



CURRICULUM POLICY

2024/25

Date Reviewed

January 2025

Body

LGB

Review Date

Spring 1 2026

1. Vision and Rationale

Our vision is to continue to be recognised as an outstanding school that demonstrates excellence in the academic achievements of our students through:

- Our innovative Five Star Challney initiatives
- A 21st century curriculum that reflects the aspirations of our students
- A wider curriculum that prepares our students for life in modern Britain and how to keep themselves safe
- The care and commitment we show to our students and the wider community
- The support that we provide to parents
- Our ethical values and working practices
- The adoption of new technologies to enhance and support learning and teaching
- Our contribution to the development of learning beyond our own school
- Our commitment towards our own personal and professional learning
- The opportunities we give our young people to become confident and responsible global citizens who are recognisant of how they fit and connect in society

On a daily basis our commitment towards this vision will be evidenced through:

- Professional leadership and a solid support infrastructure
- Personalised care and support
- First-class facilities and working environment
- A clear focus on learning, achievement and standards as measured by performance in tests and examinations
- Partnerships that improve the school and the wider educational system
- The continued development and review of the taught and wider curriculum with all stakeholders.

High-quality communications that enable us to:

- Have an open dialogue with students, parents, staff and the wider community
- Promote access and help people understand our shared vision
- Create awareness of important issues.

OUR CURRICULUM AIMS:

To create:

- Successful Five Star students who make good progress and enjoy learning
- Confident individuals who are able to keep themselves safe and lead healthy and fulfilling lives.
- Responsible citizens who can make a positive contribution to not only British but a global society.
- Students who are always 'Ready, Respectful and Safe'



STRATEGIC INTENTS:

To develop a curriculum which:

- Has a culture of high achievement for all High achievement and access for all are our shared responsibilities
- Takes into account individual needs and styles
- Raises standards by working together
- Embodies the aspirations and expectations of all stakeholders
- Ensures deep learning and understanding of curriculum subject knowledge
- Allows all learners to develop skills of research, independence, creativity, enquiry and reflection
- Ensures there are rich and memorable experiences for all students
- Ensures all learners can progress regardless of their background and prior attainment
- Continually teaches and reinforces the understanding British Values and of Spiritual, Moral, Social and Cultural education
- Is developed in consultation with all stakeholders

Specific Intents:

- There will be clear and accelerated progress over 5 years for all learners, supported by targeted support and additional challenge for the more able so that all learners achieve a positive Key Stage 4 progress score
- There should be depth before breadth. Learning time will be maximised in all subjects.
- Each year there will be a Key Stage 4 review based on the specific needs and prior attainment of the Year 8 cohort
- Additional time will be given to English and Mathematics to ensure that students have the essential skills needed for life and to access the full curriculum.
- Our learners have aspirations in the fields of sciences, mathematics, engineering, marketing, business and computer science and therefore we will ensure our curriculum provides the highest quality delivery in these areas
- Subject areas will work with other disciplines to ensure links across the curriculum are made in order to deepen learners understanding of key concepts and skills
- The teaching of PSHE and RSE through curriculum lessons and 'off timetable' events will mapped to ensure a full coverage of the National Curriculum Programme of study which includes Health and Wellbeing, Relationships and Living in the Wider World
- We will ensure our CEAIG programme is resulting in learners who are well equipped to leave our school with clear aspirations and the knowledge of how to achieve their career goals
- New technologies will be used where appropriate in order to embed learning and prepare for life in modern Britain and the world
- Our Pastoral teams will support and reinforce the need to be Ready (to learn), Respectful and Safe in order to achieve all our intents

Above all else, Challney High School for Boys is 'A Place to Learn'.

2. The Subject Curriculum

2.1 The school is a converter academy. The Academy is part of the Chiltern Learning Trust and complies with the current Department for Education (DfE) regulations with regard to the National Curriculum. The curriculum is deliberately based on the National Curriculum as this is what maximises achievement for all of our pupils and reflects the more traditional values our community have and expect of education.

