

OUR CURRICULUM 2019-20



"Where the world comes to school"

Our Vision

“Where the world comes to school”

“Unlocking the potential of every child, challenging expectations and levelling the playing field is at the heart of what we do and who we are at the Sydney Russell School”

Our curriculum delivers continuous progression and successful learning experiences for all our young people, our aims truly are:

Currency To deliver a rich, ambitious, exciting and carefully crafted curriculum which leads to high academic performance and provides all our pupils with the **currency** they need to succeed in later life.

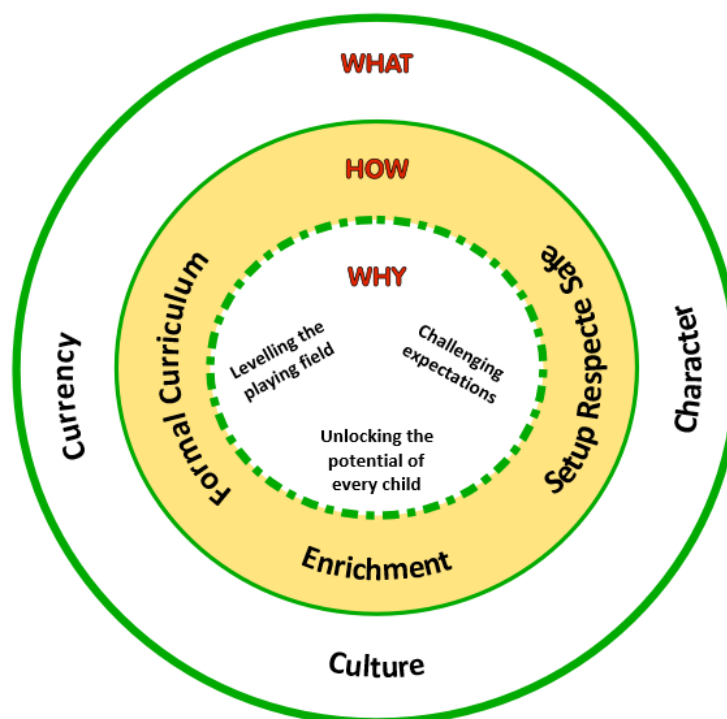
Culture To build the **cultural capital** of our young people by providing diverse experiences often difficult for them to access at home or in the local community. We utilise a wide range of cultural opportunities to inspire our students to be the best they can be and remove barriers so they gain confidence to achieve their aspirations.

Character To develop the **character** of our young people by creating opportunities to ensure our pupils flourish as lifelong learners. We create an atmosphere that hums with excitement, vibrancy and purpose, which fosters a love of learning and intellectual curiosity and promotes dignity, integrity, self-discipline and self-esteem.

“One child, one teacher, one book, one pen can change the world” Malala Yousafzai

Our Curriculum Intent

Our aim is to serve our local community by providing our young people the very highest standard of education. Our context is one of high deprivation, high youth crime rates and low literacy levels but our culture is one of no excuses. We work to raise aspirations, maximise achievement and activate social mobility. To achieve this we deliver a very demanding academic curriculum underpinned by strong discipline. Our motto **Together Everyone Achieves More (TEAM)** makes clear we are an inclusive school and we do not give up on any child. Our curriculum encompasses the total experience of the student. For us, education is much more than qualifications, currency, but also about Culture and Character.



Currency

We want a curriculum that enables all our students to achieve their potential and we believe that great teaching and a great curriculum can close the gap between the disadvantaged and advantaged. Our curriculum is rich, ambitious, and carefully crafted to lead to high academic performance and provide our students with the **currency** needed to succeed in later life.

Acknowledging the needs of our students and in order to maximise achievement, our curriculum is underpinned by the principle of 'depth for breadth'. We give more time to English and maths and a mastery approach to learning is adopted. Through mastering the fundamentals, our students are better able to grasp complex knowledge and understanding, as well as make connections between subjects.

Throughout the **primary** phase the core skills of English and Maths are complemented by a broad and rich curriculum covering a wide range of discrete subjects, developed by subject specialists.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Reception	EYFS	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Num	Num	Num	Num	Sc	Sc	Sc	Gg	Hi	Ar	Te	Pe	Pe	Mu	Re	
	Y1	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Num	Num	Num	Num	Sc	Sc	Sc	Gg	Hi	Ar	Te	Pe	Pe	Mu	Re	
KS1	Y2	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Num	Num	Num	Num	Sc	Sc	Sc	Gg	Hi	Ar	Te	Pe	Pe	Mu	Re	
	Y3	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Num	Num	Num	Num	Sc	Sc	Sc	Gg	Hi	Ar	Te	Cs	Fr	Pe	Pe	Mu	Re
KS2	Y4	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Num	Num	Num	Num	Sc	Sc	Sc	Gg	Hi	Ar	Te	Cs	Fr	Pe	Pe	Mu	Re
	Y5	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Num	Num	Num	Num	Sc	Sc	Sc	Gg	Hi	Ar	Te	Cs	Fr	Pe	Pe	Mu	Re
	Y6	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Lit	Num	Num	Num	Num	Sc	Sc	Sc	Gg	Hi	Ar	Te	Cs	Fr	Pe	Pe	Mu	Re

