

The Quality of Education – The Intent of the Curriculum

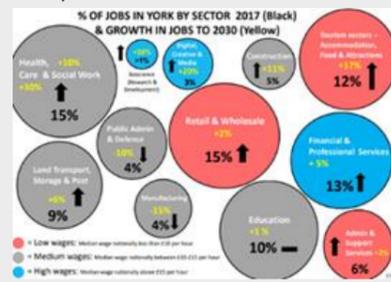
The aims of the curriculum

The curriculum at Archbishop Holgate's School has been carefully constructed in order to provide opportunities for students to develop **socially, morally, spiritually and culturally**, alongside **maximising the achievement** in a broad and rich suite of qualifications that combine the academic rigour of traditional qualifications alongside vocational learning. The curriculum and combination of qualifications offered to students has been **constructed with the local labour market needs** and our **fully comprehensive intake of students in mind**. All students are **known and supported** taking into account individual needs, background and starting points. Opportunity for personal development runs through all aspects of the school which can be neatly summarised in the AHS journey. Students are encouraged to **live the Christian values into being** and, as a Church of England school, we recognise and nurture students who present a range of skills, knowledge and talent. All students are fully supported in the preparation for their next steps in order to help them realise their **future aspirations**.

AHS course offer to meet the skills' GAPS and shortages identified in the local labour market needs. Currently, above average % of students stay in education or employment (96% AHS, 94% national 2017):

Construction, Infrastructure & Rail (5% of all jobs in York : 11% jobs growth to 2030)

- **Engineering** – KS4 & KS5
- **Maths** – KS4 & KS5
- **Physics** – KS4 & KS5



Our ambitious and inspiring curriculum

At Archbishop Holgate's School, students have the opportunity to develop an understanding of a broad and rich curriculum in Year 7 and 8, before moving in to a transition year in which students can tailor their lines of learning in order to help facilitate their intended future pathway. The transition year in Year 9 facilitates personal development and the mastery of key skills and knowledge that underpin higher-order concepts within KS4 teaching, alongside character development, curriculum enrichment and the opportunity to bridge any social disadvantage that may exist. Within Year 10 and 11, students will build on the strong skill-base that they have developed, alongside broadening their knowledge. **However, given the impact of COVID on our students new to school we have made the decision to return to picking options in Year 9, whilst retaining the benefits of the model above.**

- An extensive range of **subjects (x14) studied by all students in Year 7 & 8** and then **x16 subjects in Year 9**. Within KS3, students access a rich curriculum which extends beyond the national curriculum. This is comprised of - **English, Maths, Science, RS, History, Geography, PE, ICT, MFL, DT, Art, Textiles, Food and PSHCE**. The curriculum further broadens in Year 9. **Students continue their engagement with creative practical subjects through the completion of the Arts Award**. Two hours each week have been built into the Year 9 curriculum that allow students to access Food, Art, D&T, Music and MFL on rotation in order to extend the students experience beyond the national curriculum and achieve the Arts Award.

- Robust systems in place to help provide information and support for students making option choices ready for the start of the transition year in Year 9: extended assemblies; pathway booklets; taster day; Pathway evening for parents; individual student conversations with HOY, SENDCO & SLT.

- **Breadth and choice of subjects offered at KS4 include both traditional GCSEs and vocational counterparts**. Three pathways offered to students based on individual need prior attainment and future aspirations that include an Ebacc, Best 8 and Applied Learning pathway.

- **The Applied Learning pathway** at KS4 provides the more vulnerable students with a low prior attainment on entry, who potentially have SEND needs, a dynamic and rigorous curriculum. **Within this pathway students will develop softer skills (key, transferrable life skills), alongside being entered for English Language, English Literature Maths, Combined Science, RS, History and three other GCSE qualifications.**

- Religious Studies is taken by all students throughout the school and all students are entered for an RS qualification at the end of KS4. We are a Church school that has made the strategic decision to embed RS within the curriculum. We strongly believe that this is key in helping to provide further cultural capital to students in our school community. This becomes increasingly more important when we consider the demographic and the typically monocultural nature of the City of York. Studying RS helps to address typical gaps in pupils' understanding that is created through the lack of exposure to a more diverse local community. RS also offered at KS5.

- A mixed curriculum at KS5 offers breadth and choice of subjects for A level (x20) and vocational qualifications (x11). The vast majority of students still study four subjects in Year 12, something we view as essential.

- To support the transition of the most vulnerable students who are not yet ready for Level 3 qualifications we offer the Level 2 Next Steps Pathway which adds an additional layer of support to prepare students for either full time employment/apprenticeships or further educational studies.

Outstanding student progress

- **Top 2% for KS5 student performance nationally. Historic trend of 10% or better.**
- **Significantly above national average performance at KS4.**



Digital, IT & Technology Economy

- **ICT** – KS4 & KS5
- **Computing** – KS4
- **Media** – KS4 & KS5
- **Maths** – KS4 & KS5



- **Art** – KS4 & KS5
- **Textiles** – KS4 & KS5
- **Graphics** – KS4 & KS5

Health & Care (18% of all jobs in York : 30% jobs growth to 2030)

- **Health and Social Care** – KS4 & KS5
- **Sociology** – KS4 & KS5
- **Biology and Chemistry** – KS4 & KS5
- **Applied Science** – KS5
- **Psychology & Applied Psychology** – KS5
- **Child Care** – KS5

Hospitality, Tourism & the Cultural Offer (12% of all jobs in York : 17% jobs growth to 2030)

