

### The Curriculum at KS3: **The Big Picture (Year 7 – 9)**

We believe that Key Stage 3 needs to be broad, balanced and rich. It must engage students in familiar subjects, but new ones too. It should challenge our students appropriately, sharing the big picture of ‘what’ we are learning and ‘why’ we are learning it. It should have regular opportunities for progress to be measured effectively. We believe that **Substantive Knowledge (knowing what)** and **Disciplinary Knowledge (knowing how)** in all subject areas is developed effectively. We do this so that students overcome any deficits from key Stage 2, and are prepared well for Key Stage 4. We want them to love their learning at Key Stage 3, but end it ready to succeed at the next stage of their education.

Our Key Stage 3 curriculum will:

- meet the needs of all learners, irrespective of starting point or ability;
- overcome deficits from Key Stage 2;
- provide challenge for all students;
- expect students to engage in their own learning and be able to talk about their progress (The Big Picture);
- prepare students with substantive and disciplinary knowledge for success at Key Stage 4;
- help to raise students’ aspirations;
- develop literacy through a key focus on reading and writing (specifically on vocabulary, spelling and sentence construction);
- develop numeracy (particularly through a focus on statistics); and
- celebrate success: linked to **respect, determination, excellence.**

### **Our broad, balanced and rich curriculum (Years 7-9):**

English	ICT	Design and Technology
Science	Statistics (Year 9 only)	Art
Beliefs and Values	PE	Maths
Geography	Forest School	Music
Dance	French and German	Learning to Learn
Drama	History	

## Our Curriculum Intent and Implementation

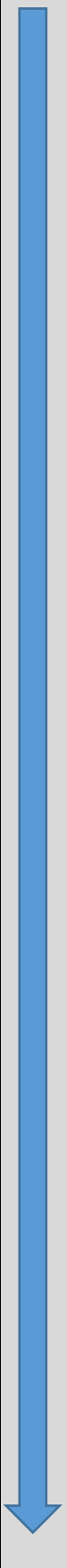
Our curriculum intent statement lays down very clearly what we are going to achieve with our students during their time with us. We need an intent statement because we all need to be able to explain this rationale for why we teach what we teach to a range of audiences, from students first and foremost, to their parents, to prospective students and their parent. We sometimes need to remind ourselves too, and this is the statement to which we must always return when considering our curriculum planning – all the way from our big picture concepts to how that fits into individual lessons.



Our curriculum aims to overcome students' deficits on entry in every subject. We need to be absolutely clear about what students know (**substantive knowledge**) and can do with that knowledge (**disciplinary knowledge**) when they arrive with us and create a Year 7 curriculum which closes their evident deficits in order that they are ready for Year 8. Then, in Year 8, the curriculum must have at its core the aim of overcoming any deficits which students may have from Year 7, and which builds on their learning throughout Year 8 in order that they are Year 9-ready, and so on.


In each year, we must be absolutely clear on what these benchmarks are which ensure that students are 'competent' (according to our KS3 assessment grids, 'Grade 3-ready as a minimum expectation') at the end of Year 7, 'confident' (Grade 4-ready as a minimum expectation) in Year 8 and 'detailed and accurate' (Grade 5-ready as a minimum expectation) by the end of KS3. These benchmarks must be '**disciplinary knowledge**' and every lesson must have at its heart learning objectives which relate to '**disciplinary knowledge**'. They must be the basis on which our KS3 assessment grids are founded, and the basis on which students are assessed – we only teach that which will be assessed, and only assess that which we have taught and that students have learned.

