Curriculum Policy

The Sheriff Partnership

Home of Coventry and Central Warwickshire Teaching School Hub

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1. Our Philosophy of the Curriculum: Happy and Successful

Our curriculum intent is to develop mastery and is designed to offer both a continuum through Years 7-11 and a high degree of personalisation. Hence, we seek to provide breadth and balance whilst supporting both high outcomes and personal development. We aim to broaden students' knowledge and experience, increase students' abilities to learn for themselves, build self-esteem and self-management and promote the development of good relationships. As part of this, a number of subjects are offered which do not feature in any performance tables (for example the enrichment programme, Extended Project, and Further Mathematics) but which add significant depth and breadth to the learning experience of students. Central to our philosophy is a desire that students are happy and enjoy their time at the school and a highly enriching curriculum is a fundamental way in which we seek to achieve this aim.

2. The Aims of the Policy are to:

Set out how we provide students with a personalised curriculum that responds as flexibly as possible to the individual needs and requirements of each student. We constantly review our curriculum to ensure that it provides an excellent education that also excites and inspires.

3. The Policy:

All subject areas and staff will:

- deliver a curriculum that develops mastery of the subject and share their passion for their subject with students
- deliver a curriculum appropriate for the ability of students up to the age of 18. Subjects deliver the content outlined in the National Curriculum and this is then enhanced to suit the needs of our learners (however, Academy status removes the *requirement* to deliver the NC content)
- by way of the curriculum provided, stretch and stimulate all students and prepare them for the appropriate external assessments
- provide appropriate recording and reporting arrangements
- develop the attributes of a Lawrence Sheriff Learner, encouraging students to be curious, organised, proactive, resilient and reflective
- structure the curriculum so that learning is sequenced with regard to building schema and considering cognitive load
- provide for all students with Additional Educational Needs via the Main School and Sixth Form curriculum models via adaptive teaching
- personalise the learning experience for all students
- use metacognitive strategies to enable students to refine their learning behaviours
- continually monitor, evaluate and review current provision via review by the leadership team, line managers and the governing body Academic Strategy Committee
- provide appropriate careers guidance and work-related learning
- foster voluntary extra-curricular activities and promote students' contributions to the school and their achievements in informal, social and extra-curricular activities
- teach with political impartiality to ensure that steps are taken to offer a balanced presentation of views.

4. Key Stages

In order to meet the needs of our inquisitive and able students, the school utilises Years 7-11 to equip them with the academic characteristics needed for post-16 studies whilst also preparing them for their GCSE examinations and for life.

Rather than view studies as two distinct phases, KS3 and KS4, our curriculum provides our students with the opportunity to explore what interests them and develop a range of skills. All students follow the same broad

curriculum in Year 7 and 8; they then choose a number of option subjects at the end of Year 8. In Year 9 they develop their skills further and embark on GCSE courses in many of their subjects whilst also studying a rotation of subjects, before making their final option choice at the end of Year 9.

In Year 12, we continue to allow students flexibility. Whilst most will choose 3 subjects to study to A level, where appropriate some may choose 4 or even 5 A levels in Year 12. They may then choose to continue with all of these to A level or decide to concentrate on 3, having gained an AS in their fourth or fifth subject. In addition to a broad range of A levels, we offer a BTEC qualification in Engineering. We also offer a number of other qualifications that help to prepare students for both the next stage of their studies and for life outside of academia; these include Maths Studies, and the Extended Project

5. Enrichment

This is given priority within the school day and takes place from 10.25-10.55 twice a week. Students are given an enrichment experience in vertical groups from year 7-13. The enrichment handbook demonstrates the wide breadth of options offered by the school. Our aim is to pass on a love of learning outside the conventional curriculum. We believe that students will be inspired by a chance to experience a range of subjects that excite or interest the members of staff who are delivering them.

As enrichment and extra-curricular activity is an area where disadvantaged pupils can often miss out, this structure helps to ensure that all students can access the wider curriculum.

6. Extended Project

Allowing all students to undertake an extended project is a key part of our provision, since it provides the opportunity for all to undertake in-depth research in an area of specific interest. This promotes independent study and prepares students with the tools required for future research. All students develop the skills needed to undertake an Extended Project during their early years at the school, with the opportunity to gain a formal qualification at both Level Two and Level Three. They can then opt to complete an AS Extended Project throughout years 10 and 11 or in the Sixth Form.

