

Marriotts School Curriculum Statement

What is the curriculum?

"The curriculum is a framework for setting out the aims of a programme of education, including the **knowledge, understanding and skills** to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement)." Ofsted working definition:

<http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/Lancs%20HTs-%20Curriculum%20-%20April%202018.pdf>

The curriculum at Marriotts is more than the lessons that our students enjoy. It is the whole school experience: from assemblies to educational visits, from cultural capital discussions to student-voice sessions, from life skills and Humantopia to extra-curricular clubs and intervention sessions.

We believe our curriculum makes a difference to who our students are and who they will become and fosters in our students a sense of character founded in our ethos of: "Aim high! Work Hard! Be Kind!". It gives them the currency – in knowledge and skills, examination results and enriched experiences – necessary to take their next exciting, informed, and ambitious next steps.

At Marriotts our curriculum aims to embody our school mission statement of Aim high, Work hard, Be Kind and is:

- based on a strong core of knowledge, skills and vocabulary, which is specified, taught, applied, assessed and securely learnt.
- exceptionally well-planned, assessed and sequenced to allow all to succeed.
- manageable and efficient and is delivered by staff who have secure knowledge, skills and expertise in how to teach – with strong subject and subject pedagogical knowledge.
- designed to expand horizons, give choice and develop our students as informed and responsible learners and citizens.

The Curriculum provision at Marriotts is broad, balanced and fully inclusive. There is an emphasis on promoting strength and success in traditional academic subjects, but this is balanced with a desire to foster variety and personalisation in our provision. The Curriculum is constantly reviewed and developed to not only meet the needs and strengths of our students, but to provide rich opportunities for them to develop a range of skills and enjoy memorable experiences. Our curriculum is inclusive and educates the whole child through supporting what it means to be human: artistic ability and appreciation; questioning the world around us; sporting talents; having skills in new technologies; being happy, healthy and confident; having a strong sense of personal responsibility. Students are enabled to confidently take their next steps in learning and life.

Throughout our curriculum we have strength in the core of English and Maths to recognise the importance of success and progress in these key subjects. There is a real breadth of courses and range of levels across the curriculum, addressing the needs of all groups of students; a very strong traditional academic offer balanced with specific vocational and alternative courses.

Curriculum Intent

Our curriculum is designed and implemented to ensure that every single student, particularly disadvantaged students and including those with SEN and/or disabilities, reaches and exceeds their potential and leaves us with the qualifications, knowledge, skills and attitudes that they need to move on to the next stage of their lives.

We see the curriculum as the broad mix of all the experiences gained by our students, including pastoral time, assemblies, lifeskills, daily lessons, Academic intervention, development of our core values and Healthy Relationships, trips and visits and other extra-curricular experiences.

Our curriculum intent encompasses our mission and vision:

- **Personal Development** - The curriculum and wider experiences are inclusive and encourage and provide opportunities for all students to become healthy, happy and confident young adults who make a positive contribution to their diverse communities by demonstrating fundamental British values.
- **Curriculum** - A progressive, deep, broad and knowledge rich curriculum with clear milestones and expectations for all students.
- **Character** - Students develop healthy relationships with themselves, others and the community as well as learning habits that enable them to be successful at school and beyond.
- **Futures** - Students develop a strong sense of personal responsibility, independence and a sense of fulfilment that enables them to securely take the next steps in education, training and employment

KS3 Intent	KS4 Intent	KS5 Intent
<ul style="list-style-type: none"> • Mastery of skills, knowledge and understanding – depth and breadth • Literacy and Numeracy acceleration for those that need additional support • Instilling our core values – “Aim High, Work hard, Be Kind” through development of Character • Broad academic experience and wide range of subjects – preparing students for GCSE • Contemporary issues accessed through lifeskills - social media, mental health, life in modern Britain • Stretch and challenge for all including HPA and More/Most Able and LPA and MPA students. • Aspiration and opportunities to develop agency (by this we mean the ability to make effective choices and to transform choices into desired outcomes for all, especially disadvantaged students) • Preparing students for their next steps - careers and education advice • Cultural capital through broad extra-curricular offer • Subject specific curriculum intent and ethos overviews 	<ul style="list-style-type: none"> • Wide range of academic opportunities (four GCSE or equivalent options for most) • Continued focus on importance of maths and English • Strong support for students’ physical and mental wellbeing through a championing of Physical education. • Strong support for Creative subjects including Art, Technology and Performing Arts. • High importance given to the lifeskills curriculum • Focus on agency through successful learning – memory, practice, revision, habitual behaviours • Stretch and challenge for all, including HPA and More/Most Able and LPA and MPA students. • Targeted support for disadvantaged students (mentoring/one-to-one support) • Enrichment through broad extra-curricular offer • Preparing students for their next steps - careers and education advice • See subject specific curriculum intent overviews 	<ul style="list-style-type: none"> • Wide range of academic, creative and vocational qualifications to enable students to pursue their interests and achieve their future aspirations • Programmes of study and pathways which meet the needs of students across the ability spectrum and enable all to thrive • Stretch and challenge for the more able (EPQ, further maths, Oxbridge activities) • Opportunities which enable students to make informed decisions about their futures, be those at university, on a degree/higher apprenticeship or through employment (assemblies, university visit, external speakers, workshops, one-to-one support) • Focus on independence and agency (Extension Studies, EPQ and quiet study periods) • Linear approach to A levels allows flexibility, to tailor the curriculum to students’ needs • Contemporary issues – politics, justice, safety, health & well-being (Marriotts extra and assemblies) • Assessment Hour to support development of exam skills throughout KS5 • See subject specific curriculum intent overviews

