

LISKEARD SCHOOL & COMMUNITY COLLEGE
CURRICULUM OVERVIEW 2019

<p>KS5 1, 2 or 3 Years Content: Exam Specifications Level 2 or 3, but predominantly A Level</p>	SEND	SMSC	Behaviour	<p>Emotional Health & Well-Being Bespoke support for students in need</p>	<p>Careers Programme of study within PHSE Collapsed day for each year group 'I love my job' assemblies Intervention for potential NEETs Clear links to subjects studied</p>	<p>Extra-curricular Challenge Week House competitions Weekly Clubs Duke of Edinburgh Award Student leadership opportunities Citizenship Award Scheme 'Excellence' Academies Trips & Visits Enrichment</p>
<p>KS4 2 Years Content: Exam Specifications 50% Core 50% Foundation 4 options, full Ebacc not compulsory (+ Vocational Skills)</p>				<p>Tutor Programme Assembly NewsWatch PHSE Intervention Tutor Day</p>		
<p>KS3 3 Years Content: National Curriculum 42% Core 58% Foundation (+ Key Skills)</p>				Academic		

Independent, articulate & reflective learners

Courage Resilience Kindness

#TeamLiskeard

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The school's ethos is based on collaboration and team work (branded as **Team Liskeard** and promoted using our strapline 'achieving more together'). We believe the attitudes of **courage, resilience** and **kindness** are of utmost importance. As such, *Team Liskeard* and these attitudes are promoted and celebrated daily throughout the school day.

The school has prioritised the development of metacognition, oracy & feedback/DIT as its three classroom priorities over the next 3 – 5 years. This is because EEF research shows that these have large gains in student progress (see below), and because we want our students to have the ability to learn independently, to be articulate and to have the confidence to reflect and act on feedback.

Academic

Personal
Development

Careers & Aspirations

Extra-curricular

In line with the **National Curriculum** in England all students at Liskeard School and Community College are entitled to a **broad and balanced curriculum** which:

- promotes their spiritual, moral, social, cultural, mental and physical development
- prepares them for the opportunities, responsibilities and experiences of later life

The school prides itself on its inclusive culture and its community ethos. The school's commitment to SMSC (spiritual, moral, social and cultural) development is demonstrated through a wide range of opportunities across the whole curriculum (Academic, Personal development, Careers & Extra-curricular). Impact is evident in most students' attitudes and actions. Relationships in school are strong and links with the wider community continue to grow.

To help explain our curriculum in its entirety, we have broken it down into 4 areas:

1. Our **academic** curriculum – the subjects taught at Key stages 3, 4 & 5
2. Our curriculum to support **personal development**
3. **Careers & aspirations** – information, advice and guidance provided about future careers and progression routes after Year 9, Year 11 & Year 13.
4. **Extra-curricular** - opportunities and activities offered beyond the normal course of study

Academic

Following extensive use of INSET time since 2015 to review subject curricula, subject areas are very clear about the specific knowledge and skills they teach and have a clear rationale for how they have structured their programmes of study. The knowledge and skills taught are predominantly determined by the National Curriculum at key stage 3 and the exam specifications at key stages 4 and 5. Heads of Faculty have designed their programmes of study so that conceptual development is sequenced and progressive from Year 7 to Year 13.

Subject teaching throughout the key stages aims to not only focus on the subject specific knowledge and skills, but aims to also develop **independent, articulate and reflective learners** by focussing on:

- Students' metacognition
- Students' oracy and reading skills
- Students' ability to reflect and improve, based on feedback given

Rationale

Our own internal monitoring, along with feedback from external reviews, has shown that students often lack the confidence, motivation or ability to work independently, especially those with low prior attainment. The EEF Toolkit shows that strategies to develop metacognition and oracy skills, and strategies to enable students to respond to good quality feedback have a significant impact on their progress (+7mths, +5mths, +8mths). As a result, we have committed to making these our classroom priorities for development for the next 3-5 years.

At Liskeard, teachers are not expected to teach in a certain way or within a certain structure, however, the teaching staff have agreed a small number of 'non-negotiables' that are expected to be evident in every lesson. As well as the promotion of the school's ethos and values, these include a 'Do it now' task at the start of every lesson to quickly engage students in their learning and an 'Arrow' task to provide further challenge or extension.

All teachers are expected to provide appropriate support for students with SEND. All students with EHCPs (E) have Pupil Passports detailing effective classroom strategies to support them in their learning. All students without EHCPs, but who are receiving provision that is 'additional to or different from' what is provided to all students are identified as 'school based support' students (K). Some of these students also have personalised Pupil Passports and all E & K students have an associated key worker.