2.2 Key Stage 3 is mainly completed over two years. Key Stage 4 begins in Year 9 with subjects covering the foundation of KS4. All pupils follow the same core as we believe all are entitled to the broad and balanced subjects offered. Students in Key Stage 3 follow a curriculum which includes English, French, Geography, History, Mathematics, Physical Education, Religious Studies and Citizenship, Science, Computer Science, Engineering, Photography, Electronics, Food, Music, Graphics, Art, PSHCE, Cultural Education and Life Skills. Classes in Key Stage 3 are all mixed ability apart from mathematics where there are 3 sets of 3 ability levels.

Cross-curricular themes such as Enterprise are taught through the individual subjects' Schemes of Work and through enrichment days, where the curriculum is collapsed, and themed days, such as those in Science Week. The number of lessons for each subject is clear in the published 'Curriculum Guide'.

2.3 Key Stage 4 begins at the start of Year 9. The Year group is divided into two equal halves. Students then have a choice of two pathways (Ebacc and Vocational) which determines the core subjects and the options they can choose. Within this core there is flexibility to allow for personalised timetables for students. These pathways allow for all sets within the core to be accessible to all pupils.

- In the Ebacc pathway, the English baccalaureate subjects are compulsory for all pupils: English, Mathematics, Science, Humanities (History or Geography) and MFL (French). This is enriched with 2 option blocks that include the more academic subjects of Computer Science and Engineering GCSE.

- In the Vocational pathway, the following subjects are compulsory for all pupils: English, Mathematics, Science, R.E. and History or Geography GCSE. This is supplemented with a further two option blocks. This pathway includes more vocational qualifications which could be suited to those who find coursework with a 40% examination more beneficial to their outcomes and learning.

The options subjects can be found in the Curriculum Guide published in March each year and is available on the School website

The number of hours for each subject is clear in the published Curriculum Guide.

3. The Extra Curriculum and the Alternative Curriculum

3.1 We provide a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and international events, activities, opportunities and experiences for pupils in the forms of team games, lunch time clubs, and peripatetic music lessons, and domestic and foreign trips which are designed for both enrichment and curriculum focus. These include Enterprise Days, Sports Days, Themed Weeks (e.g. STEM Week), and World Book Day. Pupils also attend master classes, visiting theatre groups and science shows.



These opportunities are available to all though with some designed specifically for different groups of learners e.g. SEN/D, Higher Learning Potential students (HLP)

3.2 There are also nationally organised development pursuits such as Young Enterprise and Duke of Edinburgh.

3.3 Many of these elements will vary from term-to-term and year-to-year according to staff expertise and availability. These activities are available for all pupils. We aim to ensure that every pupil will participate in at least one off site trip every year.

3.4 The school will financially aid pupils who are eligible to receive Pupil Premium support so that they will not miss out on these valuable curriculum development activities.

3.5 More information on this can be found in the School Prospectus.

3.6 The School also provides an in house alternative curriculum for those boys who are at serious risk of permanent or numerous fixed term exclusion/s. This provision is called Renaissance and it has dedicated staff who work closely with our most vulnerable Year 11 students and their families. This provision is now in its fifth year.

4. How we teach:

4.1 Reading, Writing, Communication and Mathematics

The English and Mathematics departments are central to developing these fundamental skills. However all staff have a responsibility to teach these skills as defined by the Teachers Standards and the Challney Five Star Teacher (see the Teaching and Learning Policy).

Whole-school approaches ensure that:

- there are effective interventions to support pupils who join the school with a reading age lower than 9.3
- a strong culture of reading, writing and communication is promoted throughout the school through assemblies, displays and the wider curriculum.

4.2 The Use of ICT as a tool and E Safety

The ICT department is central to developing the basic skills in the use of ICT. However all staff have a responsibility to ensure that pupils are aware of opportunities and benefits that ICT can have in all areas of their current and future life.