At **KS3** students study a wide range of subjects. All students study one language, with the vast majority studying two. In addition to this, all students study a wide range of arts subjects, including Art, Technology, Food Technology, Dance, PE, Drama and Music. The big ideas, invaluable knowledge and skills of each subject are defined by subject specialists taking account of the national curriculum to ensure students have a deep understanding. By Year 9 our students have a clear idea of subjects they like the most and the least. We give students control of what they study at this stage to ensure our students remain engaged in their learning. All students follow a broad and balanced **KS4** curriculum, which goes beyond the GCSE exam board specifications. English Language and Literature, Mathematics and the Sciences are core subjects. A Modern Foreign Language, one Humanities subject and Physical Education are also included as core subjects for the vast majority of our students. The 'non-core' curriculum is slimmed down in KS4 to allow students to apply greater focus in the subjects studied for GCSE and beyond. New subjects are also introduced as options. We offer choice from 14 non-EBacc GCSEs and 4 vocational courses.

Our curriculum is designed to cater for the wide range of abilities at the school. In the secondary phase the curriculum is differentiated into three ability bands (Fast-Track, Upper and Middle). An assumption underpinning our curriculum is that students can move from one band to another according to progress made.

Min e-Bacc Time		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
76%	7	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Fr	Fr	Sp	Sp	Hi	Hi	Gg	Gg	Pe/Da	Pe/Da	Ar/Te	Mu	Dr	Cl
76%	8	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Fr	Fr	Sp	Sp	Hi	Hi	Gg	Gg	Pe/Da	Pe/Da	Ar/Te	Mu	Dr	Cl
72%	9	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Fr/Sp	Fr/Sp	Fr/Sp	HUM	HUM	HUM	Pe	Cl	Cl	Opt C	Opt C	Opt D	Opt D
72%	10	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Fr/Gm	Fr/Gm	Fr/Gm	HUM	HUM	HUM	Pe	Opt C	Opt C	Opt C	Opt D	Opt D	Opt D
72%	11	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Fr/Gm	Fr/Gm	Fr/Gm	HUM	HUM	HUM	Pe	Opt C	Opt C	Opt C	Opt D	Opt D	Opt D

Min e-Bacc Time		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
76%	7	En	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Fr	Fr	Hi	Hi	Gg	Gg	Pe/Da	Pe/Da	Ar/Te	Mu	Dr	Cl
76%	8	En	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Fr	Fr	Hi	Hi	Gg	Gg	Pe/Da	Pe/Da	Ar/Te	Mu	Dr	Cl
60%	9	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Opt E - MFL, Cs, Hu			Pe	Cl	Cl	Opt F	Opt F	Opt G	Opt G	Opt H	Opt H	Opt H
60%	10	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Opt E - Cs, MFL, Hu			Pe	Opt F	Opt F	Opt F	Opt G	Opt G	Opt G	Opt H	Opt H	Opt H
60%	11	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Opt E - Cs, MFL, Hu			Pe	Opt F	Opt F	Opt F	Opt G	Opt G	Opt G	Opt H	Opt H	Opt H

Min e-Bacc Time		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
76%	7	LFG	LFG	LFG	LFG	LFG	LFG	LFG	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Fr	Fr	Pe/Da	Pe/Da	Ar/Te	Mu	Dr	Cl
76%	8	LFG	LFG	LFG	LFG	LFG	LFG	LFG	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Fr	Fr	Pe/Da	Pe/Da	Ar/Te	Mu	Dr	Cl
68%	9	LFG	LFG	LFG	LFG	LFG	LFG	LFG	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Pe	Pe	Cl	Opt J	Opt J	Opt J	Opt K	Opt K	Opt K
68%	10	LFG	LFG	LFG	LFG	LFG	LFG	LFG	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Cs	Cs	Pe	Pe	Opt J	Opt J	Opt J	Opt K	Opt K	Opt K
68%	11	LFG	LFG	LFG	LFG	LFG	LFG	LFG	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Cs	Cs	Pe	Pe	Opt H	Opt H	Opt H	Opt I	Opt I	Opt I

