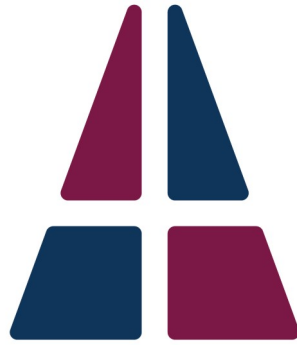


PULL OUT
AND KEEP



AspirePlus
EDUCATIONAL TRUST

FAMILY GUIDE TO THE CURRICULUM 2019-20



Longdendale
HIGH SCHOOL



Rayner Stephens
HIGH SCHOOL



AMBITIOUS CURRICULUM PRINCIPLES

Over the last 12 months senior leaders across the Trust have been working together to define new approaches to how the curriculum will work in our schools. The AspirePlus Educational Trust is ambitious for all our learners and we have high expectations of achievement and success. We believe that education that meets the needs of each individual can be transformational and is central to future personal happiness.

Our new curriculum for full implementation from September 2019 is designed to provide all learners with the knowledge, skills and global competencies they need to flourish in life. In order to realise our ambitions for our community we will implement a coherently planned and sequenced curriculum that will aim to:

- ▲ transform standards of educational achievement for all learners in our schools
- ▲ contribute to a strong school culture which is based on ambitious high expectations which are rigorously maintained
- ▲ provide accessible and personalised routes which engage and challenge all learners, encouraging ambitious aspirations
- ▲ equip all learners with the deep transferable knowledge, skills and competencies they need to flourish in 21st century society
- ▲ develop curiosity in learners and challenge them to be inquisitive critical thinkers who can be independent in their learning
- ▲ help to eliminate 'fear of failure' by providing positive and memorable experiences which build confidence and the resilience to meet challenges and learn from mistakes
- ▲ foster a love of learning which elevates future life chances and opportunities helping our learners succeed at higher levels of education and employment
- ▲ support learners' ability to communicate effectively using a variety of styles and methods, which can be tailored to different audiences
- ▲ promote positive and active citizenship where learners develop a sense of responsibility and social participation
- ▲ contribute to learners' spiritual, moral, social and cultural development including a firm understanding of the fundamental British values of: democracy; the rule of law; freedom of religion; freedom of choice; freedom of thought; freedom of speech; freedom of association; tolerance and respect; fairness; liberty; social responsibility; and equality for all.
- ▲ empower all our learners so they are able to make a positive contribution, realise their dreams and live happy, healthy, fulfilling lives



A 'BROAD AND BALANCED' MODEL

The curriculum structure in AspirePlus schools will be based on learners developing a strong core foundation of knowledge, skills and understanding in a wide range of subject disciplines. We believe that our learners deserve the very best standard of education and one that will help them achieve their goals and be successful in life.

Our curriculum fulfils all statutory requirements and whilst the compulsory core for all learners has an emphasis on the academic, it is broad and balanced in nature. Our model emphasises the importance of learning in literacy, numeracy, languages, humanities and science. Where appropriate we actively encourage high levels of participation in subjects that ultimately lead to the English Baccalaureate, over 70% of curriculum delivery time is dedicated to these subjects in KS3. In addition, learners study a full range of subjects including Music, Computing, Technology, Art, PE and Drama. From 2019, Year 7 learners will experience both French and Spanish before beginning to specialise in Year 8.

At KS4, in addition to the academic core, we offer a wide range of optional subjects, including creative, technical, vocational and alternative routes. KS4 courses prepare learners for their examination courses, but also seeks to engage, inspire and challenge all learners as they develop their skills and competencies. AspirePlus Trust schools work with learners and their families to determine the most appropriate route to follow. Learners are guided to choose from a wide range of options subjects, which best support their future aspirations and offer them the greatest opportunities for success. These routes are not fixed on entry, but will emerge over the course of a learner's time at school



Target Setting and Assessment

From September 2019 AspirePlus schools have improved assessment and reporting approaches to help learners and families have an even better understanding of current levels of achievement and what is needed to improve. The changes are intended to make all assessment information that is shared much more clear and helpful.