Whole-school approaches ensure that:

- all pupils develop a set of coherent ICT skills which will allow them to be creative and innovative in their learning
- all pupils are aware of e-safety when using ICT to access wider resources and communicating with others through the discreet KS3 ICT lessons, through lessons provided in PSHCE and through assembly presentations
- all teachers use Google Classrooms to communicate with pupils and other staff and ensure their Schemes of Learning can be virtually accessed by pupils and parents
- all pupils can use the Google Classrooms and various recommended websites to communicate and access their learning when not on site.
- all departments use technology for learning including GCSE pod, MathsWatch, Memrise, Languagenut, Kay Science and others as they come on line



4.3 Spiritual, Moral, Social and Cultural Development

Our commitment to Spiritual, Moral and Cultural Education is embodied in the aims and vision for the school and underlined by the dictum 'High achievement and access for all are our shared responsibilities'.

Our promotion of pupil's spiritual, moral social and cultural development is wide ranging and delivered through:

- The subject curriculum;
- The Pastoral Curriculum including Support and Guidance systems and the Vertical Structure; (currently this is a horizontal structure due to the pandemic and year bubbles)
- House and other assemblies and non-religious collective worship;
- Our extra-curricular provision including residential education;
- Our programme for Personal, Social, Health and Citizenship Education(PSHCE);
- Our policy and approach to the new Relationship and Sex Education statutory guidance
- Our Careers and Work Experience Programme;
- Our approaches to teaching and learning.

Through this overarching aspect of the curriculum (SMSC) all pupils are aware of different forms of bullying, including cyber-bullying and prejudice-based bullying (including homophobic, sexist, racist and disability based) and what the school's policy is concerning this. The curriculum also builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

5. How we provide:

5.1 High quality learning for all students

We achieve high quality learning by:

1. Personalising learning:

- ensuring there is dialogue between staff and pupils as outlined by the marking policy, teaching partners and the assessment policy
- ensuring there are appropriate groupings in each subject so that pupils can be stretched and challenged

2. High quality teaching:

- ensuring that all teachers are assessed as 'good' or 'outstanding' based on the Ofsted criteria

3. Behaviour for Learning:

- ensuring that all staff are trained in the expectations of the Pivotal Curriculum and there is absolute consistency in the messages the pupils receive about behaviour for learning
- ensuring all pupils know, understand the meaning of and accept our mantra of 'Ready (to learn), Respectful, Safe'

4. Enriching Opportunities:

- ensuring there is a planned curriculum of opportunities that all pupils can access

5.2 High quality learning specifically for children with a range of needs

We have a range of strategies that allow us to plan for pupils with a range of needs. This includes:

- identification of the needs of particular pupils, completing Individual Education Plans and ensuring all staff, (including teaching staff at other providers) have access to this information on the school MIS (SIMs) and on an in house web site so that they can plan for their needs within a lesson
- identifying groups of learners that may be disadvantaged in a particular way and tracking their progress, making interventions if necessary
- ensuring the HLP (Higher Learning Potential) pupils are provided for both within lessons and in enrichment activities
- ensuring pupils with SEND are fully supported and both in lessons and outside of classroom teaching time through before school, break, lunch and after school clubs, library time, escorting to and from class
- ensuring that all vulnerable pupils are carefully monitored and extra provision made for their welfare.

5.3 Independent information, advice and guidance

The careers department provides pupils with knowledge, skills and positive attitudes associated with the successful transition from school to work to adult life. This is achieved through collaboration work with form tutors and subject teachers to provide a thorough careers guidance and information programme.

The department works in partnership with external agencies such as the Integrated Youth Service (IYS), local employers and Colleges to provide a comprehensive package that enables pupils to make choices about your potential career path. It has achieved the quality in Careers Standard

5.4 Accessible information about the curriculum for parents

- All parents have access to the curriculum guide through the School website or as a published booklet which can be found in the school's main entrance.
- All parents are involved in Year 8 when a Futures Evening is held at the school where information on all Key Stage 4 subjects is available and there are opportunities to speak to staff in each area.
- All parents are invited to at least 2 Parents Evenings per year where they can discuss subject's curriculum.

