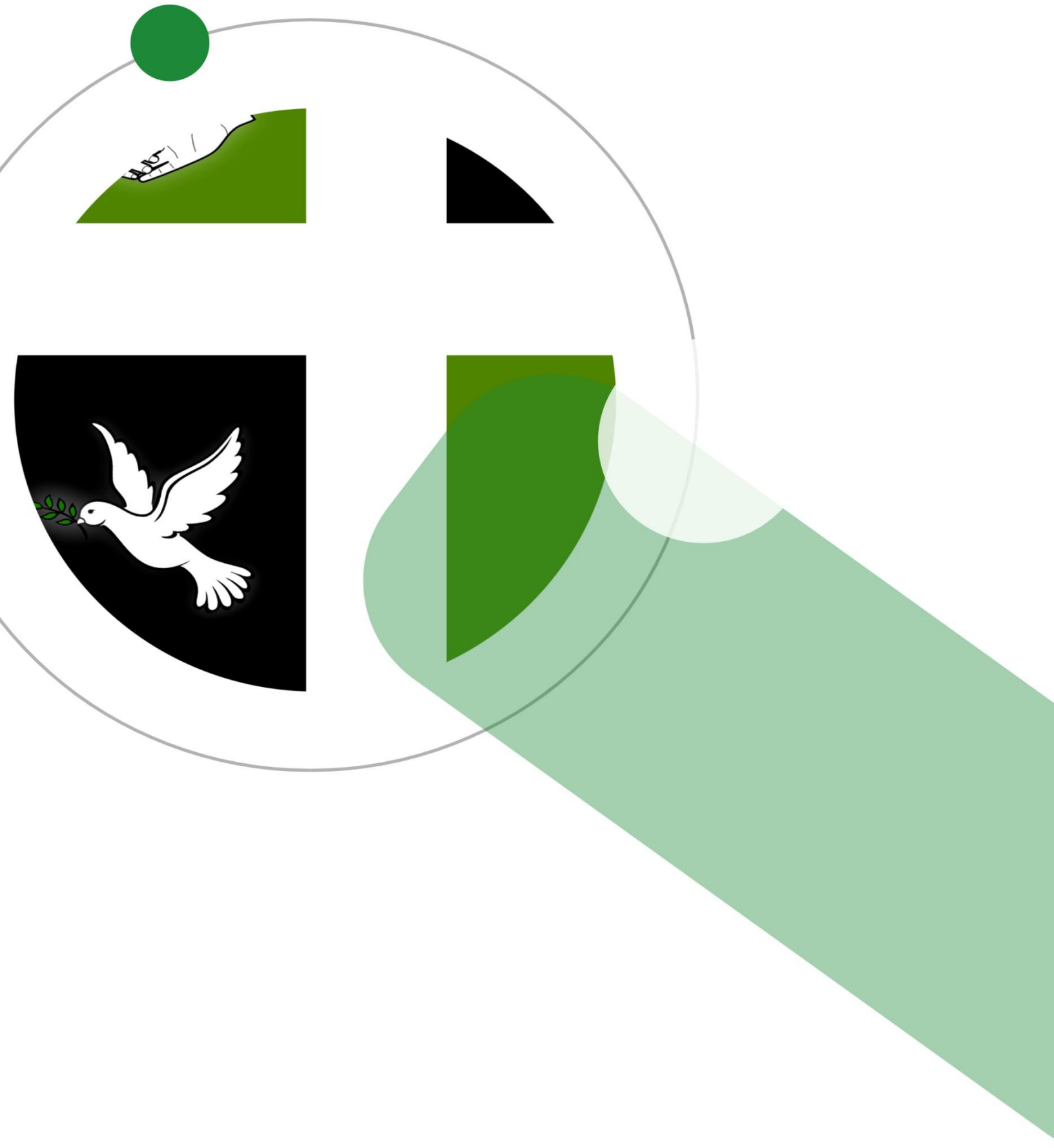


CURRICULUM

THE SYDNEY RUSSELL SCHOOL



Curriculum Intent

“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”.