Year 7, 8 and 9 - Progress Ranges

From September 2019 we will cease using numerical target grades in KS3 and instead implement the use of progress ranges. At the beginning of each year learners will receive their own personal expected progress ranges for each of the subjects they study. These personal ranges alongside the use of rubrics (see later section) will help ensure that learners and families all have a clear understanding of what appropriate levels of achievement should look like for a learner over time and allow progress through the curriculum to be better understood.

All KS3 learners will be provided with a starting point in each subject based on their prior attainment from KS2. The progress ranges will be defined as follows: **Developing**, **Advancing** and **Mastering**. These progress ranges will be established on entry to Year 7 and will be determined by individual learner scaled scores from KS2 Primary School tests. The progress ranges for learners in Year 8 and 9 will not be based only on information from KS2 results but will also take into account the achievement and progress that they have made in each subject during their time in secondary school.

Through each term teachers will review progress of learners regularly and will increase targets when learners have been regularly exceeding their current range. Progress range expectations will never be lowered as they are based on a point already reached in a learner's education. All progress ranges will be reviewed annually.

Year 7, 8 and 9 - reporting using Working at Grades (WAGs)

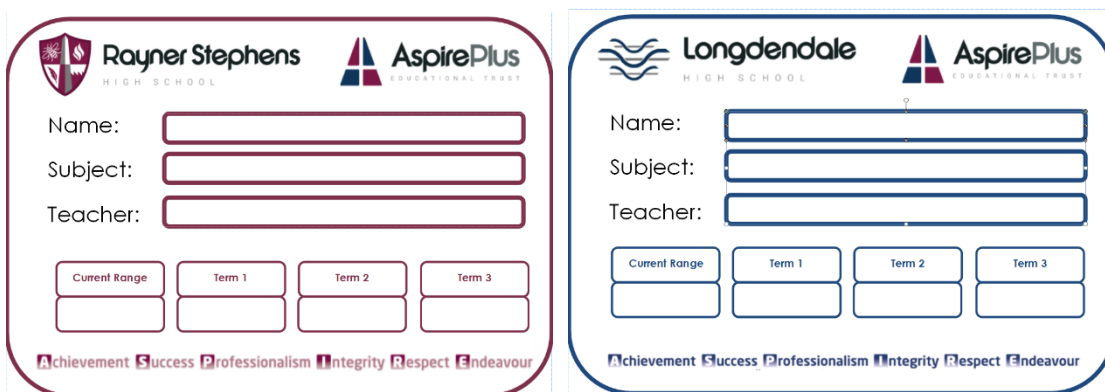
On-going assessment will allow teachers to monitor learners' progress against their personal progress range and on a termly basis will report a current 'working at grade' or 'WAG'.

Learners who are mainly achieving in-line with the relevant success criteria of their current range will be determined to be working **EQUAL** to their expected standard (**EQL**). If learners are not fulfilling all of the expectations of their current range, or are operating mainly at a level below this, they will be determined to be working **BELOW** their expected standard (**BLW**). Where learners are mainly fulfilling the expectations of a higher range or where their work regularly demonstrates knowledge, skill and understanding at a greater depth, these learners will be determined to be **EXCEEDING** their expected standard (**EXD**).

Grade	Description
EXD	Exceeding your expected standard
EQL	Working at your expected standard
BLW	Working below your expected standard

KS3 Exercise Book Stickers

On a termly basis learners will be directed to record their current teacher assessed progress on the stickers on the front of their exercise books:



On the stickers, teachers will direct learners to insert their specified KS3 Progress Range descriptor – either Developing, Advancing or Mastering. On a termly basis when ‘WAG’ grades are provided learners will record either **BLW**, **EQL** or **EXD**, in-line with the information that has been formally reported to families.

Year 10 and 11 GCSE Target Grade Ranges

At the end of Year 9 indicative GCSE target grade ranges will be established for KS4 learners. These will be informed by all prior attainment information to provide the most accurate range, including the position reached by learners by the end of KS3. The range set will contain a suitable level of ambition and challenge. These grade ranges will be established on a subject-by –subject basis and may be used by learners to help support the selection of any option choices.