**To be read in numbered order:**

1) Year 6 Curriculum	2) Deficits on Entry (to overcome)
<p>At Clarendon, we acknowledge the great work done at Key Stage Two and endeavour to learn lots more about it through regular work and visits to our primary feeder schools. We know that a focus on reading, writing and numeracy is paramount at this stage of education. We see the benefits of this in many of our students coming to us in Year 7. We also see there is a growing understanding of French amongst our students and an appreciation of basic Science principles. Subjects like Geography and History are also developed to a foundation level and students come with some knowledge of the world around them. Sport and PE have been enjoyed by the students as well as opportunities to do Performing Arts and Design Technology. Several schools in our catchment follow Philosophy for Children as a way to understand Religious Studies.</p>	<p>However, as a fully comprehensive school which takes students from up to 15 different feeder schools, we regularly see a wide range in terms of what students know (substantive knowledge) and what they can do (disciplinary knowledge). We have certain deficits that we must overcome with our students on entry. Primary feeder schools from which at least 2 pupils join us include Bellefield, Castle Mead, Holbrook, Newtown, North Bradley, Longmeadow, Paxcroft, Southwick, St. George's, St. Mary's, Staverton, Studley Green, Grove, The Mead and Walwayne Court.</p> <p>27.8% of our current Year 7 students are classified as disadvantaged and are either currently receiving free school meals or have done so within the last 6 years. This comes as a challenge, as for these students they annually arrive at Clarendon as the group who have underperformed most at primary school and are most at risk of continuing that underperformance at secondary school.</p> <p>72% of our current Year 7 students had a reading age below their chronological age at the start of the academic year. This figure is 19% for spelling. For this group of students their vocabulary is limited and they are not in the habit of reading regularly (both independently, or with help). Students have varying ability and deficits in terms of punctuation and grammar. Many make basic errors.</p> <p>Numeracy skills for 25% of our students are also below expected standard.</p> <p>We acknowledge that lots of our students arrive having permanently or temporarily forgotten things they have learnt in Year 6.</p> <p>In all foundation subjects, we find that students come to us with substantive knowledge, but are weaker in terms of disciplinary knowledge. They know lots of facts, but don't arrive as Historians, or Geographers etc. It is our role to turn them into these.</p>

3) Curriculum Intent: Year 7		4) Implementation: becoming <b>competent</b> (and Year 8 ready)
<p>Therefore, our Year 7 curriculum is about making students <u>at least</u> <b>competent</b> in all subject areas.</p> <p>Our curriculum has a strong focus on literacy and numeracy (both within English, maths and with a focus on the whole curriculum).</p> <p>Students are placed in broad-banded sets by the end of term 2 in Year 7. This setting will be based on entry data, CAT tests, reading and spelling ages, and internal assessments.</p> <p>Students will be placed into one of 3 sets in the core subjects. Those in Set 3 are likely to have more deficits from KS2 to overcome and will need to revisit learning from Year 6 to ensure that knowledge is hard-baked, as well as learning the Year 7 curriculum. Students in the Set 1 are likely to have retained more of this knowledge and be further along the track to becoming competent in that area. These students will need to be developed more quickly.</p>		<p>So, Students will be threshold tested on entry via CAT tests. Alongside entry data, this will allow us to determine which students have the greatest deficits in their core knowledge. These students will have access to our smaller Set 3 classes; and for those with most need, the <i>Learning Centre</i> from term one onwards. Here, they will be given small group literacy and numeracy intervention to allow them to catch up and then keep up.</p> <p>At any point in the year, if internal assessments show a student is not likely to meet the following Year 7 Benchmarks, they will access the Learning Centre for literacy/numeracy support.</p> <p><u>By the end of Year 7</u> All students should at least be able to form simple, compound and complex sentences. All students to be able to use a comma accurately. All students should be able to competently spell the KS3 subject specific words with support from a glossary of words inside their exercise books in all subjects. Students are directed to correct these words 3 times every time they get them wrong. All students should have read 6 reading-age appropriate books by the end of Year 7 – via The Big Read, the English Curriculum, Accelerated Reader, reading lessons, and access to the school library.</p> <p>All students to be fluent in basic numeracy and statistics and to have overcome any deficits from KS2. All students to develop their mathematical and statistical literacy through a broad KS3 curriculum encompassing both mathematics and statistics units of work. Clear links across the curriculum are made between this statistical learning in maths lessons and science, geography and DT</p> <ul style="list-style-type: none"> <li>• Data cycle (forming and testing hypotheses)</li> <li>• Presenting data (charts, and graphs)</li> <li>• Analysing data (averages and calculations)</li> <li>• Probability (calculating the likelihood of possible outcomes)</li> </ul> <p>All other subjects will build on disciplinary knowledge across Year 7. The focus is on creating (mathematicians, scientists, Geographers etc.) As the cumulative curriculum builds across the year, so the assessments students do will test them on the knowledge in a systematic way, building to a synoptic test at the end of the year. All subjects will have clear benchmarks for Year 7 and will teach these across the year.</p> <p>All students to be at least <b>competent</b> in these areas by the end of Year 7 (competent means: meeting at least the criteria for being grade 3 ready on the KS3 Assessment Grid) . Many will be significantly above this. Those who do not meet this Benchmark across the board will be given specific literacy/numeracy intervention in Year 8.</p>