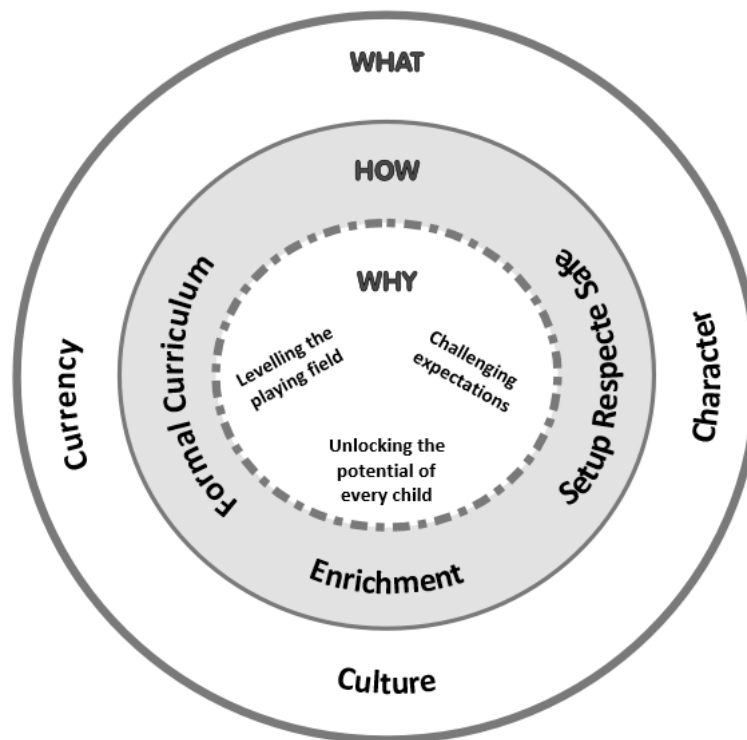
Our curriculum delivers continuous progression and successful learning experiences for all our young people, our aims are:

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.

At The Sydney Russell School, we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage.



Currency – Formal Curriculum

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.

The formal curriculum for each subject is divided into ‘cycles’. Our Curriculum Intent underpins each Departmental/Phase Curriculum Vision. This vision sets out how each phase/subject area will ensure our students build their currency, character and cultural capital. To ensure that progression and balance is maintained, the programmes of study for each of our subject area is developed into medium term plans (cycles) which clearly highlight the learning objectives, assessment opportunities and differentiated tasks. At the end of each subject cycle, knowledge and skills are tested through formal written assessments (tracking assessment). Parents receive reports on their child’s progress for each of these summative assessments.

Ambitious for All:

We believe in provision of the same high quality for all, but with a curriculum tailored to meet the distinctive needs of different groups of students. Our curriculum model is based on the concept of three distinct bands (Fast Track, Upper and Middle) within the school, providing appropriately for students of differing aptitudes and abilities. It is because of this our teachers are therefore able to push every child at the right pace, allowing high ability students to move ahead very quickly and students who need extra support to get the help they need. Each student’s progress is regularly reviewed to make sure they are in the correct band and students can move fluidly between these bands.

Band:	Fast Track	Upper Band	Middle Band
KS2 APS:	5.32	4.62	3.35
Average Reading Age:	11 years, 6 months	9 years, 7 months	8 years, 3 months
Number of Students:	256 (71.1%)	56 (15.6%)	48 (13.3%)
Average Class Size:	32	27	19
Ebacc Entry:	100%	3%	0%
Destinations:	Sixth Form: 54.4% College: 44.3% Apprenticeship: 0.8% Scholarship: 0.4%	College: 81.4% Scholarship: 18.6%	College: 88.2% Apprenticeship: 2.9% Scholarship: 8.8%

Inclusivity:

At Sydney Russell School, our commitment to ensuring an inclusive curriculum is ingrained in our educational philosophy and practices. We take a proactive approach to create a curriculum that embraces diversity and caters to the unique needs of all our students.

Our teachers receive comprehensive training and ongoing professional development in cultural competence and diversity awareness. This equips them with the skills and knowledge to adapt their teaching methods, making the learning experience accessible and engaging for all students, regardless of their backgrounds or abilities.

Regular assessments and feedback mechanisms are integral to our curriculum delivery, allowing us to gauge the effectiveness of our inclusive teaching practices and make necessary adjustments promptly. We believe that inclusivity is not just a goal but a continual process of improvement. Sydney Russell School provides every student with the opportunity to learn and succeed, and our commitment to an inclusive curriculum reflects this dedication in every aspect of our curriculum.

Broad and Balanced:

At Sydney Russell School, we believe that offering a broad and balanced curriculum is vital because students have varied interests, talents, and career aspirations. A diverse curriculum allows students to explore their passions, develop a wide range of skills, and make informed decisions about their future. We ensure that students have access to a comprehensive range of subjects from the sciences to the humanities, and from arts to physical education. This breadth of subjects encourages students to explore various disciplines, enabling them to discover their strengths and interests.

Our teachers are dedicated to delivering engaging and challenging lessons, fostering critical thinking, and helping students develop a deep understanding of the subjects they study.

