students to focus on one of four subject areas; Dance, Drama, Music or Visual Art. Students study a course that will enrich their knowledge and learning whilst also promoting skills of independence and self-regulation which will prepare them well for Key Stage 4, whatever their subject choices then.
- 4.3 In Year 9 students will embark on a Pathway Process which enables them to select their Level 2 options for Year 10 and Key Stage 4. All students will study 'The Compulsory Core'

which is English, Mathematics, Science, EPR (Ethics Philosophy and Religion), and PE and in addition to this, students choose four subjects from a range of grouped pathways. Using prior and current attainment data alongside one to one conversations, students are guided to follow either a GCSE rich EBACC pathway or a pathway which will include study of GCSEs and Technical Awards. A range of GCSE and Technical Awards qualifications are available to students across Key Stage 4. The vast majority of students have the opportunity to study Combined Science. Approximately a third of students are directed to Triple (Separate) GCSE Science. A small minority of students are directed onto a range of GCSEs and Technical Awards more appropriate to their needs.

4.4 In order to provide a solid basis for Further and Higher education the majority of students will be directed to select at least one subject within the following groups: Arts, Humanities (Geography or History), a Language and one other subject.

4.5 The School operates a fortnightly timetable of 50 hours per fortnight.

Subject	Y7	Y8	Y9	Y10	Y11
English	8	8	8	8	8
Maths	8	8	8	8	8
Science	6	6	6	10	10
Art	2	2	1	-	-
Dance	2	2	-	-	-
Drama	2	2	-	-	-
Music	2	2	1	-	-
French	2	4 hrs of French and/or Spanish	4 hrs of French and/or Spanish	5 hrs: Choice of French or Spanish*	-
Spanish	2				-
Geography	2	2	4	5 hrs: Choice of Geography or History	-
History	2	2	4		-
RE/RESPECT	4	4	2	2	2
Computing & Technology	4	4	4 Technology 2 Computing	-	-
PE	4	4	2	2	2
Arts Elective	-	-	4	-	-
Option A	-	-		5	5
Option B	-	-		5	5
Option C	-	-	-		5
Option D	-	-	-		5

*Students identified as not being able to access a language at KS4 study an appropriate vocational course

5. Seven Curriculum Strands: SMSC; Personal and Physical Education; British Values

- 5.1 At Chorlton High School we recognise the need to develop not just young people who are academically successful, but young people who are equipped to successfully apply their ability to the ever-changing landscape they are part of. To allow for this, strands of the **spiritual, moral, social and cultural (SMSC) education** are explicitly threaded through the curriculum frameworks of each subject area, alongside learning for **personal and physical development** and **British Values**.
- **Personal:** Personal effectiveness, confidence and employability.
 - **Social:** Social awareness, empathy and interpersonal skills.
 - **Physical:** Physical wellbeing, sporting participation and healthy living.
 - **Spiritual:** Spiritual awareness and belief.
 - **Moral:** Moral literacy and values.
 - **Cultural:** Cultural Awareness.
 - **British Values:** Democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- 5.2 To ensure our provision is consistent and comprehensive we have mapped our current offer across our curriculum; the definitions are informed by the September 2014 Ofsted guidance on SMSC and the 2014 RSA 'Schools with Soul' publication. These seven strands are plotted and audited in **The Chorlton Curriculum: PSMSCP and British Values Provision Map**.
- 5.3 The promotion of **the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance** of those with different faiths and beliefs is mapped across all aspects of the academic, RESPECT (PSHE)/Life Skills, enrichment and pastoral curriculum ensuring our students have the opportunity to develop the knowledge and skills that will allow them to contribute to a cohesive community both in and outside of school.
- 5.4 **Community of Belonging (CoB):** Through the curriculum the school works towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. This work is stranded all the curricula area, with a focus on social responsibility and leadership through the **Chorlton Community Pledge** within the pastoral curriculum. This work ties in with the **Race and Conscious Equality (RACE)** drive which sets standards for provision within the areas of diversity and equality.

