

Range High School Whole School Curriculum Intent Statement **Challenge, Support, Flourish**

Aims and Objectives

Range High school aims to provide a high quality curriculum experience that encompasses a variety of elements. The curriculum is both broad and balanced and designed to foster a love of learning. The curriculum will encourage pupils to challenge themselves and develop effective learning behaviours such as resilience and independence, where pupils take responsibility for their own learning. The curriculum is evolving to always reflect both the local context and the national agenda. The skills and knowledge the pupils acquire must support them in an ever changing world and equip them with the necessary life skills they will need going forward. It is important that our pupils become confident adults who are able to live safe, healthy and fulfilling lives and are empowered to make informed choices and to become responsible citizens who make a valuable contribution to our society. Regardless of ability we aim for all of our young people to flourish now and in their future lives.

Key Stage 3

On entry pupils are placed into one of four pathways based primarily on key stage 2 data and this allows the school to alter the curriculum offer if necessary. At key stage 3 the majority of teaching occurs in mixed ability classes with some setting in Ebacc subjects.

As a school we value a wide range of different subjects and we want pupils to experience a broad and balanced curriculum for as long as possible. Therefore, we have a three-year key stage 3 involving years 7-9 where pupils are introduced to, and study, a large number of subjects in their own right. Pupils have the opportunity to develop the skills and knowledge associated with these subjects and we want pupils to experience the richness associated with studying a broad curriculum forming an excellent foundation for key stage 4. This will allow pupils to develop their knowledge base and in turn make informed decisions about the subjects they want to study in greater depth at key stage 4. During Year 9 pupils are given extensive support and guidance to ensure the courses they choose are appropriate and allow pupils to realise their academic potential and this will include information relating to Ebacc. We are proud to run an open option system at Key Stage 4 and with extensive support pupils go on to select courses that will challenge and interest them.

Key Stage 4

Key Stage 4 consists of Years 10 and 11 where pupils study a range of level two courses both GCSE and where appropriate vocational courses. The courses on offer ensure pupils have a broad range of subjects to choose from and are in an excellent position to move onto level three courses, training or employment. The majority of our pupils will take nine GCSEs including Maths, English, Science and languages. The pupils have three option choices and the school takes a very proactive role in ensuring the courses the pupils select are suitable. The school also recognises the valuable role that other non-examination subjects play and all pupils will also study careers, PSHE and Religious Education as part of their key stage 4 curriculum. We will also ensure that the key stage 4 curriculum is adapted to meet the individual needs of the pupils. This could include additional courses, for example Level 2 Further Maths or reducing the number of GCSE subjects studied.

As a school we recognise the government's ambition to ensure that all pupils study a strong academic core of subjects, such as those offered by the Ebacc. Our current curriculum model allows all of our pupils to access Ebacc subjects and we have a phased approach to an increased take up in both Humanities and MFL subjects. This is important to us as we recognise our local context where a significant proportion of our pupils on arrival in year 7 demonstrate an entry profile that would be best suited to an Ebacc curriculum. A significant proportion of our pupils select humanities at Key Stage 4 and we are moving a languages for all curriculum model.

Key Stage 5

Key stage 5 consists of Years 12 and 13 where we offer a range of Level 3 qualifications, both A level and BTEC. We challenge our pupils to achieve their potential in a highly supportive environment. As a school we value a range of qualifications and give pupils many additional experiences through offering qualifications such as EPQ and Duke of Edinburgh. Pupils have access to Maths and English intervention if they need to retake GCSE English and Maths. The school is very proud of its enrichment programme that helps to build the personal profile of our pupils. There is also an extensive PSHE programme where students will experience a wide range of activities including careers insight sessions and a focus on personal well-being. Our sixth form provision ensures strong personal development is promoted and allows our students to flourish and to be successful beyond Range High school.

Cultural Capital

Cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. It is about how well the curriculum that a provider uses or creates, enhances the experiences and opportunities available to children, particularly the most disadvantaged (Sean Hartford)

Range High school recognises the important role of cultural capital in ensuring the pupils have the very best educational experience. Through developing key skills such as resilience, problem solving and creativity we aim to enhance the learning experience of our pupils, equipping them for life beyond Range High school. There is an established extra-curricular programme across all of our subjects and this combines both activities that directly support the curriculum and activities that are included to enhance the experiences and opportunities of the pupils. These activities are offered to all pupils and are available to disadvantaged pupils through financial support when necessary.