KS3

3 Years
Content: National Curriculum
42% Core 58% Foundation
(+ Key Skills)

At Key Stage 3

- All students spend 3 years developing their knowledge, skills and understanding in 13 subjects*. 42% of curriculum time is given to the 'core' subjects (En/Ma/Sc) & 58% to the 'foundation' subjects.

* Students study either French or Spanish. However, a small minority who have significant gaps in basic literacy and numeracy have additional 'key skills' lessons instead of studying a modern foreign language. In Year 9 this includes aspects of enterprise. From September, 2019, this model will be amended so that no students will need to be withdrawn from a language in Year 7.

In Technology, students complete a carousel of projects covering textiles, food technology, resistant materials and electronics.

- The content of each subject's programmes of study are based on the National Curriculum
- KS4 options are made in the Spring term of Year 9, however in some subjects the GCSE curriculum begins in Year 9, e.g. science and maths
- In the summer term, the timetable is collapsed for one week (known as Challenge Week), to enable students to learn new skills beyond the usual classroom lesson structure and/or to try new experiences that may take them out of their comfort zone.

Rationale for a three year KS3

Students have opportunity to study foundation subjects to a greater depth and to broaden their understanding of the subject as a whole. By Year 9, students can therefore make a more informed decision about the courses they wish to study at KS4. A two year KS3 would mean GCSE choices being made in the first half of Year 8, often too early for many. The KS4 courses are designed to be taught over two years, not three.

KS4

2 Years
Content: Exam Specifications
48% Core 42% Foundation
4 options, full Ebacc not compulsory
(+ Vocational Skills)

At Key Stage 4

- As well as studying the core subjects, RE and PE, students choose 4 options. Of these, one must be an 'Ebacc' subject*. The others are single or double options covering a variety of GCSEs and vocational qualifications, including all the foundation entitlement subjects. As students specialise in their chosen subjects more time is given to the core. At KS4, the core makes up 48% of curriculum time in Year 10 and 50% in Year 11.

*Despite the DfE's target that 90% of students will complete the full Ebacc, studying modern foreign languages and humanities is currently not compulsory. The school is looking at various ways to help improve the uptake of languages.

- Students who completed key skills and enterprise in KS3 are invited to complete a vocational skills course which focuses predominantly on employability skills and the world of work.
- In Year 10, all students complete a full week of work experience (during the same week as the KS3 Challenge Week)
- In Year 11, students gain one additional period of English at the expense of one period of core PE to enable all students to complete English Language and English Literature in the time given.

Rationale for allowing students to take 4 additional options

With the introduction of the 'Ebacc' and Progress 8, students must choose at least one subject from Humanities and MFL. Many are recommended to take both a humanities and a language. Therefore, without a fourth option, subjects such as those that fall within the Creative Arts and Design & Technology would be in jeopardy of not running. Practical courses such as these have a rich tradition at Liskeard both in terms of success and career progression routes for students. Labour market information also shows the importance of these subjects in terms of securing future employment.

At Key Stage 3 and 4

- Students are taught in all ability groups in foundation subjects and are grouped by prior attainment in the core. There are trials currently taking place of mixed ability groups in maths.

KS5 1, 2 or 3 Years
Content: Exam Specifications
Level 2 or 3, but predominantly
A Level

At Key Stage 5

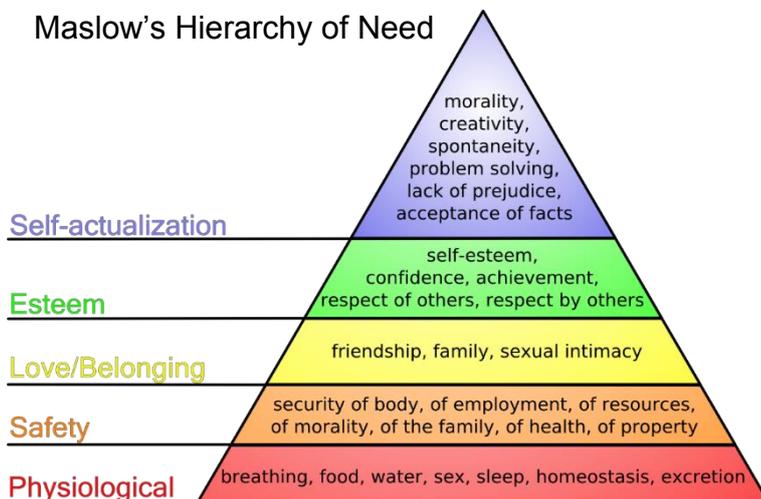
- Due to provision of local colleges and available facilities & expertise on site, the school runs a predominantly A Level sixth form. There is, however, a small choice of vocational options and some level 2 provision, including re-sits in English & maths GCSE.
- AS Levels are offered in a number of subjects, but this has reduced due to the change in structure of the A Level courses which has made the delivery of both difficult.
- All 'facilitating' A Level courses are offered. Vocational courses include Health & Social Care and Sport Studies. A bespoke Level 2 course (known as the Bridge Academy) runs in liaison with RIO (Real Ideas Organisation) focussing on social enterprise whilst exploring potential next steps in terms of education, employment or training.
- Enrichment courses run to supplement the students' core offer. These include: sports and arts leadership awards, EPQ, astronomy, football academy.
- When required, students receive 1 to 1 study support from a specialised Study Support Co-ordinator

