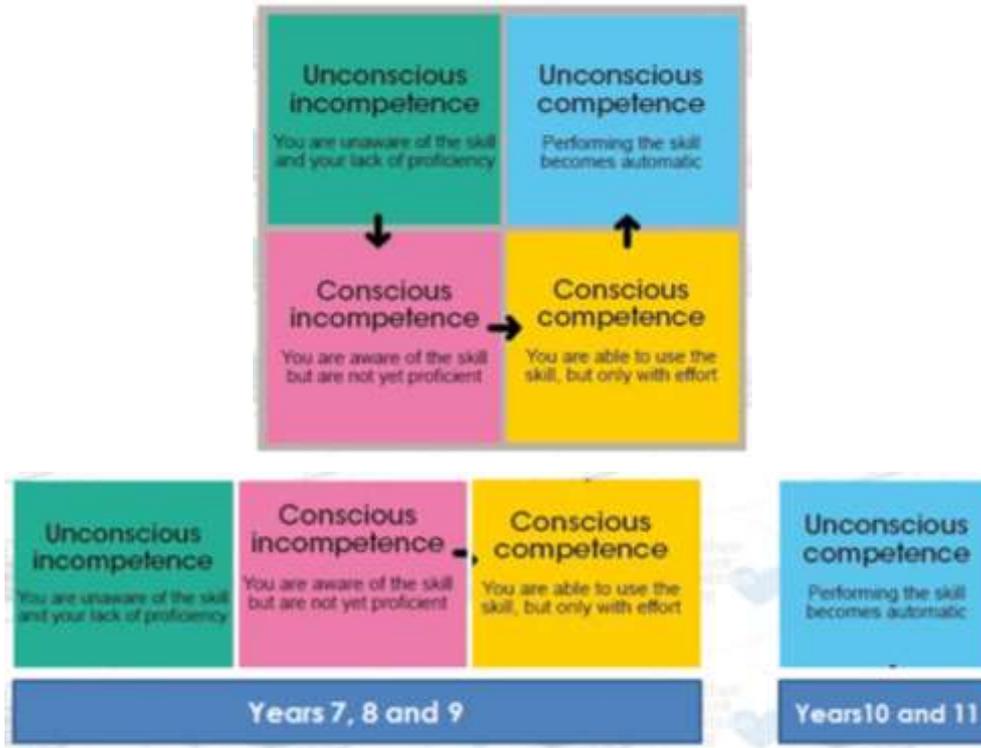




The Curriculum

Our Curriculum meets all statutory requirements. The school has undertaken an audit of its curriculum to ensure key skills, knowledge and understanding are embedded through a competency approach based on the philosophy of Maslow and Burch¹. Schemes of Work are written using a spiral curriculum model to reinforce prior learning and present the challenge of new learning. The following illustrates our Curriculum Principles:



Key Stage 3 covers Years 7 to 9 and all pupils follow courses of study in the National Curriculum

Key Stage 4 includes Core and Option choices for pupils to study to examination level in GCSE, Vocational or Technical Award

Key Stage 5 provides for a broad range of study through option choices based on prior attainment; it allows for pupils to study solely or a combination of Advanced Level, Vocational or Technical courses

Impact of COVID-19

A Recovery Plan has been written and ratified by the Full Board of Governors which addresses the Reengagement Curriculum, staffing and timetable developments alongside our Accelerated Learning, Personalisation of Learning Strategy. The focus on the Reengagement Curriculum and Accelerated Learning Strategies ensures our well-established Competency/Spiral Curriculum is embedded in practice. Throughout the whole period of national lockdowns and during the Four Step easing of lockdown we have maintained a broad and balanced curriculum. Although access to the full range of subjects has been in place for all year groups, access to specialist facilities has been limited for some year groups up to September 2021. All Faculty Leaders with Subject Leaders have ensured Curriculum Intent is effectively implemented through the Spiral (Competency) Curriculum; assessment points have been mapped across the academic year to monitor the impact and to trigger intervention strategies including but not limited to Academic Mentors as part of the National Tutoring Programme, school appointed HLTA Progress Mentors, HLTA Behaviour Mentor, a revised Learning Support Hub and links with external organisations

Since September 2021 the full curriculum is in place with access to all specialist facilities for all year groups. A shadow timetable is in place as part of our Contingency Framework which allows for the continuity of specialist lessons, but restrictions may be in place for access to specialist facilities.