At the beginning of Year 10 all learners will receive target grade ranges for each individual subject that they are studying. Within these three-grade ranges, the middle grade will represent their expected grade and would represent their expected performance by the end of Year 11, however all learners will be encouraged to exceed their targets.

Year 10 and 11 - Reporting GCSE grades

Throughout the year teachers will track learner progress using GCSE number grades or other Level 2 qualification grading systems.

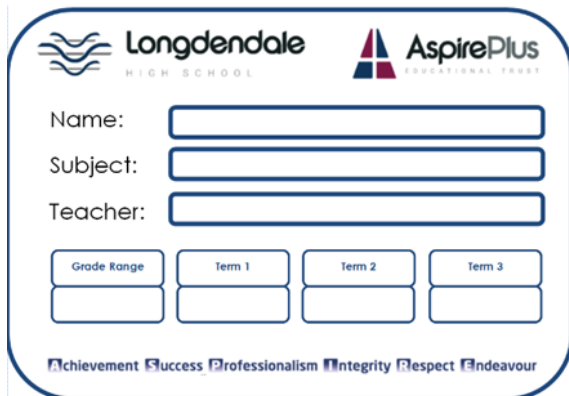
GCSE Grades	Level 2 qualifications (BTEC)
9 – 1 (9 is the highest)	Distinction*, Merit, Pass (Distinction* is the highest)

During KS4 assessment and reporting will employ accurate use of GCSE grade criteria with learners receiving information about their actual graded performance regularly throughout the course. Each department has a clear understanding of grade criteria expectations and examination board specifications which represent the key knowledge, skills and understanding needed to make progress.



KS4 Exercise Book Stickers

On a termly basis KS4 learners will be directed to record their current teacher assessed GCSE grade performance on the stickers on the front of their exercise books:



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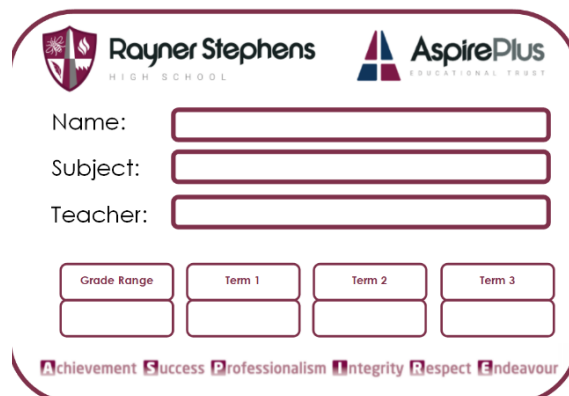
Name:

Subject:

Teacher:

Grade Range	Term 1	Term 2	Term 3
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Achievement Success Professionalism Integrity Respect Endeavour



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Name:

Subject:

Teacher:

Grade Range	Term 1	Term 2	Term 3
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Achievement Success Professionalism Integrity Respect Endeavour

On the stickers, teachers will direct learners to insert their specified KS4 GCSE Grade Range descriptor – e.g. 3-5, 7-9 etc. On a termly basis when GCSE indicator grades are reported learners will record their actual current performance as a GCSE grade, this will be in-line with the information that has been formally reported to families



Use of rubrics to support learning

From September 2019 AspirePlus Trust schools will provide learners and families with subject curriculum overviews which will clearly show how that subject's curriculum will be delivered over time. From these overviews subject leaders and teachers will develop rubrics which will inform the planning of teaching, learning and assessment each unit of work in a subject area. Rubrics will give an outline of the opportunities that learners will be given to develop the knowledge, understanding, skills and competencies necessary to make progress and be successful.


It is intended that rubrics will:

- provide a clear overview learning plan for the whole course of study
- ensure that the subject curriculum is coherently planned and sequenced
- outline success criteria, which help clarify and share the expected standards for performance and allow judgements to be made in relation to learners' progress
- be designed to help learners to remember in the long term the subject content they have been taught and to integrate this new knowledge into their conceptual understanding of the subject and relate this more widely to other areas of the curriculum
- strengthen the new feedback approaches being used in Trust schools

Learner use of rubrics

Although rubrics will mainly be used by teachers when planning, a section of each rubric will be provided to and used by learners within lessons. This will ensure that learners begin each new topic in every subject area with a summary of content, the key concepts and subject terminology for that unit alongside clear success criteria. This will help them know what they are aiming for.