An important strategy in designing our curriculum is to ensure there is no compromise at the upper and lower end of the spectrum of student needs. The Fast-track curriculum is defined by the requirements of Russell group + university. Students on this pathway might aspire to three A' levels. The Upper band curriculum has a conventional academic framework and is designed to ensure students gain grade 4 or above in an appropriate range of GCSE subjects and are also likely to move on to Level 3 courses post 16. Our Middle Band curriculum is ambitious, where students take a package of no less than 6 GCSEs in addition to GCSE English and Maths. As part of this, we target the acquisition of literacy and numeracy skills to ensure students are supported to achieve passes in GCSE English and Maths to facilitate their post 16 study.

At **KS5** we work in Partnership with five other local schools to ensure a broad curriculum offer from level 3 academic programmes to level 1 vocational programmes. At SRS we offer an academic curriculum comprising of three elements which build to make a personalised programme of study for each student:

The Academic Programme: Students study three A Level subjects from a range of 25 different subjects alongside either an additional AS subject, EPQ or core Maths.

The Enrichment Programme: Students choose from programmes that encourage the development of the skills and personal qualities required to succeed in University and beyond. The offer includes DoE, Debating, First-Give, Media and Correspondence and Sports leaders.

The Enhancement and Future Pathways programme: this gives students access to a range of sporting and cultural activities as well a careers guidance and an aspirational programme to support and develop each student's ambitions.

From **EYFS to year 13**, at the heart of our curriculum lies a respect for the subjects we teach and for the insight that each provides to our students of the world around them. We aim to engage our students in all aspects of their education, by role modelling learning, challenging expectations and setting high standards within every lesson. Subject leaders who are experts in their subjects carefully construct a curriculum which is sequenced to promote a deep understanding of a wide range of topics. Our programmes of study provide an outline of core knowledge and skills around which teachers seek to implement and ensure lessons are well sequenced and build upon the learning.

To create stimulating lessons which promote the development of students' subject knowledge, understanding and skills, teachers plan using DR ICE: Deepening Thinking; Role Modelling Learning; Impact on Learning; Challenging Expectations and Engaging in Learning. Through DR ICE we deepen the thinking of each and every child by planning and using higher-order questions and by providing significant challenge. We believe it describes what we think are the essential ingredients in the make-up of an Outstanding Teacher.

Culture

We want to give all our students the chance to take part in culturally enriching activities that will enhance their cultural capital and enable them to feel comfortable in any environment. Here at the Sydney Russell School we believe that our students' experience should be far more than just academic excellence in lessons leading to examination results. We believe in excellence beyond the curriculum. To build their cultural capital we provide a range of experiences often difficult for them to access at home or in the local community. The enrichment curriculum is an important part of life at Sydney Russell School.

The curriculum doesn't end in the classroom and create opportunities that enable our students to be full and active contributors to society. We are proud of our range of clubs and activities. There are orchestras and choirs, ensembles, concerts, musicals and plays. There are regular sport fixtures at local and national level against other schools for all age groups in the major team games. Activities offered include the Duke of Edinburgh Award Scheme, a chess club, quiz teams, fundraising for charity, debating club, Magistrate and Bar Mock competitions, the UN, arts clubs and local, national and international visits and trips. Evidence of the plethora of opportunities available to our students is shared on our social media platforms. We continually search for activities to engage as many of our students as possible.

We are an innovative and creative school. We have a House System which cements our community and creates a culture of healthy competition. Each member of staff student is then allocated to one of five houses Pegasus (blue), Phoenix (yellow), Griffin (green) Centaur (purple) and Dragon (red). Students compete throughout the year in sporting, musical and theatrical events to gain points towards the House Championship. We invest in developing the cultural capital of our students and have a team of staff directly responsible for this.

Character

“Give me six hours to chop down the tree and I will spend the first four sharpening the axe” *Abraham Lincoln*

Character development permeates all aspects of school life. We believe that building good habits maximise chances of success. These habits involve building organisational skills, paying attention to punctuality, attendance and conduct and emphasises the importance of hard work and effort.

We have high expectations of all our students and our behaviour strategies ensure that students learn that actions have consequences. The key principles underlying our pastoral ethos are based around ‘Set-up, Respectful and Safe’. This underpins all our rules and expectations and to ensure consistency across the school and staff use this vocabulary to reinforce our expectations.

Character also plays a key role in our approach to pedagogy within the academic curriculum. We want our young people to become learners who are enquiring, enthusiastic, engaged and well-mannered. Inside and outside the classroom, there is a huge focus placed upon growth mind-set.