7. Personal Development

PD is delivered during discrete Personal Development lessons within the timetable and are embedded within the academic curriculum (as appropriate for different subjects), and the tutor and assembly programmes. The British Values of democracy, the rule of law, personal liberty, and respect and tolerance are promoted through both the PSHE and Citizenship programmes. Regular audits are undertaken to track, monitor and improve the provision. The values and ethos of the school are rooted in the belief that people matter, and the PSHE and Citizenship programmes help to foster this culture throughout the school.

All students are delivered a programme of health education through Science, RE, Relationship and Sex Education (RSE) and PSHE programme. This incorporates drugs and substance awareness and aims to prepare students to lead safe, responsible and healthy lives, both now and in the future.

There are two routes of delivery:

(a) Direct - through RE, Science, Relationships and Sex Education, and Personal Development programme across Years 7-13. This is delivered in timetabled Personal Development/PSHE lessons in Years 7 -9 and the Sixth Form, as well as through the vertical tutor programme. Students in Year 10 & 11 will also receive age-appropriate sessions in Year groups through Personal Development sessions, external speakers and presentations, and assemblies targeted at particular year groups.

(b) Indirect - Through the consideration of moral and ethical issues arising across curriculum subjects, discussions with teachers, the tutor programme and assemblies.

8. Tutor programme

To further integrate our values and ethos, and to foster the family atmosphere, we operate a vertical tutoring system. Tutor time is a priority within the school day and is used to enhance much of the work within the wider curriculum. PSHE, Citizenship, Careers, and literacy are all supported by the tutor programme. See Appendix 1.

9. Careers

The Careers programme involves specific days, activities, visitors, interviews, and timetabled lessons all aimed at targeting and personalising the programme for students from Years 7 to 13. Students also have a year group specific careers session, which is taught in houses in the Lower School and mixed house groups in the Sixth Form, fortnightly during Wednesday tutor time. The programme fulfils the requirements of the DfE Careers Strategy, and the school meets the Gatsby Benchmarks. Please refer to the CAIEG policy and the Careers section of the school website for further information.

10. Literacy, Language and Oracy

Our Presentation and Poise framework sets out what effective communication might look like and is embedded within the timetabled and the wider curriculum. Our literacy lead, together with SLT, identifies areas for development and strategies to close gaps. Our aim is to develop a love of reading, to ensure all students have the literacy skills to access a rigorous and knowledge-rich curriculum, and to ensure students understand how effective communication helps to prepare them for life beyond school.

11. Curriculum enhancement

In support of, and in addition to, the school's enrichment programme, the school offers a range of co-curricular trips. These enhance the curriculum studies and help students to develop an understanding of their place within the world around them. These opportunities include World Challenge, Duke of Edinburgh, MFL trips to Cologne, Berlin, Barcelona and Paris, and Geography trips to Iceland.

12. Sheriff Learners

As a staff, we have identified the characteristics that we believe make Sheriff Learners unique and will help develop a lifelong love of learning and the ability to learn. These characteristics of curiosity, organisation, resilience, reflectiveness and being proactive are embedded within all aspects of the school curriculum. Subject lessons, homework and assessments develop and encourage these characteristics; as do school, house and year assemblies. Reference is made to them in school reports, and the school behaviour policy also identifies these characteristics within the merit system.

In addition, the 'Science of Learning' is explicitly taught to students. This is delivered through induction days, year-group assemblies, and part-days off timetable. Techniques are then developed and embedded within lessons.

13. Adaptive Quality First Teaching

It is every student's entitlement to access the full curriculum. Our approach is to ensure that every member of staff is trained to meet students' needs from the moment they walk through our doors enabling them to enjoy their time with us and make progress. We focus on understanding each young person as an individual and on equipping our staff with the knowledge, strategies and confidence to meet their needs both within and beyond the classroom.

14. Gifted and Talented

Our view is that because of the selective nature of the school, all students within it are gifted. We will

promote opportunities for students with specialised talents in particular areas (e.g. Music, Art, Sport and academic subjects), however our central aim is that, through high-quality teaching that is tailored to the needs of each student, we enable all students to meet or exceed the standards achieved by similarly gifted students nationally.

Students have the opportunity to explore and further develop their talents through enrichment, EP and additional extracurricular activities such as educational visits, depth days and masterclasses.

