



Curriculum Statement

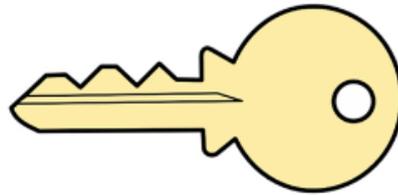
Our Vision

“Achieving Excellence together by developing a community where learning is for everyone and all members are inspired and empowered to achieve their personal aspirations; to be the best you can be.”

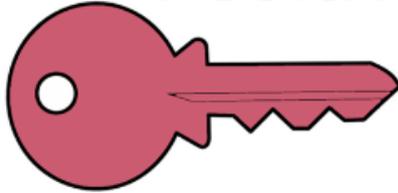
Core Values

Our curriculum is underpinned by our keys to success:

OUR



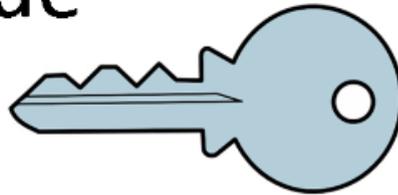
Positive Contributions



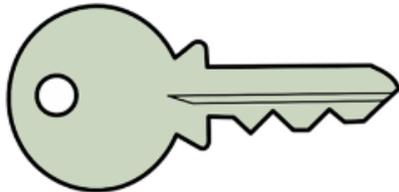
KEY

Can Do Attitude

VALUES



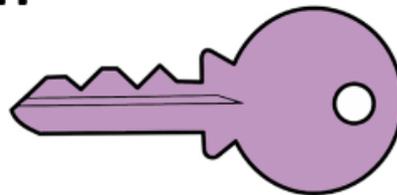
Honest Intentions



AND

Respect For All

ETHOS



Working Hard





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Curriculum Intent

We are committed to providing an ambitious curriculum with breadth that allows all of our students to be able to achieve the following:

Secure development and achievement...

- provides opportunities for students' personal development.
- allows students to achieve their personal best.

Prepare students for "life beyond Seaford Head School"...

- challenges, motivates, inspires and leads to a lifelong interest in learning.
- prepares students for further education whether academic or vocational and for the world of work.

Promote active community involvement...

- ensures students are fully prepared for life in modern Britain.
- offers a wide range of quality extra-curricular opportunities for personal development.
- involves working with the community to promote local, national and global awareness.



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Curriculum Implementation

Through Teaching, Learning & Assessment

At Seaford Head School students study a broad and balanced variety of subjects at Key Stage 3, including the Arts, Technologies, PSHE and Ethics. A two year Key Stage 3 means lessons are fast paced and engaging and are supported by subject roadmaps that help to guide students through the curriculum. By the end of year 8, students have a strong and broad foundation of skills and knowledge to succeed at Key Stages 4 and 5.

This core of English, Maths, Science, Ethics, PE and PSHE is complimented by an ambition that most students will study a language and a humanity and an extensive range of options at KS4, including: the arts, sports, design and technology subjects and some vocational courses. Our 3 year KS4 allows for students to study a wider variety of subjects than some other local providers and to have more time in the core subjects. This results in greater depth of study and understanding in all subjects. Students can then move with confidence into their studies at Key Stage 5 which again feature a wide range of subjects.

Lessons at Seaford Head School have the following key features:

- Do Now activities at the start of lessons which develop students understanding of the curriculum by challenging their short, medium and long term memory
- Regular testing and progress checks, followed by DIT (designated improvement tasks) which are designed to support and challenge students of all abilities in their learning.
- Responsive teaching which features activities to identify students misconceptions and allow time for re-teaching them
- Study skills are delivered in the context of subjects across the curriculum.

These features enable students to learn effectively, retain knowledge in their long term memory and apply it with increasing confidence during their time at Seaford Head School.

Through homework

Homework plays an important role in developing independent learners at Seaford Head School. It is used to:

- develop reading and numeracy skills.
- recall and retrieve prior learning.
- Allow students to engage creatively with the curriculum
- consolidate learning.
- deepen and extend learning

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These features enable students to effectively retain knowledge and apply it with increasing confidence.

