

## Executive Summary Curriculum

### Context

At Mascalls, we aim to deliver a curriculum that is broad and balanced, with a rich variety of subjects to allow students to aspire, believe and achieve. The diversity within the curriculum offers stimulating and challenging learning meeting the needs of all our students. The learning opportunities are both innovative and inclusive. We have designed a curriculum that not only instils value in the core subjects but also the EBACC and foundation subjects in all key stages.

### How is this achieved?

#### Key Stage 3

In key stage 3 students study the core subjects English, Mathematics, Science and RE alongside History, Geography, MFL, ICT, Art, Design and Technology, Dance, Drama, Music and PE.

#### Key Stage 4

In key stage 4 we offer one of the widest range of option choices amongst our local schools, embracing the academic, vocational and alternative curriculums. All students will continue to study English Language, English Literature, Mathematics, Science, PE and RE.

Students then have the following option subjects to choose from a range of GCSE and vocational subjects such as Fine Art, Art Textiles, Art Graphics, Photography, Resistant Materials, Graphical Products, Food and Nutrition, Dance, Drama, Music, History, Geography, French, Spanish, Sports Science, Computer Science, ICT, Media Studies, Leisure and Tourism, Health and Social Care, Childcare, Citizenship, Design and Planning. For a select number of students we also offer Level 1 Construction and AS Philosophy.

#### Key Stage 5

In key stage 5 we offer students several pathways through either a traditional academic route of A Levels, a mix of A Level and BTEC courses or a purely vocational route with work placement. We are developing our offer of combined study and work programmes through the 2:1:2 programme with developing links with local businesses.

Key stage 4 and 5 students all complete a week of work experience.

#### SMSC

We are proud of all we do to deliver SMSC at Mascalls. We promote this through our advisory programmes which enable students to learn and understand the world in which they live giving them an opportunity to explore values and beliefs. Mascalls provide a clear moral code as a basis of behaviour which is promoted consistently through all aspects of the school. We are an open and safe learning environment in which pupils can express their views and are encouraged to work cooperatively preparing them to be active citizens in our society. We foster a sense of community with common inclusive values which ensure everyone irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.

### Current Position 2016-2017

The Yr9 options grid has been developed to accommodate the changes in the curriculum and new accountability measures with Progress 8 and Attainment 8. However this is not at the cost of meeting individual student needs. The timetable has been remodelled to reflect the changes giving more time to the core subjects and RE.

#### Assessment

##### Key Stage 3

A new assessment system 'Life without Levels – Flight Path' has been introduced in September 2016. It will provide a robust assessment system which tracks student progress and enables measurement of how students are doing against relevant age related expectations. The Assessment Framework is a criterion based age related assessment, recording and reporting system. The KS3 Assessment Framework uses a 1-9 grading system across all subjects, which are banded into Levels of Competency – Advanced, Secure and Emerging.

##### Key Stage 4 and 5

Key stage 4 students are assessed against the individual subject assessment criteria, achieving either a GCSE grade, A Level grade or a vocational qualification.