6. RESPECT and PSHE

- 6.1 Our RESPECT (PSHE) and Life Skills curriculum challenges students to become creative, happy and successful individuals. By focusing on three key strands, which include 'Health and Well-Being', 'Living in the Wider World' and 'Relationships', we aim to equip students with the skills and knowledge they will need to face current and topical issues and that

will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. In Year 7 students encounter PHSE through Oracy RESPECT lessons in English, Year 8, and Year 10 receive a weekly RESPECT lesson and Year 9 have RESPECT within their EPR (Ethics Philosophy and Religion) lessons. The RSE framework is embedded throughout the years. In Year 11, Life Skills is taught weekly. The curriculum is mapped across the years and identifies links to whole school initiatives.

7. Equality and Inclusion

- 7.1 **Equal opportunities:** Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.
- 7.2 **Disabilities:** In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan, which is available to parents on request.
- 7.3 **Special Educational Needs:** The school has a special educational needs policy for EHCP, SEN support and SEN monitored students. The school will determine the appropriate courses and required support in consultation with the parents.
- 7.4 **Differentiation:** A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs.

8 Physical Education

- 8.1 Physical education enables students to become confident, connected, actively involved, lifelong learners. PE helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life.
- 8.2 All students are expected to take part in the school's Physical Education programme. Students can be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

9 Religious Education

- 9.1 Religious education is available to all students. Chorlton High School follows the Locally Agreed Syllabus as outlined by Manchester Local Education Authority. Parents have the right to withdraw their children from religious education.
- 9.2 The school has a programme of collective worship involving Year Group assemblies and Tutor Group led assemblies. The worship is not of any particular denominational characteristic, it is based on sound moral principles and recognises the rich diversity of the schools' cultural make up.
- 9.3 Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Headteacher in writing if they wish to withdraw their child from collective worship.

10 Sex Education

- 10.1 The school provides sex education within the national curriculum as a part of the Science curriculum; this covers the biological aspects of Sex and Relationships education. Students will also be taught age-appropriate Sex Education through the Respect curriculum and an outline of this can be found on the school website. The school's sex education policy is available to parents on the school website. This has been drawn up in consultation with staff, students, and parents, and takes into account the views of representatives from the community. It complies with the government's Sex and Relationship Education Guidance.
- 10.2 In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons. However, in accordance with DFE guidance, parents cannot withdraw students from the relationships aspect of our Sex and Relationships Education.

11 Careers, advice and guidance

- 11.1 Chorlton High School is committed to ensuring all students have access to a range of impartial careers education, information, advice and guidance; the aim is that all students transition onto suitable positive Post 16 destinations on academic, apprenticeship or training pathways that support their individual ambitions and will lead them onto successful futures. The structured CEIAG provision is based on the recommended 8 Gatsby Principles and is delivered to students from Year 7 through to Year 11 to ensure progression (although there is a clearer focus at key transitional points.) This is achieved by giving each year group a particular focus and drive. CEIAG is driven through the Academic curriculum, Life Skills curriculum, ELE days and the Enrichment curriculum all of which add to every student's personal development journey.
- 11.2 In addition to subject focused meaningful encounters our Achievement Team organise a range of careers events to inspire our young people to consider the career opportunities available to them in subjects they feel passionate about. These experiences result in students feeling that they have a clear understanding of the different pathways open to them and the opportunities working in specific professions can provide them. Our careers events are supported by professionals from our local community and whet young people's appetites for professional life.

12 Political Education

- 12.1 The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

13 Home Learning

- 13.1 Home learning is a key factor in supporting the 5-year learning journey for our students. Excellent learning habits such as organisation, prioritisation and practice enable students

to be independent learners equipped for success in all they do. At Chorlton High School there are three key parts to 'home learning':

13.1.1 Home Learning: Home learning is homework that is set by a class teacher and requires submission.

13.1.2 Home Study is preparation for tests and reflection and gap filling after progress tests. In the build up to our progress tests, non-examined assessments (NEAs) or any internal or external examinations, home learning becomes home study which is revision and/or independent enquiry.

13.1.3 Home reading: We also encourage our students to devote time to home reading as this will give students a wider knowledge base and understanding of the world.

13.2 Home learning tasks are detailed on the school website. Teachers report on effort level in respect of homework to parents on a termly basis.