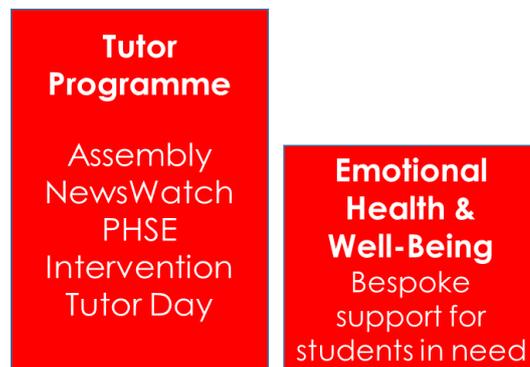
Personal Development

Based on Maslow's Hierarchy of Need theory, we recognise that if there are gaps in students' or staff's lower levels of need, then the higher levels are difficult to reach. The lower two levels of Safety and Physiological need are essential for all staff and students at all time. The levels termed 'Esteem' and 'Belonging' (especially the aspects of building self-esteem, confidence, friendship and respect) are a constant duty of all staff and students. Our aim is to get all these levels of the pyramid reliably in place, so that students can build the final level (self-expression).

The **Personal Development** aspect of our curriculum contributes to us achieving this.

Maslow's Hierarchy of Need





Tutor Time

All students spend just over 2 hours a week in Tutor Time (25 minutes a day). The tutor programme for Years 7 to 10 consists of:

- An assembly, led by the Head of Year with input from a member of the chaplaincy team, external visitors or students (each tutor group in KS3 leads an assembly every year)
- Two PHSE lessons including a careers programme of study and RSE (Relationships and Sex Education).
- NewsWatch – a review of what has been in the news in the last week (locally, nationally and/or globally), often led by students.
- Tutor Day/Active Tutor Day – time to discuss pastoral issues or to do some organised physical activity, some of which includes inter-house sports.

Following the termly Progress Checks, the slot for NewsWatch and/or Tutor Day is used for reflection. The same slots are also used to prepare for the tutor group assembly the week before, and to complete any other non-regular activities, e.g. surveys, Challenge Week options.

In Year 11, the tutor time programme includes one lesson of PHSE and no NewsWatch slot. Instead students complete two sessions of intervention, with the majority of students focussing on English, Maths or Science.

The PHSE curriculum is supported by external agencies who run sessions during the school day, requiring normal lessons to be suspended. These are:

- Y7 – Mindfulness (CLEAR), Smoking (Breathers)
- Y8 – Peer to peer workshops (CLEAR), Hate crimes (Police)
- Y9 – Healthy Relationships (Barnado's), Sexual Health (Brook)
- Y10 – Sexual Health (Brook), Pornography (CLEAR)

Rationale for PHSE during tutor time

By incorporating PHSE into tutor time, more curriculum time is available for the foundation subjects at KS3 and the core subjects at KS4. It also means tutors are used to deliver the programme. (Additional support is available for more specialised topics, such as sexual health.)

Rationale for NewsWatch and Active Tutor Sessions

We believe it is important that students have a good awareness of life around them. NewsWatch provides a weekly look at topical issues locally, nationally or globally. This promotes discussion and debate enabling students to form their own opinions and develop their oracy skills.

Research by the Youth Sports Trust has shown that regular participation in physical activity can support emotional health and well-being. Although PE lessons at Liskeard have been protected (with the exception of 1 hour a fortnight in Year 11), physical activity isn't daily. Another slot in the week during tutor time does, however, increase this. It also provides fun and/or competitive activities that contribute to our House system.

Emotional Health & Well-being

A specialist team in school are TIS, Thrive and/or ELSA trained, enabling them to provide bespoke support for identified students either individually or in groups. Workshops or individual sessions can run over a period of weeks. Students complete the PASS survey before and after to measure the impact of the intervention. Additional support is provided by external agencies or individuals with the appropriate skills and qualifications, including Pentreath, TicTac and Kooth.

To help establish good learning habits and to develop students as responsible citizens a clear system to address poor behaviour is used across the whole school.

Careers & Aspirations

There is clear evidence that social mobility is increased through high quality careers information, advice and guidance (Social Mobility Commission, Gatsby Foundation Report). The school has therefore made careers IAG a key priority for development. We are currently meeting 7 out of the 8 Gatsby Benchmarks, and will have met the 8th within the next academic year.