Key Stage 3	Lessons per fortnight
English	7
Mathematics	7
Science	6
ICT & Computing	2
Ethics	2
PSHE	2
Physical Education	4
Art	2
Music	2
Drama	2
Design & Technology: Food; Resistant Materials and Graphics product	2
Geography	4
Languages (French or Spanish)	4
History	4

Key Stage 4- Current Year 9 2020	Lessons per fortnight (Y9)	Lessons per fortnight (y10)	Lessons per fortnight (y11)
English language/ English Literature	8	8	10
Mathematics	8	8	10
Combined or separate sciences	11	11	12
PE	3	2	2
Ethics (taken at the end of Year 10)	3	3	
PSHE	1	1	1
IT (taken at the end of year 10)	4	5	
Option A	4	4	5
Option B	4	4	5
Option C	4	4	5

Key Stage 4- Year 9 2021	Lessons per fortnight (Y9)	Lessons per fortnight (y10)	Lessons per fortnight (y11)
English language/ English Literature	8	8	9
Mathematics	8	8	9
Combined or separate sciences	11	11	12
PE	3	2	2
Ethics (taken at the end of Year 10)	4	2	
PSHE	1	1	1
Option A (taken at the end of Year 10)	6	6	
Option B	3	4	6
Option C	3	4	6
Option D	3	4	6
Tutor time	2	2	2



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KS5

At KS5, students follow a challenging curriculum of level three qualifications (A-Levels and BTECs) that serves to prepare them for the world after sixth form. Our curriculum supports students to achieve their long-term goals, whether that be employment, setting up a business, starting a higher apprenticeship or studying at university.

Students may begin the programme of study with either three or four subjects (which can be a mixture of A-Level and BTEC qualifications where appropriate). A-Levels follow a linear course and are examined at the end of Year 13. Some A-Level subjects include a non-examined assessment (NEA) which is worth 20% of the overall mark. BTEC subjects are usually two thirds coursework and one third exam and have exams which can be taken in January and June throughout the course. If necessary, students also have the opportunity to retake their GCSE English and Mathematics

Tutor programme

Tutors deliver the pastoral programme through weekly, one hour tutor sessions throughout years 12 and 13. The programme aims to prepare students for the adult life of further education and work whilst at the same time challenging students' ideas about current affairs and developing study skills and oracy. The tutor programme covers the following:

- Communication and oracy
- Time management and action planning
- Leadership
- Aspirational Thinking
- Self-awareness and personal growth
- Driving safely
- Health and Well-being
- UCAS and Post-18 destinations
- Revision planning and techniques
- Working with others
- Personal finance and Budgeting
- Independent living
- Leading a healthy lifestyle

Work Experience

In the Summer Term, all Year 12 students complete a five day Work Experience Placement, organised by students, with support from the Sixth Form. The purpose of these placements is to gain valuable skills, provide experience for future applications and to help them to decide on their future career aspirations. We feel strongly that Work Experience in Year 12 is an essential part of the sixth form programme and we are proud of all of the excellent feedback our students receive.

Through Enrichment

Students' development is both inside and outside of the classroom. We believe that the enrichment opportunities not only support the learning inside the classroom but enhances it. We provide a breadth and depth of extra-curricular opportunities directly in school but also further afield. We offer the Duke of Edinburgh Award Scheme for students from Year 9 upwards which allows students to challenge themselves personally but also to work in our local community. World Challenge is another opportunity where students travel the World to support other communities.

We have a history of being successful on the Sporting Field both locally and regionally. Students' are able to access this in whether they are National Performers or just want to recreationally take part. Performing Arts in both Drama and Music are incredibly well represented with a performance schedule which takes in the Choir, Orchestra, Jazz Orchestra and the School Musical. Drama and Dance also have their own shows throughout the year.

It is not only these where students can access enrichment opportunities but also across the academic curriculum whether in Geography or Modern Languages. The subjects across the school host a number of supporting activities including STEM club, The Eco Club and the Debating Society.

There are a number of competitions and opportunities open to the whole school community these include our Photography and Art's competitions jointly run by the Art Department and Seaford Rotary Club who



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also get themselves in our Young Musician of the Year. Another favourite is our Great Seaford Bake Off competition which is unsurprisingly popular amongst staff and students.

We pride ourselves on being inclusive and the LGBTQ+ group meet regularly to support each other and develop the school community to have a proactive approach to equality and inclusion.

We complement the curriculum fully with our enrichment offer enabling all students to access opportunities which will further enhance their holistic education.

Sixth Form Enrichment

During Year 12, students spend an hour every week on enrichment activities. These may be extra-curricular or super-curricular. Students have the opportunity to develop independent thinking, teamwork, communication and other specific skills through a range of enrichment activities, which take place on a Wednesday afternoon:

- Extended Project Qualification
- Duke of Edinburgh's Award
- Cooking for University
- Sport and Exercise
- Dance
- Eco-Schools
- Netball
- Football
- Musical theatre
- Teacher support in Key Stage 3 Lessons
- Young Enterprise
- Debate club
- MOOCs / online courses

Through Transition

We have an incredibly strong programme that supports students with their transition from Year 6 to Year 7 and throughout Year 7. The format of our transition programme enables us to develop strong relationships and personal knowledge of all our students. We have a member of SLT who is responsible for the transition programme and they work closely with the Director of Learning and the Inclusion Team of staff, to provide support and encouragement for students and parents/carers. We meet with key staff and students at the primaries throughout Term 5 and Term 6 and this provides us with knowledge of individual students and their needs. Students identified as more vulnerable are given bespoke transition with individual/small group visits.

