

CURRICULUM POLICY



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To be reviewed annually

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Reviewed 13/10/21

Reviewed 03/10/22

Reviewed November 2023

Reviewed 18/10/2024

Reviewed 05/11/2025

Curriculum Vision

The curriculum should be broad, in the sense that a wide spectrum of experience should be offered to all students of all abilities, needs and background. At FUS we believe that students should be able to choose the courses that are relevant to their future aspirations. Our curriculum is broad because we offer an extensive suite of subjects at both KS4 and KS5 (over 30). We also ensure that our students receive three completely free option choices so that they may tailor their curriculum to their future aspirations. As a school we believe that all students should follow separate sciences and therefore all students follow Biology, Chemistry and Physics.

The curriculum should be balanced, in the sense that the amount of time spent in areas of the curriculum should meet the students' present and future needs. It is important that all subjects receive an appropriate amount of time to deliver their subject content to ensure that the students' learning is deep and comprehensive.

The students' experience at FUS should be rich, stimulating and ambitious with curriculum opportunities beyond timetabled lessons. Enrichment and extra / super-curricular opportunities are a key component of our ambitious curriculum, e.g. Brilliant Club.

Our aim to provide a bespoke and personalised curriculum at KS4. This means giving our children as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities. All children will study the core subjects, English Language, English Literature, Mathematics, Triple Science and Ethics and Philosophy. Optional subjects allow each student to plan their own personalised pathway depending upon their interests and career aspirations. At FUS we do not constrain our students' choice with pathways or enforced options outside of core provision, however, we actively encourage routes such as the eBacc and we make this option available to all students, regardless of ability, within the school. We also do not constrain option choices such as creative subjects, however we will interview those students who we think may be narrowing their curriculum at an early stage.

Through this curriculum students at FUS will achieve better than national progress in the qualifications they take. This will be reflected in positive student destinations, progression pathways and extensive opportunities for further study.

Curriculum Intent

The curriculum aims to enable all our young people to become:

1. Successful and lifelong learners, who enjoy learning, make outstanding progress and achieve.
2. Confident individuals who are able to lead safe and healthy lives.
3. Responsible citizens who make a positive contribution to society and achieve economic well-being
4. Students with skills, knowledge and attitudes which will help them to become self-respecting and self-motivated people, able to make informed and reasoned choices for themselves and with regard to others.
5. Creative thinkers who develop enquiring and critical minds, to be able to question, present an informed and coherent argument and act responsibly.

6. People who understand the nature of the world around them and to show care and concern for the environment.
7. Independent enquirers who develop powers of observation, logical thought and communication.
8. Self managers in a world where permanent employment is uncertain and to value the acquisition of relevant skills and attitudes relating to employment through an extensive program of careers education appropriate for year group and context.
9. Team workers with moral and spiritual values, who take responsibility for themselves and others at work, socially and in wider society.
10. Effective participators in cultural, social, economic and political life, recognising the broad and pluralistic nature of our society, expecting a diversity of cultures and languages and protected characteristics, and recognising that all members of society have both rights and responsibilities.
11. People who appreciate human achievement in all fields, past and present, to encourage creative talents and to celebrate success.
12. Students who aim to achieve their highest standards.

Curriculum Implementation

This policy, its purposes and guidelines should be evident in every aspect of school life. It should be implemented within a positive ethos of encouragement, which values the contribution which each student and member of staff makes to the school. Senior Leaders and Directors of Learning have a particular role in monitoring the practice of this policy and it is the responsibility of all staff to ensure that their practice reflects these principles. This policy provides the framework for the delivery of the curriculum at Ferndown Upper School.

(Where school budget and available resources allow).

1. Through local partnerships, students should experience progression of the curriculum. In particular, the school should work with its feeder middle schools to ensure that there is a continuity of learning from years 7-13. The head of KS3 will develop working links with our subject leads in middle schools to ensure this.
2. The curriculum should be accessible to all students, using appropriate methods of differentiation to ensure maximum possible access for each individual student. In line with relevant legislation, the school will make all reasonable adjustments to enable all students to access the curriculum.
3. Teaching groups will be organised by subject areas in ways best suited to meet the needs of the students and use resources efficiently.
4. Students should feel involved in their learning and be encouraged to develop the skills of independent highly motivated learners, to take responsibility for their work. Bromcom underpins independent study and homework and a range of individual interventions will support learners. This is also helped by positive relationships between staff and students where students feel valued and their self esteem is high.
5. There should be access to qualifications for all, in the framework of accreditations for 13 to 19 year old students. Each qualification is valued equally as a measure of individual achievement.
6. Subject Curriculum plans will reflect a broad range of SMSC learning experiences and protected characteristics, alongside a wide range of extra curriculum opportunities to explore SMSC issues including assemblies, tutor activities, extra-

curricular clubs and societies and individual opportunities to develop confidence and self-awareness.

7. The school will keep its curriculum under constant review, reflecting the changing needs of society, the local job market and the needs of students. Views of students, teachers, Governors and parents will be regularly sought and heeded to determine progress of the curriculum.
8. A curriculum research group consisting of senior leaders and involving relevant stakeholders as required will meet regularly to monitor, review and improve our curriculum provision, reporting to the broader strategy group in order to consult effectively and implement improvement.

Curriculum Content

1. Year 9 offers a rich and varied curriculum designed to prepare students for the 'step up' to Key Stage 4 and to develop key skills across all subjects. There is a strong focus on breadth of curriculum, with students studying a full range curricular range in addition to the core subjects. As a result, students are able to experience all subjects in order to develop their individual areas of interest and to make informed choices when deciding upon GCSE options subjects in Y9.
2. Students are well supported in choosing their individual curriculum pathway and parents are involved throughout this process. In addition to the core subjects, students select three option subjects. Key Stage 4 focuses on depth of learning, with students guided to develop their knowledge of key concepts and to understand the underlying links between different subjects and ideas. There is a clear emphasis on the in-depth development of the key skills and knowledge required for exams, whilst still ensuring subjects are engaging and enjoyable for students.

Curriculum Impact

The impact of the curriculum will be reviewed on an on-going basis and will include a range of data analysis alongside a range of other indicators, some of which better lend themselves to measurement than others.

1. Student progress-

Students should consistently achieve higher than national average outcomes at Key Stage 4 and 5, particularly disadvantaged pupils with those with special educational needs and/ or disabilities, who should achieve exceptionally well.

2. Exam analysis in action-

Exam analysis review meetings are held annually as part of the whole school monitoring process and will inform action plans which will sustain curriculum improvement.

3. Gatsby criteria –

Careers curricular provision at FUS will be measured against the Gatsby criteria through regular review and action planning for improvement.

4. Student surveys and voice-

Regular periodic surveys of student opinion will inform curriculum development. These will relate to behaviour, classroom culture and student learning. This feedback will be achieved via student leadership meetings, surveys and 'Club 24'.

5. Parent focus/ consultation

Parents will be regularly consulted through a variety of media including the governing body, regularly and periodic Microsoft Forms and through our established communication tools ,MCAS. Parents will be encouraged to let us know of any suggestions for curricular improvement or any concerns that they may have.

6. Staff/ Governor consultation

Senior leaders will regularly consult and report to staff groups and the governing body regarding curricular development and improvement.