Sections of the Rubric



Subject:		Year Group:	
Unit Title:			
Term of Delivery/Duration:			
Summary of content:			
Key Concepts and subject terminology to be embedded:			
Success Criteria (KS3 Progress Range):			
Developing	Advancing	Mastering	

Basic **subject details** are recorded in this section

A **summary of content** is provided in this section. This is the section of the rubric setting out what learners will need to **know**

Key concepts and **subject terminology** are provided in this section. This is the section of the rubric setting out the key areas of learning that learners will need to **understand** and **apply** as they progress through the unit

Clearly defined **success criteria** are provided in this section. This is the section of the rubric setting out what learners will need to do in order to make progress and be successful. This criteria will outline the **knowledge, skills** and **understanding** learners need to demonstrate to make progress appropriate to their current progress range.

As illustrated above, this section of the rubric will be given to learners to stick into their exercise book and use to understand what they are studying. This will allow them to focus fully on developing their understanding, building knowledge and demonstrating the necessary skills during lessons.

Over the course of a unit of work learners and teachers will both be able to refer to the success criteria and use them as a checklist of progress being made. Success criteria will be divided into the three tiers of the KS3 progress ranges. The criteria will clearly demonstrate the different levels of knowledge, skill and understanding that learners are expected to develop within each unit of work. Use of carefully devised success criteria covering the full ability and target range allows ambitious levels of challenge for all learners and ensures no ceiling on achievement. These rubric success criteria will in turn feed into the specific planning of individual lesson by teachers as they plan appropriate learning for the specific needs of the learners in their class. Encouraging the use of success criteria by learners will help them develop their understanding and make judgements about the quality of their own work and have better understanding of what they need to do to improve. Learners will be encouraged to keep track of their personal performance in each unit by ticking off the appropriate success criteria on the learner rubric stuck in their exercise books.



Aspire Core Values and Competencies

Research shows that the fastest-growing job sectors are those that require problem-solving and critical thinking skills. As a result, our learners need to master challenging academic content whilst also developing their skills in communication, collaboration, critical thinking, and problem solving that they can apply to complex and new situations. We have decided to freshen up our core values by adding linked core competencies to each of the values. Below you can see the descriptors for our values alongside the new simple images which will be used in our schools to represent them.

Achievement

Core Value	Competency
We know our targets and understand what we need to do to improve. We connect the knowledge and skills from our different experiences to fulfil our potential.	Critical Thinking: We think critically when evaluating information and look for patterns in our learning, building meaningful knowledge we can apply in the modern world.

Integrity

Core Value	Competency
We are trusted to be honest and truthful, to say what we mean and do what we say. We understand diversity and treat other people how we wish to be treated ourselves.	Character: We show strong character and refuse to give up, always striving to improve our community and ourselves. We face challenges with perseverance and try to learn from our mistakes.

Success

Core Value	Competency
We are ambitious and have the highest aspirations for ourselves and each other. We enjoy working together and celebrate as a community when we do well.	Collaboration: We enjoy success because we work well independently and with those in our community. We are effective team players managing challenges and making decisions together to be successful.

Respect

Core Value	Competency
Our actions are informed by what is right, fair and just. We care and show a genuine interest in our community and our world.	Citizenship: We strive to be good citizens in our community and have informed interest in global issues. We are determined to help create a sustainable future for people and our planet.

Professionalism

Core Value	Competency
We have high standards of behaviour, attendance, and presentation. We use our communication skills to be clear and precise.	Communication: We communicate effectively using a variety of styles and methods, which we are able to tailor to different audiences.

Endeavour

Core Value	Competency
We constantly strive to reach our potential by developing our skills and mastering concepts without giving up. We are motivated to generate new ideas, take risks and turn our ideas into action.	Creativity: We are inquisitive and curious always seeking to develop an understanding of how we can learn best. We seek new opportunities and ask questions to approach our learning from new and different angles.