14. The roles of the Governing Body

14.1 The governing board will monitor the effectiveness of this policy. It will ensure that:

- A robust framework is in place for setting curriculum priorities.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for students to cover the requirements of the funding agreement.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN).
- All courses provided for students that lead to qualifications are approved by the Secretary of State.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Students from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

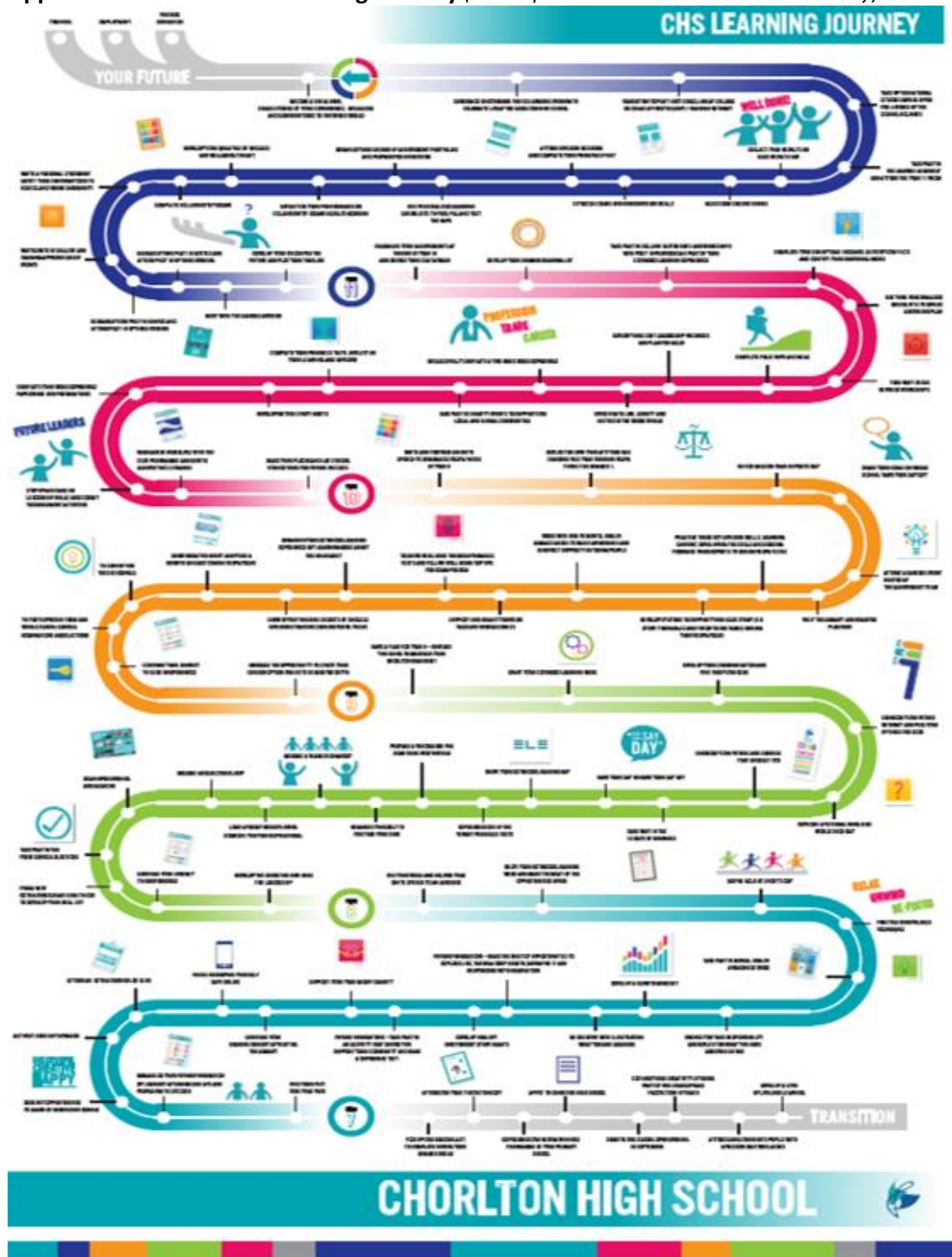
14 Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Form Tutor, Head of Year or the Curriculum Leader for a particular subject area. If the issue is not resolved parents are able to make an official complaint in writing to the Headteacher.