¹ <https://exceptionalleaderslab.com/its-time-to-give-noel-burch-some-credit/>



Inclusion

The school has a strong ethos of inclusion, which in practice means that every child matters and we have teams in place to ensure individual goals, ambitions and associated needs are met; so, success is achieved in going to a Russell Group University of choice, entering employment, taking on an apprenticeship or achieving a personal best. This positive inclusive ethos brings with it risks for attainment and progress outcomes at each Key Stage; it also has significant benefits to the welfare and strong sense of care which permeates the school; exit surveys show that on average, 98% of parents feel the school is well led and managed; 100% feel the school keeps their child safe and 97% feels the school meets their child's particular needs

The school has a thirty-place Resourced Provision – Amelia Salt RP, for children with Moderate to Severe Learning Needs. Most of their personalised curriculum is delivered within a specialist setting within the Amelia Salt Centre but as much as possible, the pupils learning experiences are fully integrated into the curriculum and life of the school.

Wherever possible, pupils with SEND are integrated with other pupils. The school's SEND policy, School Offer and Local Offer are available to view on request.

Alternative Provision

Pupils who may have experienced challenges and difficulties in Primary School may benefit from an offer of an extended transition curriculum, by negotiation and agreement with parents/carers and the Local Authority. The aim is to fully integrate pupils through transition to be able to be secondary school ready and succeed as they progress through school. For some pupils a mainstream school-based experience may not be the most beneficial and to support these pupils we provide courses of study on Alternative Provision and this is led by the Deputy Headteacher and managed by teams within Amelia Salt. We are committed to meeting the requirements of the Children and Families Act 2014 and the Disability Discrimination Act. Our aim is to prepare our pupils for opportunities, responsibilities and experiences in the wider world.

Science, Technology, Engineering Maths (STEM)

The school has a strong focus on STEM having appointed a Leader of STEM in September 2017 with a focus on driving up standards across STEM subjects and providing enhancement opportunities through partnerships with business and industry. GCSE Engineering was introduced into the curriculum in September 2018 for a group of high ability pupils; Science, Technology and Engineering are particularly strong areas of the curriculum which also provide an extensive range of extra-curricular opportunities:

Key Stage 3 (Years 7 to 9)

At Key Stage 3, all pupils follow National Curriculum courses in:

- English, Mathematics, Science, Modern Foreign Languages, Computing, Art, History, Geography, Philosophy and Ethics, Music, Technology, Food Studies and Textiles, Lifetracks (PSHE) which includes age-appropriate relationships and sex education, Physical Education (PE).
- In Year 7, pupils study either French, German or Spanish and continue with their Year 7 language in Years 8 and 9. Year 7 pupils have an additional lesson in Literacy and Numeracy as part of the school's Recovery Plan.
- An Options Pathway system that tailors option choices at the end of Year 9 (end of KS3) to allow for effective progression to KS4 was introduced in the 2017 to 2018 academic year. Pupils can choose options from a broad range of subjects to study alongside Core and EBacc subjects.



Key Stage 4 (Years 10 and 11)

At Key Stage 4, pupils follow a curriculum which includes Core, EBacc and Open subjects to provide and maintain a broad, balanced Key Stage 4 curriculum offer.

Core Subjects

- English Language, English Literature, Mathematics, Science (Combined Award) or Separate Sciences (Biology, Chemistry, Physics), Ethical Values, Physical Education (PE), Lifetracks (PSHE).

Additional Subjects (EBacc and Open subjects)

- Art, Business Studies, Computing, Dance, Drama, Engineering, Geography, History, Health and Social Care, Languages (French, German, Spanish), Media Studies, Music, GCSE Physical Education (PE), Religious Studies, Technology, Textiles, Food & Nutrition

Key Stage 5 Sixth Form – Denys Salt Sixth Form Centre

We have a large and successful Sixth Form - the Denys Salt Sixth Form Centre, that is open to pupils who feel they can profit from our range of courses as a steppingstone to Higher Education, Advanced Apprenticeships and employment.

- We offer a wide range of A Level and Vocational courses at Level 3. We also offer many enrichment opportunities. At Level 2, based on need, we are also continuing, through partnerships, to widen the choice available for pupils looking for a completely vocational pathway or an alternative to the traditional A Level route.
- A Sixth Form prospectus is issued annually, along with a list of courses offered and their entry requirements.



Religious Education (RE) – Philosophy and Ethics

- The style and content of RE lessons comply with the requirements of the Education Reform Act. As a non-denominational school, we celebrate the opportunity to come together during weekly assemblies to explore elements of Faith, Belief and Morality. With a focus on Christianity and other community faiths, members of staff and pupils share moments of reflection and consideration around a series of issues and topics. Parents/carers have the right to withdraw their children from assemblies and/or RE lessons and alternative provision will be made for them.

Collective Worship

- Titus Salt School celebrates the opportunity to share common values, mutual beliefs and overarching philosophies through assemblies and themes where members of staff and pupils share moments of reflection and consideration around a series of issues and topics.
- Themes are taken from our agreed Titus Salt School expectations, religious festivals and dates such as Black History month, Anti-Poverty week. Each theme guides the year group assembly and is also delivered by Form Tutors during registration. It is further promoted through appropriate displays around the school.