15. Identifying talent

During the primary school transfer visit, prior to entering the school, students will be asked about specific talents and achievements in areas such as music, sport or academic subjects. This information can then be used to support and develop pupils' talents during their time at the school.

We also depend upon notification from teachers or tutors when they become aware of emerging talent and exceptional achievement within the student body. This will allow us to seek out and provide further opportunities for students to develop their talents and fulfil their potential.

16. Remote Learning

The school's priority is always to deliver high-quality face-to-face education to all pupils. Remote education will only be considered as a short-term measure and as a last resort where in-person attendance is not possible. See Appendix 2

17. Academic Structure – Years 7-11

A two-week timetable has been implemented and the numbers of periods specified each fortnight.

Year 7:

En	Ma	Sci	Hi	Gg	MFL 1	MFL 2	Dt/ Art	Food/ drama	Personal Development	Mu	PE	RPE	Ep/Cp	Total
8	8	6	4	4	4	4	4	2	2	2	6	4	2	60

In year 7, students will select 2 out of French, German and Spanish to study through to Year 9.

Year 8:

En	Ma	Sci	Hi	Gg	MFL 1	MFL 2	Dt/ Art	Drama/ Food	Personal Development	Mu	PE	RPE	Cp	EP	***Total***
8	8	6	4	4	4	4	4	1	2	2	5	3	2	3	***60***

Year 9:

All students will study the core subjects, either developing their skills or starting the GCSE course. They also complete a rotation of Extended Project, Computer science, Classical civilisation, Statistics, and Personal Development (PD).

En	Ma	Bio	Chem	Phy	PE	RPE	PD	EP/Comp/Stats/ Class civ/Literacy
9	8	4	4	4	6	2	1	4

Students will also study 3 options subjects (one Humanity, one MFL and one other subject) for 6 periods a fortnight).

	Geography, History or RPE	French, German or Spanish (This must have been studied in Y7&8.)	A second Humanity, a second language, Music, Art, Engineering
Y9	6	6	6

Year 10 and Year 11:

All students will now have finalised their option subjects.

	En	Ma	Bio	Chem	Phy	PE	PD	RPE
Y10	8	7	4	4	4	6	1	2
Y11	8	8	4	4	4	5	0	3

	Year 9 Option choice			Year 10 Option choice
	French, German or Spanish	Geography, History or RPE	A second Language, a second Humanity, Music, Art or Engineering	Extended Project, Statistics(Y10), Computer Science or Classical Civilisation
Y10	6	6	6	6
Y11	6	6	6	6

Sixth Form

The current Sixth Form option blocks are shown below:

Year 12

A	B	C	D
Chemistry 2 Economics 2 French Geography Engineering Maths 2 Philosophy and Ethics	Biology Classical Civilisation Economics English Language Maths 2 Physics 2 Politics Psychology	Art Biology 2 Business Computing English Literature German Maths Music Physics	Business Chemistry 2 Further Maths History Maths Psychology Physical Education Spanish

Year 13

A	B	C	D
Biology Business Further Maths History Maths Psychology Physics Maths studies EP	Business Chemistry Computing English Literature German Geography Maths Physical Education Spanish Maths studies EP	Art Chemistry Classical Civilisation Economics French Maths Music Politics Psychology Maths studies EP	Biology Economics English Language Maths Engineering Philosophy and Ethics Physics Maths studies EP

All students are also following a programme of Personal Development covering RPE, careers, PSHE and Citizenship throughout years 12 and 13.

PE is offered on Monday and Wednesday afternoon of week A

Students have the opportunity to study the Extended Project or Mathematical Studies.