As well as visiting primary classes to present to them and answer any questions the students and staff may have, we also offer a one week transition at our school. This enables students to undertake their timetable for a week as well as making friends, familiarising themselves with staff and to orientate themselves with their surroundings. By providing a range of experiences during this week, we ensure that all of our new Y7 students already know our standards and expectations having worked with many of their teachers and support staff.

In September, our students arrive feeling confident and secure in Y7 having already had experience of working together in their new environment with students from both our school and our partner primary schools. We have mixed ability classes and only set students in Maths according to their prior attainment. At KS3 we offer a broad and balanced curriculum where students are able to undertake a language in either French or Spanish. Those students that would benefit from extra support during Year 7 will be offered the opportunity to work within our Nurture provision which offers a smaller teaching group and a more tailored curriculum.



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Through SEN Provision/Alternative Curriculum

The Evolve programme is a bespoke 5 year pathway for SEND students to integrate successfully into secondary school with an individual personalised curriculum that allows flexibility to blend mainstream and specialised classes with opportunities to flow between both according to need. As students grow through the provision and school a specific options pathway is provided for Key Stage 4.

At Key Stage 3 bespoke options include the ability to study both, one or no mainstream humanities, a specialist SEND class for Maths and English with students integrated according to need into one or either set. The curriculum will engage students in Evolve-Inside Out Learning, a unique vocational programme created by the school to develop social and practical vocational skills development alongside the Bronze Arts Award.

At Key Stage 4 students engage in an alternative vocational option to develop their confidence, resilience, team working and communication skills. Students will complete Level 1 / 2 in a choice of vocational subjects either Public Services or Travel & Tourism (2020-2021) over Year 9 & 10.

Students will also develop their core skills as part of the Evolve programme with Entry Level Maths and English Qualifications completed by Year 10, and additional literacy and numeracy skills development, guided revision sessions and a rolling programme of Through Personal Development

Through Personal Development

Personal Development is an intrinsic thread across the school community evident holistically and specifically to support the development of students character and culture. One element of personal development is through SMSC, an important part of the school's curriculum and wider provision; it is also a requirement for schools to deliver.

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the [2002 Education Act](#) and the [2010 Academies Act](#)

SMSC (Spiritual, Moral, Social and Cultural) is about developing the whole child. It combines with other elements through the school climate and ethos towards the development of our students into mature, confident young people ready for the wider world. SMSC runs through all curriculum areas and with PSHE and Ethics lessons enables our students to develop spiritual and moral reasoning alongside personal, social and health development. Student engagement and leadership opportunities also deliver these opportunities and elements of personal development can be seen in the following:-

- SMSC across a range of different subjects
- tutor sessions, assemblies and Vote for Schools.
- extra-curricular trips, events and opportunities
- the school's behaviour policy including rewards and sanctions



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- interventions, pastoral and therapeutic support
- Generic and targeted careers information, advice, and guidance.

PSHE delivers a significant contribution towards personal development. The nature of the course encourages discussions, listening to others' views and exploring perceptions from different cultures or groups in society. It uses controversial and sensitive issues which promote engagement and deeper thinking about moral and social issues. Further specific information about our PSHE curriculum and SMSC can be found on the school website

Sound training.

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner. The aims of the policy are to help students make the most of themselves and their opportunities. In particular, it aims to help them:

- extend their understanding of opportunities in learning and work
- make good use of information, advice and guidance
- develop and use their self- knowledge when thinking about, and making course and other choices
- develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition
- assess their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them
- explore careers through the provision of a wide range of resources: computer software, the STEPS careers education programme (Years 9-11), the Which Way Now programme
- for Year 8 option choices, the sixth form careers programme, books and leaflets, posters,
- access to impartial careers guidance and a whole school careers fair
- take part in work place experience in year 12 via Work Experience week
- take part in Independent investigation through the use of www.careerscompanion.co.uk, the virtual careers library
- manage progression planning through the provision of impartial Information and Guidance (IAG) including via a qualified careers adviser.



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Curriculum Impact

The impact of the school's curriculum is measured through several means:

- Outcomes for students at GCSE in Y11 and A- Level in Y13.
- Progress and attainment data for current year groups.
- Destinations data.
- Attendance data.
- Behaviour logs.
- Engagement in enrichment activities.
- Student voice.
- Progress towards the Gatsby benchmarks.