Careers

Programme of study within PHSE
Collapsed day for each year group
'I love my job' assemblies
Intervention for potential NEETs
Clear links to subjects studied

The school is committed to providing high quality careers information, advice and guidance. The school employs a full-time careers co-ordinator and works closely with the Careers and Enterprise Network. We have established a high number of links with businesses which has enabled us to provide regular encounters for students with employers. Every year group has a 'I love my job' assembly each half-term where an external visitor shares details of their job/career (in Year 11, this includes visits from local FE colleges) and each year group has a collapsed day to explore careers or progression pathways further. These are:

Y7 – STEM Careers Day

Y8 – Careers Fayre (at Eden Project)

Y9 – Take My Child to Work Day

Y10 – '10 opportunities' – a carousel of activities looking at 10 globally successful sectors based in Cornwall. A second day is also arranged visiting the annual Cornwall Careers Fayre.

Y11 – Sixth form/College Taster Day

Our PHSE programme includes a careers focus in every year group. All Year 9 and 11 students are interviewed by a senior leader regarding their KS4/KS5 options. All Year 11 students have a careers interview and all students have access to individual careers advice.

Each subject area has identified where in their schemes of work careers links can be made explicit either in terms of progression routes or in terms of employability skills.

Rationale for extensive careers advice and guidance

The school serves a rural catchment area which includes areas of high deprivation (Index Multiple Deprivation: Liskeard North is in the bottom 10% most deprived wards nationally; 3 wards in bottom 30% and 9 in bottom 50%). Only 2 wards are above 50%; Liskeard has had the highest percentage increase in Cornwall of free food distributed by the food bank. It is the 8th worst constituency in the country for people not earning at least the Living Wage. Liskeard itself is a market town with very little infrastructure or industry. The number of people self-employed is double the national figure, but average wage for the self-employed in Liskeard is £11K (to compare: Min Wage x 35hrs/week = £15K). Since the A38 bypass was built and the gradual demise of the farming industry, the market town sees very little passing trade. It serves as a commuter town for Plymouth some 14 miles east. Its 'major' employers are the school itself, the council, the health service and Morrisons. Unemployment has not risen but under-employment has (zero working hours, part-time hours).

Extra-curricular

To help develop students' courage, resilience and kindness; to build team spirit and collaboration, and to enhance students' enjoyment & engagement we have committed to running an extensive extra-curricular programme of activities and opportunities.

Extra-curricular
Challenge Week
House competitions
Weekly Clubs
Duke of Edinburgh Award
Student leadership opportunities
Citizenship Award Scheme
'Excellence' Academies
Trips & Visits
Enrichment

Extra-Curricular Activities

- Challenge Week – in the summer term of Key Stage 3, the timetable is collapsed for one week (known as Challenge Week), to enable students to learn new skills beyond the usual classroom lesson structure and/or to try new experiences that may take them out of their comfort zone.
- Every tutor group belongs to a House. House competitions run every month and include a competition organised by each faculty. Participation is voluntary for the majority of competitions, but they all provide opportunities for students to do something new, different or fun, or to simply win points for their team.
- Every term a programme of clubs is available for all students providing additional experiences and opportunities to try new things, to keep fit or to further develop skills. Approximately 30 to 40 clubs run each fortnight.
- 'Excellence Academies' run in Creative Arts, STEM and Sport, each providing additional opportunities for students who have a particular flair or interest in these areas. Activities include visits, trips, workshops, presentations and entry into regional or national competitions.
- A Citizenship Award scheme runs for every year group where students receive recognition for showing courage, resilience and kindness.
- A range of Student Leadership positions are available to students in all year groups to help develop leadership skills, to develop courage, resilience and kindness, and to give students a greater voice in the running of the school.
- In addition to the trips offered during Challenge Week, other day trips and residential trips are offered throughout the year. All Year 7 students take part in a residential trip in their first term to help build relationships and confidence. Annual residential trips to London take place focussing on Citizenship and the Arts. Day trips take place in Humanities, Languages and Science.
- Participation in sporting competitions is high, with regular entry to Cornwall School Games events.
- The Duke of Edinburgh's Award was introduced last year and has been very successful in its first two years.

Curriculum Entitlement

We are currently considering what all students should be entitled to experience whilst at Liskeard to help develop their 'capital'. Ideas suggested so far include:

All Year 9 students to participate in the DofE Award expedition

All students experience at least one day trip in every subject area during KS3

All students learn basic first aid and/or learn sign language

All students visit a museum and watch a live performance (theatre/professional sports match/music concert)

All students get opportunity to look after livestock on the school site

All students complete activities that contribute to the maintenance of the school environment