5.5 How curriculum partnerships provide enriching opportunities for learners

Our school works in partnership with many schools but much of our curriculum collaboration is with 17 schools within the Chiltern Learning Trust. Staff at these schools plan projects that create learning opportunities for pupils that are memorable and enriching.

Examples of these are:

- Music and Drama: Joint concerts and attending performances given by each school
- Sport: Fixtures/ competitions/unique coaching opportunities
- Enterprise: Joint collapsed timetable days where teams from each school compete
- Outdoor pursuits: Duke of Edinburgh

- Teaching Partners: Joint training of pupils to become teaching partners and being able to observe in a different school

5.6 How curriculum innovation maximises engagement and achievement.

The Key Stage 4 pathway system (one that gave choice of pathway) was introduced in 2024 and has resulted in

- the continuation of studying an MFL for at least 45% of the cohort
- an aspiration to achieve by pupils
- pupils following courses that are right for them.

6. How we involve:

6.1 Parents, governors, the business community

Parents: Parental support is a strong feature of the school. A home school agreement is signed each year on line. There is regular contact between the school and parents by telephone and Parent Mail. Reasons for contact range from praise to informing parents of problems. Reports are provided twice a year which indicate grades but more importantly, whether the pupil is making progress. Parents also have access to Edulink - an app that gives information on their child about his Achievement points, Behaviour points, attendance, lateness and timetable.

Governors: Our Governing Body is kept informed of the progress and achievements of the school through the usual methods of reports and full Governing Body meetings. Governors are encouraged to come to the school during the school day and have particular areas of interest where they support. All Governors visit the school regularly to meet with the Senior Staff lead in the area they support.

The Business Community: We have links with some businesses in the area that help us deliver parts of our curriculum. This includes drug awareness, IAG and work experience. Our business alumni are also involved in mentoring projects.

7. How the Curriculum Supports:

7.1 Transition and Progression between Key Stages 2-3, 4-5

We ensure that cross phase working is not a 'one off event'.

KS2 to KS3

- We have effective administrative arrangements to support transition, for example the transfer of pupil records including performance data, administrative meetings between key school staff, common procedures etc.
- We ensure that KS2 pupils are familiar with the school and have visited at least once before arriving in Year 7. During Year 6 we liaise with all of our feeder schools in order to ensure we are aware of individual pupils and families who may need extra support pastorally.
- We have a dedicated KS2 to KS3 TLR lead transition post
- Parents are welcome to visit the school.

- There is liaison in individual subjects with the primary schools. This is evident in maths, PE, Science (STEM) and English. Every Year 6 has a transition passport that they work on before their admission in September of Year 7
- Once at our school, pupils are monitored to ensure they settle into the new environment. Pupils are always placed in a form group with some of their peers.

KS4 to KS5

- All local KS5 providers are invited to the school to provide assemblies and workshops.
- Taster days are a feature of the preparation to move to a new educational setting.
- Advice and guidance is very strong and all pupils have access to IAG and the school's Careers manager.

7.2 A cohesive community both locally and globally

The school actively promotes community cohesion on a daily basis. Community has a number of dimensions:

- the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services
- the community within which the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located
- the UK community – all schools are by definition part of this community
- the global community – formed by EU and international links.

Through our curriculum we help our pupils to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. This is achieved through programmes of pupils as leaders in teaching and learning, in sport and in ICT.

We ensure equal opportunities for all to succeed at the highest level possible and remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups. This is reflected in our core value statement of 'High achievement and access for all are our shared responsibilities'.

We ensure the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

This is achieved through

- The use of the school premises for community purposes e.g. the Challney band and many sport groups.
- Provision of parent classes and Parent Engagement evenings in individual subjects so they can best help their sons.
- The use of our premises for a SCITT (CTG) which provides the opportunity to teach for local university graduates in their own community.
- A dedicated Support for Learning team which provides support to new arrivals to the country, including asylum seekers.