15 Monitoring and Review

The Deputy Headteacher for Curriculum is responsible for ensuring the day-to-day implementation of this policy. A representative from the school's Governing Body, who will report on a half termly basis to the full Governing Body, will monitor the implementation and effectiveness of this policy.

Appendix 1 – CHS 5 Year Learning Journey (to be updated with 2023 version when ready)



Appendix 2a




Academic Curriculum Principles:

Every teacher is a curriculum designer

YEAR 7
YEAR 8
YEAR 9
YEAR 10
YEAR 11

- Knowledge Rich** A knowledge rich curriculum, where knowledge is specified and taught to be remembered. Teachers understand knowledge and the interplay between these types of knowledge within their subject. Substantive, Disciplinary, Declarative, Procedural,
- The curriculum is the **progression model**, enabling students to go from novice to expert across a journey in each subject. To enable this an understanding of **cognitive science** informs our approach to **curriculum sequencing**. The curriculum is sequenced so that everything builds on what has before and knowledge is revisited. Important concepts are mapped and form a coherent learning experience for students to **build knowledge** to enable students to make **explicit connections** between what has been learnt and what is coming next, helping to make **strong schematic connections and coherence**.
- Beauty, Culture and Diversity** There is a pursuit for beauty, richness and wonder through a curriculum that embraces diversity and representation to the curriculum; providing opportunities for students that seek to reflect and celebrate our diverse heritage.
- Disciplinary Literacy** – acquisition of an academically rich vocabulary that deepens understanding. This is enabled through broadening the vocabulary, an academic reading within subject areas.
- Assessment for learning** is used in every lesson to ensure that error is flushed out understanding is secured at each stage before moving on.
- Self-Regulated Learners** students are equipped with the skills, habits, and resources to **regulate** in their pursuit of knowledge. They use **study**, home learning and home reading to deepen their learning. They use a knowledge toolkit in each subject to **build strengths** and areas for development and activate their study habits. Form Tutors work closely with their tutees to build the essential **dispositions for life** regulated learners, reinforcing the skills for **study, self-regulation, and effective use of knowledge toolkits**. They have an overview of **progress** which helps to maximise their achievements, and ultimately their life chances.

Appendix 2b



Personal Development Curriculum Principles:

Every session is an opportunity to develop

YEAR 7
YEAR 8
YEAR 9
YEAR 10
YEAR 11

- Skills rich** Underpinning the Personal Development curriculum are the **Qualities of Success** optimism, empathy, motivation, creativity, curiosity, responsibility, resiliency, reflection. Tutors and all teachers play a crucial role in securing student understanding of these that we have identified as being important to the development of students.
- Supportive:** Strands of the **spiritual, moral, social, and cultural (SMSC)** education are explicitly threaded through the curriculum frameworks of each subject area, alongside learning **personal and physical development and British Values**. Focus on revision strategies are sequenced purposefully throughout years to support this very important skill.
- Developmental** The Chorlton High School **Personal Development Learning Journey** is a progression model for building the development of our learners prepares them for the opportunities, responsibilities, and experiences of adult life. A key aspect of this is **delivery** with the curriculum model takes students from Year 7 as they begin their journey to embrace the skills needed for their 'Future Foundation' which they master the crucial skills. Within this learning journey there is threaded a specific strand of mental fitness embracing **strategic** health and resilience.
- Responsive:** Through the subject **RESPECT** students explore strands of PSHE and SMSC, including health and wellbeing, living in the wider world & relationship education. There is a strong focus on contextualised safeguarding which prepares students to **respond to changes** and challenges in their personal lives and the wider world.
- Fosters belonging:** Chorlton High school sits at the heart of its community. This is a concept that is important to us, to be a force for good through 'Community Pledge' and our dedication to a 'community of belonging' ensuring that students understanding and **social responsibility and community cohesion**. This enables our students to develop a deeper awareness of themselves and their role as active citizens and **broaders** of to
- Informative:** There is a strong **careers education, information, advice, and guidance** offer that runs through the subject areas and the Personal Development Learning Journey. Within subject areas **meaningful encounters** are provided to all students to consider the career opportunities available to subjects they feel passionate about. These events are supported by professionals from our local community and **through work** lunches, STEM & CLASS Fests, and Work Experience.