Guidance/Lifetracks

- A guidance programme, delivered by Form Tutors, covers aspects of personal, social, and health education (PSHE). Personal advisors also offer impartial and confidential information, advice and careers guidance.

RSE Update June 2021

The statutory requirement to provide the revised and updated RSE aspects of PSHE was in place from September 2020, and we continued to prepare for this date where possible due to COVID-19 restrictions. Our existing high quality PSHE covered, and exceeded, statutory content in Years 9 and 10 using URChoice materials (used for many years) and was introduced for Years 7 and 8. However, due to the coronavirus and national lockdowns, we followed DfE guidance to not fully implement before summer 2021 when delivery recommenced.

In line with guidance from DfE the school adopted a phased approach to ensure teaching of the new RSE curriculum began as soon as possible, and we prioritised curriculum content on mental health and wellbeing.

The Leader of PSHE has been part of working party with representatives of HALE and has been integral in developing the SoW and Lesson Plans for use not just at Titus Salt but across the wider district.

Timeline:

1. Review – a working group pulled together all relevant information including national guidance
 - o February 2020 – **Completed**
2. Staff consultation
 - o February 2020 – **Completed.**
3. Parent/stakeholder consultation meeting not held due to lockdown. Letter and draft policy sent to all parents / carers in March 2020 allowing for feedback to school.
 - o March 2020 – **Completed**
4. Pupil consultation March 2020 – **Completed. Feedback available from school council notes, also held by Leader of PSHE**
5. Ratification of policy
 - o April 2020 – **Delayed due to closure.** Draft policy in place with final ratification due June 2021. **Ratified**



- 6. Policy approved by governors – June 2021 – **Governors' B&A Committee mtg 15 June 2021.**
- 7. RSE / PSHCE curriculum to mapped from September 2020
 - o May 2020 – **Completed.**
 - o **Leader of PSHE has continued the working party with HALE during lockdown as they have additional funding. All finalised Lesson Plans are now in place.**
- 8. Training opportunities to be provided for staff teaching each year group
 - o Mapped from September 2020 (**now June 2021 onwards**) and implemented through year team briefings
 - o **HALE have developed remote Teams training materials that will be used on an on-going basis for aspects of the new RSE materials.**

Example:

Overview Year 7:

	Lesson Themes	Learning Objectives
Lesson 1	<p>Sexuality</p> <ul style="list-style-type: none"> • What is sexuality? • What is gender? • What are values? • What are my values? • What influences are values? • What key terms are associated with sexuality? 	<ol style="list-style-type: none"> 1. Consider what our values are 2. Identify what influences us and how reliable these influences are 3. Understand key terms associated with sexuality
Lesson 2	<p>Puberty</p> <ul style="list-style-type: none"> • What is puberty? • What changes happen in boys and girls? • How well do you know the human body? • Embarrassing aspects of puberty 	<ol style="list-style-type: none"> 1. Identify key bodily changes that occur in puberty 2. Recognise the parts of the body that make up the reproductive system 3. Consider some aspects of puberty that are not always talked about
Lesson 3	<p>Boundaries and Assertiveness</p> <ul style="list-style-type: none"> • What are boundaries? • Why are boundaries important? • Boundaries in relationships • Crossing boundaries • Enforcing boundaries • How to be assertive • Practising being assertive 	<ol style="list-style-type: none"> 1. Identify relationship boundaries and why they are important 2. Explain why being assertive is better than being passive or aggressive 3. Practice some assertiveness skills to enforce your boundaries

Homework

- Regular homework is a vital extension to our work in the classroom. Independent learning emphasises our aim to develop good study skills; allowing pupils to achieve potential and benefit more from their time in school.

Year Group Organisation/Curriculum



Curriculum Statement 2021 - 2022

- Titus Salt School is an eight-form entry 11-18 secondary school with a specialism in Mathematics and Computing which has been developed over recent years to encompass all STEM subjects.
- At Key Stage 3, pupils are taught in mixed ability sets in the majority of subject areas, with formal setting only occurring in English, Mathematics and Science. Higher sets contain on average 30-32 pupils, where possible we attempt to keep lower sets smaller in size to give greater support for those with specific learning needs. In Science, Technology and PE, additional groups are created to ensure that we meet health and safety requirements in terms of pupil numbers. At present these groups contain the maximum number of pupils recommended. Due to the nature of the school's intake, additional provision was introduced into the curriculum for all Year 7 pupils to target low level literacy and extend high attainers in English. This provision provides 1:1 reading and involves a significant number of both teaching and support staff and all available learning spaces to meet the needs of 1:1 reading
- At Key Stage 4, pupils are taught in parallel setting arrangements across two bands for English, Mathematics and Science; all other subjects are taught in mixed-ability groups
- At Key Stage 5, pupils are taught in groups with pupils of similar ability