

Millfield's Curriculum Statement: Intent, Implementation and Impact



Rationale:

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health. The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum.

The Millfield curriculum is linked to our vision and values and reflects the community we serve. We believe that all students, regardless of their background or ability, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work. The curriculum has been reviewed with governors, senior leaders, middle leaders and teachers.

Intent:

The curriculum followed at Millfield is one designed to promote attainment in the core subjects of English, mathematics and science. This emphasis remains crucial to the future lives of our students and enables them to be successful in college courses and employment. Linked to this is our intent to provide a broad and balanced curriculum where students of all abilities are stretched and challenged, and students leave Millfield with a range of good qualifications in subjects they are interested in and are fully prepared for the next stage of their lives.

The timetable design and coverage is one reflection of our intent:

- In Years 7, 8 and 9 **all** students will study the following curriculum:
English, Mathematics, Science, French, Geography, History, Computer Science, Art, Technology, Physical Education, Religious Studies, Performing Arts, Music, Personal, Health, Social and Economic (PSHE)
- In Years 10 and 11 all students study a compulsory core of:
English (Language and Literature), Mathematics, Science, Physical Education, Religious Studies, PSHE.
There are 4 option columns with additional subjects which will be chosen from:
Art & Design, Child Development, Computer Science, Dance, Drama, Design Technology, Enterprise and Marketing, French, Food Preparation and Nutrition, Geography, History, Health and Social Care, Media Studies, Music, Religious Studies, Spanish, Sport, Triple Science, Travel and Tourism.

Implementation:

Implementation is *how* the curriculum is delivered; it is the journey of learning from Year 7 through to Year 11. We seek to develop a broad, rich and rigorous curriculum that stretches and challenges all students, across the whole school. Our teachers have regular collaborative training on how to develop their pedagogy and expertise, and all teachers have 'Improve my teaching practice by engaging with educational research' as an objective in their annual Performance Management Appraisals. Teachers plan their lessons to ensure there is stretch and challenge for all abilities in every class and provide appropriate support as and when required. Consistent high-quality teaching is our key priority.

We have also conducted an in-depth analysis of subject areas to ensure that we have no 'wasted time' in Year 7. Teachers work with our feeder primary schools to ensure that when topics are repeated it is to build upon and consolidate prior learning, ensuring any 'gaps' in knowledge are addressed.

All departments have well sequenced topics, planned in detailed Schemes of Learning (SoL) which include, where applicable, the requirements of the National Curriculum. These SoL are quality assured annually by senior leaders to ensure there is depth of knowledge at Key Stage 3 and that Key Stage 3 forms the building blocks for progression into Key Stage 4. Furthermore, part of our rigorous quality assurance systems ensures that the 'planned curriculum' is evidenced in books and work scrutiny. At Millfield we recognise that knowledge is power, and we will quality assure progression of knowledge and mastery of skills through the year groups. We will scrutinize how the curriculum is designed to help students remember what they have been taught through student voice, looking at books, assessments, learning walks and the Dynamic Learning Community's instructional coaching process.

As Alex Quigley states, 'closing the vocabulary gap' between the 'word poor' and the 'word rich' is the responsibility of all subject teachers. We will ensure that our students develop their vocabulary by subject teachers routinely and explicitly teaching Tier 2 and Tier 3 subject-specific words and ensuring those words are regularly spoken in the context of the lesson. Reading will be prioritised by subject-specific reading weeks: across all year groups students will read a wide range of high-quality texts and reading in form time. The teacher may choose to read to the class, or the students will read silently and then discuss ideas, concepts and vocabulary choices used by the author.

Impact:

All teachers are expected to have high expectations for all students and the school will continue to set ambitious targets for learners.

The school monitors student progress throughout the year and we are clear that for this to be successful assessments need to meet the needs of all students, and importantly they must be reliable. As Dylan Williams says, 'Assessment is the bridge between teaching and learning.' We will focus our quality assurance on the quality of formative and summative assessment across the school, considering what it looks like, when it is completed, how it is marked and how it is moderated. Assessment data will be utilised in a meaningful way, for example to address misconceptions in learning and to target intervention.

We have an excellent Careers Education, Information, Advice and Guidance (CEAIG) programme and will continue to work towards achieving the Gatsby Benchmarks, so our students are clear about their future destinations (Over 40% of our students go to sixth form college, which is well above national average). The school seeks to ensure that when our students leave Millfield, they are well-rounded young people with an excellent set of examination results. Strong pass grades in GCSE English, maths and science will continue to be our priority, to ensure that we continue to Create Bright Futures for all our students.

Parents can find more details of our curriculum by looking at the department sections of our website. There we also have our 'curriculum maps' and 'Learning Journeys', which show the topics students are studying over the year. Detailed information can also be found in the Millfield Messenger's Teaching and Learning section.