Appendix 1: Tutor programme 2026-27

All tutor groups - Form time programme 2026-27

		Week A					Week B				
		Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Morning tutor time	10.25-10.55	Daily Notices Current affairs	Enrichment	Daily Notices PSHE	Enrichment	Daily Notices Tutor time Reading Attendance	Daily Notices Citizenship	Enrichment	Daily Notices Careers	Enrichment	Daily Notices Tutor time Reading Attendance
Afternoon tutor time 3.10-3.30pm	Caldecott	Y7-13 Prep work (SPS)	Y12 Hartfield Y7-13 Competitions, games and challenges	Y12 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 Prep work (SPS)	Y12 Hartfield House Assembly Prep work (SPS)	Y12 Hartfield Y7-9,11-13 Prep work (SPS)	Y9 Hartfield Yr13 Assembly Y7-8,10-12 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Yr7 Assembly	Y8-12 Year Yr7 Hartfield
Afternoon tutor time 3.10-3.30pm	Kent	Y7-13 Prep work (SPS)	Y12 Hartfield Y7-13 House Assembly	Y12 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 Competitions, games and challenges	Y12 Hartfield House Assembly Prep work (SPS)	Y12 Hartfield Y7-9,11-13 Prep work (SPS)	Y9 Hartfield Yr13 Assembly Y7-8,10-12 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Yr7 Assembly	Y8-12 Year Yr7 Hartfield
Afternoon tutor time 3.10-3.30pm	Simpson	Y7-13 Prep work (SPS)	Y12 Hartfield Y7-13 Competitions, games and challenges	Y12 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 House Assembly	Y12 Hartfield House Assembly Prep work (SPS)	Y12 Hartfield Y7-9,11-13 Prep work (SPS)	Y9 Hartfield Yr13 Assembly Y7-8,10-12 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Yr7 Assembly	Y8-12 Year Yr7 Hartfield
Afternoon tutor time 3.10-3.30pm	Tait	Y7-13 Prep work (SPS)	Y12 Hartfield Y7-13 House Assembly	Y12 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 Competitions, games and challenges	Y12 Hartfield House Assembly Prep work (SPS)	Y12 Hartfield Y7-9,11-13 Prep work (SPS)	Y9 Hartfield Yr13 Assembly Y7-8,10-12 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Yr7 Assembly	Y8-12 Year Yr7 Hartfield
Afternoon tutor time 3.10-3.30pm	Wheeler	Y7-13 Prep work (SPS)	Y12 Hartfield Y7-13 House Assembly	Y12 Hartfield Y7-11,13 Prep work (SPS)	Y7-13 Competitions, games and challenges	Y12 Hartfield House Assembly Prep work (SPS)	Y12 Hartfield Y7-9,11-13 Prep work (SPS)	Y9 Hartfield Yr13 Assembly Y7-8,10-12 Competitions, games and challenges	Y11 Hartfield Y7-9,10,12-13 Prep work (SPS)	Y8 Hartfield Y9-13 Prep work (SPS) Yr7 Assembly	Y8-12 Year Yr7 Hartfield

Morning tutor time activities will be provided via the tutor site and tutor trays.

Afternoon tutor slots must cover the weekly activities of:
chasing absences, checking and signing diaries, uniform and equipment checks as necessary, reading, weekly challenges, prep work (please see additional 'posters'), pastoral support.

All students must be doing something meaningful.

Houses will rotate between School assembly (in the Sports Hall) and House assembly (various locations) on a Friday afternoon. Please see the Assembly rota for more information regarding House, School and Year assemblies.

Appendix 2: Remote Learning

Cases where remote education may be provided

Attendance is mandatory for all pupils of compulsory school age. The school will consider providing remote education to pupils in circumstances when in-person attendance is contrary to government guidance or where the setting is not safe to open, either completely or in part.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely e.g. after heavy snowfall
- occasions when opening would contradict guidance from local or central government

In these circumstances pupils will have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.
In circumstances where students receive remote learning this will be via Microsoft Teams.

The school will endeavour to overcome barriers to digital access where possible for pupils by, for example:

- distributing school-owned laptops accompanied by a user agreement or contract if possible
- securing appropriate internet connectivity solutions where possible
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- having systems for checking whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

When teaching pupils remotely, the school will continue to consider how to transfer into remote education what we already know about effective teaching in the live classroom. This will include opportunities for regular feedback and interaction with teachers and peers.

In the event of school closure, and following any additional guidance, we would expect to quickly identify students of key workers, and any other vulnerable or disadvantaged students who would need to attend school. A supervised computer room would be provided for these students so that they can access the same work set as other students.

Academic work

Teachers will continue to use Microsoft Teams following these guidelines:

i. Work will be set lesson by lesson but could be set at the start of the day.

ii. Work will be a combination of links to external websites, videos and resources together with resources provided by the classroom teacher.

iii. Work will follow a usual lesson pattern with guidance on how much time each task should take.

iv. Where appropriate teachers will also set homework but will set work that does not need to be completed whilst in front of a computer screen.

v. Guidance should be given on how work should be completed and how it should be submitted.

vi. As work is being set in line with the normal timetable and timed as if a normal lesson, the work set each day should require 4.5 hours to complete classwork. Students should then be completing any homework set.