- **Travel and Tourism** – KS4 & KS5
- **Enterprise** – KS4 & KS5
- **Food** – KS4
- **Music** – KS4 & KS5
- **History** – KS4 & KS5
- **Geography** – KS4 & KS5
- **Media** – KS4 & KS5
- **Drama** – KS4 & KS5

Addressing social disadvantage through an ambitious curriculum

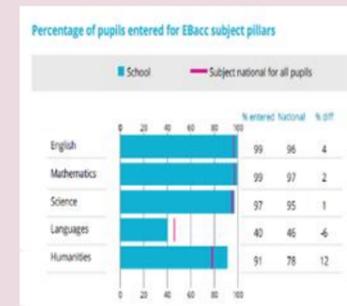
In-depth disadvantage whole school plan, Disadvantage subject leads, Literacy and numeracy catch-up programme, homework policy, whole-school road-mapping document, careers provision, curriculum enrichment, key focus in all lesson planning documentation, work trawls, standing agenda item in MTIYT, department and whole school meetings. Success and impact is ultimately measured through outcomes, engagement and student destinations.



A strong academic core

It is the ambition that 75% of Year 10 students in a state-funded mainstream school should be starting to study Ebacc courses by 2022.

- All students study a modern foreign language in Year 7 and Year 8 and all students are strongly encouraged to study a language at GCSE. Currently the Ebacc entry rate for summer 2019 is 54%.
- This does not mean that the curriculum isn't ambitious. In fact, the percentage of student entries for rigorous academic subjects such as GCSE Geography and History are much higher than national average.
- In the same vein, the fact that all students study Religious Studies also supports this statement.
- Whilst we recognise that students studying MFL at GCSE is advantageous, we are also mindful of our intake of students who join AHS below national average on entry. For many students in our school community, it isn't appropriate that they study a GCSE modern foreign language, but instead they should study a mixed curriculum that will facilitate their intended next steps.



A well-considered and constructed curriculum

An overview of how the skills and knowledge mapped across Key Stages in each subject is evident in detail through SOW, but also through the 'subject on a page' document that exists for each department. Also found in this document are:

- **Results over time (including sub group analysis).**
- **Department strengths and areas for development.**
- **Staff strengths and areas for development.**
- **Cultural capital through academic enrichment and extra-curricular.**
- **CPD and sharing of best practice.**
- **Rationale behind choosing KS4 and KS5 exam specifications.**
- **A summary of strategies that are used to address social disadvantage.**
- **Year group priorities**
- **Recovery curriculum strategies**

Steps taken to reduce workload

Reduction in whole school data drops - 3 x per year group.

Removal of written subject reports that have been replaced by subject specific targets.

Changes to target setting and tracking at KS3 and KS4 – including the removal of flight paths.

Academic data prepopulated for HODs for all key department documentation.

Streamlined departmental documentation for HODs.

Markbooks and SIS sheets prepopulated for staff.

Target setting, tracking and assessment

Year 7 and 8 – students are set a target range (1-3, 4-6, 7-9) using ALPS which is based on prior attainment. Teachers assess the progress that students are making towards their range throughout these two years.

Year 9 (transition year) – students are set one target grade using ALPS in all subjects studied, which is based on prior attainment. Teachers assess the progress that students are making towards their target in this year.

Year 10 and 11 – students are set one target grade using ALPS in all subjects studied, which is based on prior attainment.

Teachers track the students' 'most likely' grade over the two years, which is based on professional judgment and assessments. Formal data collection points – three formal data drops each academic year for each year group. This is analysed and then academic and pastoral interventions are put into place.

Assessments – knowledge and skills based assessments are built into SOW alongside end of year assessments (Year 7-9) and mock examinations (Year 10-13) in order to build resilience and measure the impact of the curriculum.



Reading

Students at Archbishop Holgate's will read widely and often, and in a variety of ways (silently, aloud and read to): At AHS our commitment is to ensure that our students are fluent readers and speakers, with a focus on oracy as a means of accessing the world. **Students at Archbishop Holgate's will be encouraged to develop their vocabulary:** Our aim is to address the word gap, ensuring that all students have the vocabulary needed to be successful academically, socially and emotionally, regardless of their starting point in life.

Students at Archbishop Holgate's will 'close read' texts frequently, using a set of close reading 'tools': Our aim is to ensure that all students have the reading resilience and stamina required to read even the most challenging texts, suitably equipping them for the demands of GCSE, A Level and future academic study.

Quality assuring the curriculum

- **Exams' analysis documentation, meetings and next steps**
- **Departmental development plan**
- **Subject on a page**
- **In-year data**
- **MTIYT**
- **Observations**
- **Work trawls**
- **Review of SOW**
- **Student voice**

Curriculum enrichment

- Cross curricular enrichment days
- Employer involvement
- Subject visits – domestic and international
- Guest speakers
- Careers week
- Competitive essay competitions (RE, History and Politics)
- National competitions (Griffins Nest, Tenner Challenge etc.)
- STEM events
- ISSP masterclasses, summer school, summer debates, lectures, Latin and Astronomy
- Character and Culture lessons in Year 9
- Skills-for-Life embedded in curriculum
- Mental health champions
- Young Leaders
- Cultural opportunity projects
- Transition year enrichment projects



JUSTICE



COMPASSION

'You yourselves like living stones are being built up as a spiritual house.' 1 Peter 2.5

'Your present circumstances don't determine where you can go; they merely determine where you start.'



FORGIVENESS



TRUST