		<p><u>“Developing the whole child”</u>  All students will have access to an enriching curriculum, that includes:</p> <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Year 7 Camp</li> <li>• Trips to widen horizons</li> <li>• Spelling / Glossaries</li> <li>• Healthy lifestyles</li> <li>• PE</li> <li>• BV/PSHE – understanding healthy and unhealthy relationships, personal health and hygiene.</li> <li>• CIAG</li> <li>• PA</li> </ul>
<b>Curriculum Intent: Year 8</b>		<b>Implementation: becoming <b>confident</b> (and Year 9 ready)</b>
<p>Year 8 will develop these skills further and add in more challenge.</p> <p>Students not meeting the Year 7 Benchmark will be given extra support and intervention via our Learning Centre.</p> <p>For those meeting or exceeding the Benchmarks, the Year 8 Curriculum will continue to embed the benchmarks from Year 7, but build and challenge further.</p>		<p><b>So, we consolidate Year 7 Benchmarks, plus:</b>  All students to be able to use more complex punctuation (semi colons, colons, brackets, apostrophes)  All students to be able to <b>confidently</b> spell the KS3 subject specific words with support from a glossary of words inside their exercise books in all subjects. All students to know the key terminology in each subject and to have accurate spelling of these words in their books. All students to be regularly using these words in their books and spell them accurately.</p> <p>All students to have read at least 6 age-appropriate books.</p> <p>Numeracy and statistics will continue to develop students’ confidence in these area, focusing on cross curricular work.</p> <p>In all other subjects, students will be taught the discipline of becoming <b>confident</b> in those areas.  All subject will build on disciplinary knowledge across Year 8. The focus is on creating confident (mathematicians, scientists, Geographers etc.) As the cumulative curriculum builds across the year, so the assessments students will do will test them on the knowledge in a systematic way, building to a synoptic test at the end of the year. All subjects will have clear benchmarks for Year 9 and will teach these across the year.  All students to be at least securely at level 4 (confident)</p> <p>Students to continue their enrichment. See document below.</p>

<p><b>Curriculum Intent: Year 9</b></p>		<p><b>Implementation: becoming detailed, accurate (and GCSE ready)</b></p>
<p>Therefore, in Year 9 students will push on to become detailed and accurate in their knowledge. The aim of Year 9 is to ensure all students are Key Stage 4 Ready.</p> <p>In maths, students will learn statistics. A challenging addition to their maths curriculum and a great feeder into GCSE maths. It helps to broaden their mathematical understanding and pushes hard.</p> <p>Students in other subjects will undergo a foundation year where they will be looking to fully embed all learning from Years 7 and 8 and develop further the disciplinary knowledge required to cope with GCSE.</p>		<p><b>So, we consolidate Years 7 and 8 Benchmarks, plus:</b></p> <p>All students to be able to form simple, compound and complex sentences. All students to be able to use a comma accurately. All students to be able to use more complex punctuation (semi colons, colons, brackets, apostrophes). All students to be able to use punctuation for effect. They should be <b>detailed and accurate</b> and be able to articulate why and how they have used their punctuation. All students to be able to spell the functional words used in the English language. All students to be able to use and spell more sophisticated vocabulary.</p> <p>All students to have read at least 6 age-appropriate books.</p> <p>All students to know the key terminology in each subject and to have accurate spelling of these words in their books. All students to be regularly using these words in their books and spell them accurately. All students to be detailed and accurate in their subject vocabulary to GCSE standard.</p> <p>In all other subjects, students will be taught the discipline of becoming confident in that areas. All students to be accurate and detailed to GCSE standard.</p> <p>Numeracy and statistics will continue to develop students' detail and accuracy in these area, focusing on cross curricular work.</p> <p>All subject will build on disciplinary knowledge across Year 9. The focus is on creating detailed and accurate (mathematicians, scientists, Geographers etc.) As the cumulative curriculum builds across the year, so the assessments students will do will test them on the knowledge in a systematic way, building to a synoptic test at the end of the year. All subjects will have clear benchmarks for GCSE and will teach these across the year.</p> <p>All students to be at least securely at level 5 (detailed and accurate).</p>