Curriculum Implementation

Our curriculum intent is successfully translated into practice through:

Curriculum Experiences

- Daily lessons
- Assembly – embedding our core values and successfully enriching our students morally, personally, spiritually and academically
- Registration and pastoral time
- Lifeskills Programme
- Extra-curricular offer – with weekly opportunities at lunch and after school and additional opportunities for trips and events e.g. school musical, ski trip..

Policy into Practice

- Behaviour policy: excellent standards of behaviour and agency across the curriculum support successful delivery; teachers can teach and students can learn
- Assessment policy: (whole school and department) – supporting successful assessment of curriculum delivery and feedback to students
- Assessment practices: including formal assessment check points (mocks and assessment weeks)
- Teaching and Learning and policy: encouraging pedagogical practices that allow for memory/retention, application and practice
- Whole School Literacy strategy: to support learners making good progress across the curriculum and as a crucial skill in learners' future success.
- Curriculum maps and schemes of work: allowing teachers to know the core knowledge and skills to be taught and to follow a common assessment routine
- KS3 Catch up Literacy and Numeracy strategies used to accelerate learning for students below 100 in Year 7 for accelerated access to the curriculum
- High prior attainers programme for the More and Most Able: strategies used across all curriculum areas to add stretch and challenge (by key stage)
- Department meetings and Teaching & Learning Link meetings: focus on curriculum and pedagogy
- Pupil Premium strategy: documenting the actions we take to encourage curriculum access for all of our disadvantaged students
- SEND strategy: documenting the actions we take to encourage curriculum access for all of our SEND students
- Homework strategy: Focussed on developing knowledge retention and deep learning
- Personal development strategy: Focussed on continued developed of cultural capital and character development.
- Lifeskills and form time topic outline: updated every year to ensure coverage of relevant, contemporary issues
- Communication of whole school focuses: boys, Disadvantaged and HPA more-able – ensuring curriculum delivery is sharp and tailored in these areas
- KS4/5 options: students are guided towards informed choices so that they access the right elements of the curriculum for their ability
- Fortnightly subject leader meetings with Link SLT, to retain sharp focus on broad (whole school) and department specific curriculum intentions
- Gatsby Benchmark evidence for delivery of excellent careers advice and guidance.
- Remote learning policy – ensuring that our curriculum provision is maintained regardless of ongoing covid-19 challenges

Curriculum Impact

Curriculum impact is assessed in the following ways:

- Student outcomes: External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects and our drive to close the gap and reduce social injustice for the most disadvantaged groups.
- Learning walks and observations
- Work scrutiny (including student voice)
- Student engagement in the curriculum (attitude to learning)
- Student Voice
- Stakeholder voice
- Report data
- Meeting minutes (Department, Pastoral, CAT, PD, SLT)
- Line management meetings with subject leaders
- The number of student applying to join the School in Year 7 and Year 12 (including KS5 retention)
- The range and variety of extra-curricular and enrichment activities and student's participation in them.
- Disadvantaged tracking
- SEN tracking
- Destinations data and the proportion of students who are able to choose their destination courses at post 16 and post 18.

Evidence shows impact to be strong, with:

- 3-year trend of positive P8 and improved trend of A8.
- Improving outcomes for academic A level and sustained performance in Level 3 Vocational studies.
- Increased uptake of EBacc offer
- Pathways evidence post 16 and 18
- Excellent behaviour for learning evident across the curriculum
- Flourishing in the creative subjects – uptake and outcomes
- Events of bullying across school picked up efficiently and dealt with

Continued areas of focus:

- Closing gaps for gender, disadvantaged and HPA
- Embedding literacy strategies across the curriculum
- Ensuring the curriculum is accessible and engaging for all
- Developing curriculum provision in Product Design, Performing Arts (KS3) and Computing.