- Charity donations and fundraising are run by the school council.
- Sports leaders and STEM leaders work with local Primary Schools in delivering festivals and lessons.

8. How we assess:

8.1 We use the tools of formative and summative assessment.

Assessment for Learning: This is deeply embedded in the teaching across the school. This can be seen in:

- Lesson Planning and delivery
- Exercise and Presentation Books
- Pupils who can articulate what level they are currently and how they should improve
- In Schemes of Learning.

Assessment of Learning:

- Pupils are assessed formally at the end of every unit of work
- There are 4 centrally recorded assessment points every year where current points and predicted levels and grades are entered on the school's MIS. Every pupil receives a report of this at the end of every term which they take home to share with parents.
- All staff have access to all pupil's current data
- All pupils have 2 parents' evenings per year where their child's achievements are discussed
- All pupils have formal summative end of year examinations in the Ebacc subjects.

Examination Entry:

- When required, all pupils are entered for the tier of examination that the teacher believes will best help the pupil gain the highest grade
 - Pupils will be given every opportunity within the new regulations to sit examinations in order to maximise their achievement. This is only if it is in the best interests of the pupil
- The School has a separate whole school assessment policy which should be read in conjunction with this policy.

9. Schemes of learning/work

9.1 All departments have schemes of work that outline how the knowledge, understanding and skills to be taught will be delivered. They are used by teachers planning lessons and other staff such as teaching assistants who contribute to pupils' learning.

SsoW may be developed in school or from other sources such as commercial packages that can be adapted and tailored for the needs of pupils and staff at CBH.

10. Our approach to homework

10.1 Key Stage 3

We believe that both that our students need to develop their skills of independent learning at home. The school expects homework to be shown in the Google Classroom so that parents can easily track their sons' homework and can reinforce the expectation that it is completed. Homework can take many forms but should also include:

1. Reading -Regular reading for pleasure should be encouraged and measured.
2. Studying -Studying for tests is not considered homework but is a required activity for each

class. Studying can include specific spelling and/or vocabulary assignments (ie. repetitive writing, sentence writing, etc.)

3. Maths Reinforcements -Defined as a reasonable amount of maths problems in order to reinforce the lesson.

10.2 Key Stage 4

Homework is any work or activity which students are asked to do outside lesson time either on their own or with parents or carers.

Revision is initiated by the student when they realise that they must reinforce their learning done in class. This may be for particular test/exam or they may realise that continual revision will help them before they get to the exam period

Homework/ Revision should not prevent students from participating in activities after school such as sport, music or clubs of any kind.

We believe the purpose of homework is:

- To encourage students to develop the confidence and self-discipline to work on their own, an essential skill for adult life.
- To consolidate and reinforce skills and understanding.
- To extend school learning, for example through additional reading.
- To enable students to devote time to particular demands such as GCSE coursework or project work.

There is a separate policy document for homework.

11. How we monitor the impact of the curriculum

11.1 The impact of the curriculum is shown in the results of the school and ethos it enjoys. It is also shown by other indicators such as exclusions, attendance, lateness, incidents of poor behaviour and truancy.

In terms of the subject curriculum, pupils are asked to fill in questionnaires both in individual subjects throughout the school and in Year 10 after they have started their Key Stage 4 courses.

Parents are consulted during Parents Evenings.

The curriculum is reviewed each year in light of examination syllabus changes, national indicator changes and local 16+ providers' entrance requirements as well as the results of questionnaires and parental views.

12. How we ensure that we keep abreast of curriculum changes and ensure teachers have the relevant subject knowledge and skills.

12.1 All staff are encouraged to belong to their subject specific professional body or local networks.

All Team Leaders should receive curriculum updates through membership of online groups and registering with the examination boards. They also keep abreast of current good practice through reading, attending courses, evaluating materials, resources and ideas and networking with other schools.

All staff take part in CPD as directed by the school.