Appendix 2c



Enrichment Curriculum Principles:

Every young person has an enrichment entitlement

YEAR 7

YEAR 8

YEAR 9

YEAR 10

YEAR 11

1. At Chorlton High School, we recognise that for students to aspire and be successful academically and in the wider world, they need to be given rich and sustained opportunities to develop their cultural and social capital. Each subject area builds into their journey an **enrichment entitlement** and extension experiences which embed cultural and social capital content as part of a core offer.
2. The enrichment curriculum is further realised through **clubs and visits and visitors and workshops** that are linked to the taught curriculum. **This applies to all students; however, cohorts of students are targeted** specific enrichment activities to ensure 'access for all' remove the barriers to learning and tackling disadvantage to ensure that all students are enriched.
3. There is an extensive offer of **extra-curricular clubs and activities** from all department areas ensure that all students are able to discover and develop individual talents and interests over opportunities.
4. **Extended Learning Experiences (ELEs)** enable the enrichment curriculum to be further extended, whilst linking to the academic curriculum and enabling for flexible days of learning.
5. **Creativity** plays a significant role across subject areas. This is realised through **creative thinking** and through the promotion of **oracy** as students 'find their voice'. Throughout Key Stage 3 there is an expectation that all students will have **experience of performing** Drama, Dance, Music, and Oracy as they build confidence and consider the power of expression. All students experience at least Theatre in Education project each in a subject area outside of Arts subjects.
6. **The joy of reading** is encouraged throughout the school; this includes the library's promotion of the year of reading, subjects reading list extend learning and from reading to enable students to access new genres and wider that cultural capital insights.

Appendix 2d



Assessment Principles:

Every question builds a student's capacity to learn

YEAR 7

YEAR 8

YEAR 9

YEAR 10

YEAR 11

1. **Reliable** - assessment can be relied upon to make valid inferences about what students have learnt and understood.
2. **Specific** - assessment defines specific knowledge that students have learnt and can apply and pinpoints **misconceptions**.
3. **Quality and difficulty** – assessment design considers the merits of both a quality and difficulty model and how this scaffolds learning.
4. **Incremental** – assessment builds over time and supports learning by breaking key skills into their component parts, pursuing deliberate practice.
5. **Flexibility of Learning** - assessment requires students think hard, to transfer knowledge to new contexts and to make connections in their learning.
6. **Self-regulation** - the Knowledge Toolkit equips students with the skills, habits, and resources to be diagnostic and self-regulated in their pursuit of knowledge.

Appendix 2e



Home Learning Principles:

Every task builds independent learning

YEAR 7
YEAR 8
YEAR 9
YEAR 10
YEAR 11

1. **Regular routines** are driven using the Home Study 'PLAN' process. This supports students to develop time management, self-discipline, and organisation skills. **THS Scholar routines** are supported, as students focus on habits for effective independent learning and self-regulation. The organisation of books is crucial as students can extend and revisit their notes.
2. **Effective learning design** is used by teachers to support retrieval practice. Consolidating, practising and reinforcing the learning through spaced revisiting and interleaving of topics so that their knowledge is secure.
3. **Knowledge toolkits** are provided for students in each subject. Teachers will support students to use these to self-evaluate their strengths and areas for development and activate their study habits. These will help students to secure key knowledge and to extend their learning, encourage curiosity and study at a greater depth.
4. **Digital learning** is used to support students home learning and teacher workload through a number of online packages. To support students who may not have resources at home, there is provision in school through homework clubs and the library. Class teachers are alert to lookout for which students may need support in managing their home study demands.
5. **Regular communication with home** is encouraged for sharing the expectations between teachers, students and parents. Regular communication through home learning effort grades, the use of rewards and parent communication recognises good routines and pinpoints improvement in a timely manner when required.
6. **Home Reading** is an important aspect of home learning as it encourages a wider knowledge base and an understanding of the wider world. Students are expected to read for at least an hour a week and we recommend 5 times a week for at least 20 minutes. Subject teachers will encourage with signposting 'good reads' for their subject, incentivising and rewarding where appropriate.