Coherent Planning and Sequencing:

Our coherently planned and sequenced curriculum is crucial to ensure that all students receive a well-rounded education, building a strong foundation in each subject. This systematic approach allows for smoother transitions between topics and grade levels, reducing the likelihood of knowledge gaps. It reinforces key concepts over time, deepening students' understanding and helping them make meaningful connections between different subjects, which is essential for critical thinking and problem-solving skills. At the heart of our curriculum lies a respect for the subjects we teach and for the insight that each provides to all our students of the world around us. We teach children how to think, how to criticise, how to be active, rather than passive, recipients of information; but each of these skills are taught within the context of the rich knowledge each subject provides.

We aim to engage our pupils in all aspects of their education, including the wider aims of the curriculum. We do this by role modelling learning, challenging expectations and setting high standards within every lesson. Our programmes of study provide an outline of core knowledge and skills around which teachers seek to implement DR ICE to create stimulating lessons to promote the development of students' subject knowledge and understanding and skills.

Each subject area has a POS which:

- Has at its core carefully structured knowledge acquisition
- Facilitates progression where students encounter ever greater depth of understanding and challenge, aspiring to mastery
- Revisits key elements of knowledge to support progression in learning
- Is both layered and sequential to support progress towards greater depth of understanding
- Is organised in a way that best supports progression
- Allows for skills to be valued, practised and applied, underpinned by knowledge
- Encourages resilience and a growth mind-set

All students irrespective of their band are taught in five 60 minutes lesson each day and they must maintain extremely high standards of attendance, behaviour, classwork and homework. The structure of our school day offers students at least one long or more than two breaks. We believe it is very important that our pupils use these breaks as an opportunity for social and emotional interactions they can't get in the classroom. Through play at Lunch/Break-time, children learn valuable communication skills, including negotiation, cooperation, sharing, and problem solving as well as coping skills, such as perseverance and self-control. Our school provides trained adults on the playground to work as part of the school team; supervising activities and helping ensure students and teachers have a positive experience during lunch/break-time and after school activities.

We believe that our curriculum offers a holistic and enriching educational experience that equips our students with the knowledge, skills, and values they need to succeed in school and beyond.

EYFS

The Early Years Foundation Stage (EYFS) plays a crucial role in a child's development and sets the foundation for their future learning and success. The EYFS curriculum places emphasis on explorative learning, a well-established educational philosophy that recognises the unique needs and developmental stages of young children. By developing each of the prime and specific areas of the EYFS profile, supported by the guidance of Development Matters and our robust assessment strategy, our children transition into Key Stage 1 with the skills, knowledge, and confidence needed to thrive in a more formal environment. At Sydney Russell, we strive to develop the whole child by embracing curiosity, creativity, and individuality through our ambitious and well-sequenced curriculum.

Key Stage 1

At Sydney Russell, our Key Stage 1 curriculum is designed to provide a rich and purposeful educational experience for our learners. We believe in creating a well-sequenced curriculum that not only imparts knowledge and skills but also fosters a deep understanding of themes explored as well as the links between subjects. We have carefully sequenced our curriculum to ensure that students' progress through their learning journey in a logical and progressive manner. This sequencing helps students build a strong academic base, providing a smooth transition into Key Stage 2.

We encourage students to see the connections between English and history for example, which enables them to approach problems and ideas with a well-rounded perspective. Our curriculum is designed to seamlessly integrate and build upon prior knowledge acquired in the previous key stage, while also providing a scaffolded progression of skills and concepts within the current key stage. We assess each student's starting point and tailor our teaching to ensure that they make continuous progress. This approach allows us to support all students in reaching their full potential.

Key Stage 2

Our Key Stage 2 curriculum is thoughtfully designed to provide our pupils with a well-sequenced, holistic education that fosters a love for learning, encourages critical thinking and empowers them to develop essential problem-solving skills. Much like it is in Key Stage 1, our curriculum is designed to seamlessly integrate and build upon prior knowledge and skills acquired in the previous key stage, while also providing a scaffolded progression of skills and concepts within the current key stage.

Our curriculum celebrates diversity and inclusivity. We provide a wide range of learning opportunities that reflect the diversity of our society, helping children appreciate different perspectives and cultures. We foster an environment where every child feels valued and respected. To ensure that our curriculum remains effective, we utilize ongoing assessment techniques that inform our teaching and allow us to tailor learning experiences to individual needs. This approach ensures that every pupil progresses at a pace that suits them and equips them for the next stage in the educational journey.