The school embraces the Gatsby benchmarks for careers guidance and has a clear implementation plan across the key stages to encourage pupils to raise their aspirations and make the most of the opportunities available to them in terms of education, employment and training.

Disadvantaged

Approximately fifteen percent of our pupils are disadvantaged. As a school we recognise the importance of learning and education for these pupils to ensure they have the greatest opportunities available to them once they leave school. We strive to ensure that these pupils make positive progress in terms of their examinations at both key stage 4 and 5. However, as a school we recognise that our role is much greater than supporting these pupils to achieve qualifications. As a school we offer a very high standard of pastoral care and our Deputy Headteacher has lead responsibility for our cohort of disadvantaged pupils. We also offer a significant number of enrichment activities at all key stages and the participation of these pupils is encouraged and monitored. In terms of the curriculum the school uses research based strategies to ensure pupils receive a positive learning experience. The pupil premium allocation is used purposefully and carefully to support their learning.

SEND

Approximately ten percent of our pupils are on the SEND register. This register includes a variety of pupils with varying needs. As a school we are working hard to provide an excellent standard of special educational needs education. We have a highly qualified team of TA's who work with our SENDCO and Associate SENDCO. We are confident that pupils with SEND have access to a personalised high quality education and their educational experience is not negatively affected by their special educational need/disability. Teachers work hard to ensure their planning allows all pupils to access their subject and the SENDCO provides valuable support to these teachers.

Curriculum Features

The school recognises the value of Maths and English in terms of equipping our pupils with the skills they need to be successful beyond school age and for this reason the school provides a range of intervention strategies. This support will be implemented from the point at which these pupils start at Range and this is primarily because of good links with our feeder primary schools and good use of Key Stage 2 data and other key information. This support

will continue throughout Key Stage 3 and 4 to ensure pupils acquire important literacy and numeracy skills that will be essential later in life.

As a school we also recognise the importance of developing pupils' oracy. Our curriculum is designed to ensure that pupils become vocabulary-rich. This is supported by the schools role of Literacy Coordinator. Reading is also a fundamental pursuit that is encouraged and promoted throughout school life. We place great value in encouraging a love of reading and expect all teaching staff to incorporate aspects of this to further develop learning within their curriculum subject.

The school recognises the local context in terms of the prior attainment profile of its pupils. This is something that tends to remain largely consistent. The majority of pupils entering year 7 are secondary school ready and a significant number of pupils are high ability in the context of a fully comprehensive state school. As a school we recognise the importance of supporting all of our pupils and therefore set for Maths on entry and Science and MFL from year 8 onwards. This ensures our pupils receive a high quality learning experience and that appropriate challenge, based on four pathways, is at the centre of our planning and development of our schemes of work.

At all key stages the school values the importance of personal well-being and the curriculum is designed to support pupils' broader development. Personal, social and health education, including age appropriate relationship and sex education and careers education are taught throughout all key stages and in a variety of ways to maximise the impact of delivery. This delivery is in discrete lessons, tutor time and collapsed timetable days. The objective is to support the development of pupils to be confident, resilient and independent, and to develop strength of character. As a school we also recognise the importance of safeguarding children and educating pupils about how to stay safe. The school places great importance on the promotion of tolerance and respect and this is evident in our engagement with the Prevent strategy.

Our curriculum is taught by a team of highly qualified teachers, all who have QTS. The school very much values the importance of CPD and the staff will regularly participate in subject and leadership CPD including the NPQ programmes and subject knowledge enhancement courses. All of our CPD is rooted in the latest research and we engage external training partners as appropriate. Every subject area engages with their chosen examination board and also with subject specific professional associations. The school supports and encourages staff to mark for examination boards to further enhance the experience of the pupils. Safe guarding is a core non-negotiable for all adults in the school and the annual CPD cycle reflects this.

The extra-curricular provision at Range High school is extensive and contributes to the rich experience the pupils receive. This provision encourages pupils to develop their interests, engage socially with other pupils and adults with similar interests and to receive additional support when necessary. The extra-curricular opportunities allow pupils to be challenged and to celebrate their talents and achievements. Many of these opportunities also allow pupils to meet and work with other pupils and adults outside of our local community all contributing to a richer learning experience for our pupils.