Key Stage 3

In key stage, we provide all our students with a comprehensive and well-rounded curriculum spanning Years 7, 8, and 9, meticulously aligned with the National Curriculum. This curriculum is further enriched through an array of supplementary learning experiences aimed at fostering personal growth and development.

In our Fast Track program, tailored to students with a history of high prior attainment, we go even further by offering a diverse selection of educational pathways. Specifically, this advanced track includes the opportunity to study two modern foreign languages, thus fostering multilingual proficiency among our students. Additionally, we provide access to Drama for all our students, a subject that enhances their oracy skills and overall communication abilities.

Our pedagogical approach, guided by our unique framework known as DR ICE, is designed to empower each individual student with the necessary skills and knowledge to excel in all subject areas. This strategic approach ensures that students are exceptionally well-prepared to embark on their key stage 4 learning journey, setting them on a path towards academic success and personal growth.

Y7		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
	FT	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	MFL	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da
	UB	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da
	MB	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da

Y8		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
	FT	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	MFL	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da
	UB	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da
	MB	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da

Y9		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
	FT	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da
	UB	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da
	MB	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc	MFL	MFL	Hi	Hi	Gg	Gg	Ar	Ci	Co	Dr	Mu	Te	Pe/Da	Pe/Da

Key Stage 4

At the culmination of Year 9, students are provided with the opportunity to select their GCSE options, granting them access to a wide array of elective subjects. Within this framework, the Fast Track program mandates that students choose both a language and a humanity subject to qualify for the English Baccalaureate, all while affording them two additional choices to tailor their educational journey. We have also introduced an optional vocational pathway, featuring a selection of five BTEC subjects, for students who opt to pursue this avenue.

Our Key Stage 4 program is designed to cater to the diverse needs of our students, offering three distinct pathways that collectively ensure a comprehensive and well-rounded curriculum. Our overarching objective is for each student to conclude Year 11 with a robust set of GCSE/Level 2 qualifications, ideally positioning them for the subsequent phase of their educational journey, be it post-16 studies, employment, or vocational training.

Remarkably, we are proud to note that presently, a remarkable 74% of our students are engaged in pursuing the EBacc certificate, which nearly doubles the national average of 40%. Our all-encompassing Key Stage 4 curriculum is thoughtfully constructed to challenge and engage our students without impeding their career prospects.

Y10		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
	FT	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc		Opt A			Opt B			Opt C			Opt D		Pe	Pd
	UB	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc		Opt E			Opt F			Opt G			Opt H		Pe	Pd
	MB	En	En	En	En	Ma	Ma	Ma	Sc	Sc	Sc	Sc		Opt E			Opt F			Opt G			Opt H		Pe	Pd

Y11		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
	FT	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc		Opt A			Opt B			Opt C			Opt D		Pe
	UB	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc		Opt E			Opt F			Opt G			Opt H		Pe
	MB	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc		Opt E			Opt F			Opt G			Opt H		Pe

Key Stage 5 - Five School Partnership

At Sydney Russell Sixth Form, we pride ourselves on being an academic institution exclusively offering A Levels, collaborates with four distinguished schools to provide a specialised curriculum tailored to equip students with the knowledge and skills necessary to pursue various career paths, such as medicine, law, architecture, and the creative industries. Within our curriculum, dedicated programs are designed to deliver comprehensive information, expert guidance, and practical advice to enhance students' employability skills and foster ambitious career development.

Level 3 Courses available at Sydney Russell School

Block A	Block B	Block C	Block D
Art, Craft & Design	English Literature	Chemistry	Drama & Theatre
Biology	Mathematics	Computer Science	Economics
Business Studies	Music	Economics	Photography
Computer Science	Government & Politics	Geography	Physics
English Literature	Psychology	History	Psychology
Geography		Media Studies	Physical Education
History		Sociology	Spanish
Sociology			
EPQ			EPQ
AS Further Maths	EPQ	EPQ	AS Further Maths

Personal Development Curriculum

Personal Development Curriculum comprises of PSHE, SMSC, RSE, RE, CEIAG, CITIZENSHIP a programme of study called ALL IN ONE. The taught Personal Development curriculum delivers National Curriculum and meets statutory requirements across all Key Stages. In primary and KS3 this is through timetabled curriculum time (minimum one hour per week), in KS4 this is currently through termly drop-down days, as well as newly introduced (2023) assembly and structured Personal Development tutor programmes across KS3, KS4 and KS5 which accrue one hour per week for all students. This new structure will be reviewed to inform planning for 2024 and beyond.

The Personal Development curriculum mapping has been carefully considered to develop students spiritual, moral, social and cultural knowledge and understanding over time. Creative opportunities to bring outside agencies, including guest speakers, theatre groups, and workshops, ensure the curriculum is engaging and accessible for all learners.

A PSHE (Personal, Social, Health, and Economic) program is designed to promote the personal, social, emotional, and physical well-being of students, helping them to develop the skills and knowledge necessary for leading healthy, responsible, and fulfilling lives. The PSHE programme is delivered through a combination of classroom lessons, workshops, guest speakers, and extracurricular activities. The aim is to empower students with the knowledge and skills they need to make informed decisions, form healthy relationships, and lead successful and fulfilling lives.

One example of how the school's curriculum supports students to be resilient, confident, independent and develop strength of character can be seen in the Year 7 Music curriculum. The school is the only school in the borough, and one of just twenty-six in the country, to work with the Music in Secondary Schools' Trust (MiSST) programme, founded by Lord Andrew Lloyd Webber. Through this programme, the school commits to providing every student in Year 7 (360 students) with a musical instrument (violin, flute, clarinet, trumpet, viola) and commits to ensuring specialist music teaching to enable them to learn their instrument as part of their music curriculum. There is no cost to students. Not only does this programme enable us to level the playing field (just 12% of state schools are reported to have a school orchestra, compared to 85% of private schools) but has resulted in students making exceptional progress, discovering new talents and passion for classical music which would otherwise have remained untapped.

Culture- Wider Opportunities

We offer an extensive Personal Development programme, encompassing opportunities for students to develop their talents and interests alongside their academic pathway. Our mission is to ensure that every student, no matter their background or situation, is given equal opportunity to experience cultural capital. We have a relentless focus on improvement and measure our success by the achievement of all our students and our belief is that no student should be left behind. Our Enrichment programme provides a wide range of opportunities to nurture, develop, and stretch pupils' talents and interests. It encompasses House Cup, Heritage, Elite Sports Squad, Football Academy, Culture Council, Student Council, Mock Trials, and Mock UN. These work in tandem to offer a wide and extensive range of Enrichment opportunities for our students.

The extra-curricular and enrichment provision sets out to bring the taught curriculum to life as well as give wider-reaching opportunities.

For example, in HT1 all students learn about democracy in the taught curriculum. This is then brought to life through the democratic election of our Student Principal and School Council members – elections which involve elements of campaigning and all students and staff voting. In the secondary phase, the election results are held in the Atrium in the format of general election results, culminating in the announcement of the new Student Principal. The extensive provision ensures students' needs and interests are well catered for. Evaluation of the provision and student engagement data informs areas for further development. One aspect highlighted is ensuring different students are engaging in the different opportunities, to maximise impact across the school. Work towards this will centre on helping students feel more accountable for their own personal development as set out in the PD action plan. Celebration of students' Personal Development aligns with that of academic achievement, through weekly assembly recognitions and awards, the newsletter, and half-termly/termly events, culminating in the Ariston Awards evening which, like Prizegiving for academic achievement, formally recognises and celebrates our students' amazing personal development achievements.

Bringing the Curriculum to Life

In essence, personal development enriches the school curriculum by making it more than just about academic subjects. It transforms education into a holistic experience that prepares students not only for academic success but also for a fulfilling and meaningful life. By integrating personal development into the curriculum, our school help students see the direct application and relevance of what they learn, fostering a deeper understanding and appreciation for their education.

Character- Setup Respect & Safe Curriculum

To develop the **character** of our young people we are 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.

Our personal development vision is to create a calm, orderly atmosphere that hums with an exciting, vibrant sense of purposefulness. Students' enjoyment of school life and creates an inclusive, community spirit within the school. A positive school culture that improves educational outcomes.

Our pastoral ethos is Set-up, Respectful, Safe. This underpins all our rules and expectations of students. In order to ensure consistency across the school, staff use this vocabulary to reinforce our expectations and address any behaviour that does not meet these expectations.

Our expectations are outlined in detail our Home School Agreement which every student signed when they started at Sydney Russell. Each student agreed to:

- do their best to meet the expectations of the school and their family
- attend school each day
- arrive at school and for lessons promptly
- bring the correct equipment to school every day
- wear school uniform and appropriate shoes at all times
- work hard in lessons
- do their homework as well as they can and hand it in on time
- behave well in class, in the corridors and around the school
- be polite and respectful to their teachers and all other adults in the school
- conduct themselves in a respectful manner and present a positive image of the school within our local community and on school trips
- be kind and helpful to other students
- attend any catch-up sessions or detentions set by their teachers
- look after school property
- put all litter in a bin.