



Our Curriculum Statement

The Quality of Education

At Friesland we want our students to experience a world class education. Our aim is to put in place a curriculum that is outstanding.

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Our Intent

At Friesland we strive to create:

- Successful students who enjoy their learning and make exceptional progress in an environment that both supports and challenges them
- Confident and creative young people who are able to live safe, healthy and fulfilling lives
- Respectful citizens able to make a positive contribution to both the local and wider society
- Young people who read widely for pleasure, and will do so for life

Underpinning those aims is our overall strategic intent to develop a curriculum which:

- Is broad and balanced
- Creates a culture of high achievement for all students
- Allows all students to progress, no matter what their starting point or individual need
- Allows all students to achieve and celebrate success
- Gives students the time and space to grow and mature academically, socially and creatively

We believe our curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life

SEND and Disadvantaged Students

- The school is committed to ensuring that its most vulnerable students have access to a curriculum that is ambitious but at the same time fit-for-purpose to meet their needs on an individual basis
- Disadvantaged students have full access to our curriculum and are prioritised in class with regards to seating plans, one-to-one support, question and answer sessions, immediate feedback and rewards points.
- Our SEND students are supported and guided to an appropriately challenging curriculum on an individual basis - our weakest Year 9 students in 2019/20 will access to Arts Award and Princes Trust as well as BTEC Food and the Level 1 BTEC Tech Award in Creative Media Production which will provide them with both challenge and life skills.

Pupils study the full curriculum and the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9 with the teaching of GCSE and BTEC courses beginning in Year 9



Whole School Curriculum Principles:

- All subjects to have a clear route of progression through their three, five, or seven, year curriculum
- All students to experience the full curriculum before specialising, and for maximum learning time to be made available in order to allow for success
- Additional time and teaching groups given to English and Mathematics to ensure that students have the essential literacy and numeracy skills needed to access the full curriculum, and for life beyond education
- Where students do not have the expected literacy or numeracy skills for their age, we implement a comprehensive booster programme to allow rapid and sustained improvement
- To ensure that the progress of all students is at least in line with, or exceeds, national expectations
- To ensure that all students are literate and numerate to a standard above national expectations, using our accelerated reader and maths mastery programmes
- An induction programme that smoothly integrates students into KS3, building on the skills and knowledge from KS2
- A continued commitment to the creative, artistic and sporting elements of the curriculum; both in the classroom and through our extensive enrichment opportunities
- All students to have the opportunity to take part in physical activity throughout their education, with two hours of PE available for all students across KS3 and KS4

The school's aim is to have the EBacc at the heart of its curriculum (our entry numbers support this), in line with the DfE's ambition and good progress has been made towards this ambition.

At Friesland lessons are taught across 25 hours per week in a two week timetable. Students study 15 subjects in KS3 (Years 7 and 8) and up to 11 subjects at KS4 (Years 9, 10 and 11).

KS3: Year 7 and Year 8 includes English – including accelerated reader (4 hours per week); Maths – taught using our mastery programme (4 hours per week); Science (3 hours per week); a language; we offer French, German and Spanish (3 hours per week); Humanities; History, Geography and RE (3 hours per week); Drama (1 hour per week); Music (1 hour per week); Art (1 hour per week); Design and Technology (2 hours per week); Computing and ICT (1 hour per week); PE (two hours per week); Students also follow the school PSHE curriculum, taught by their form tutor each week.

For those students below the expected standard in literacy and numeracy from KS2 we run literacy and numeracy booster sessions to facilitate rapid progress. Students are removed from lessons on a rota basis until they have caught up, at which point they are fully re-integrated into the curriculum. (Some further detail is available in the 'Catch-Up Premium')

The value we place on reading in the curriculum: All Year 7 and Year 8 students read for pleasure every day, completing two and a half hours of reading for pleasure each week. This takes place during: One form period per week; the first 10 minutes of Period 1 and Period 4 every day; one Accelerated Reader lesson per week as part of the English Curriculum. All KS3 students complete weekly reading records, gaining certificates at certain points depending on the number and difficulty of books read. This culminates in our 'Success in Reading' event every summer, which has been well attended by parents and students across time. In further literacy work, students also learn about the 'word of the week' during form time, as well as the 'famous person of the week' linked to our named rooms around school. Students read about the individual and what they did of significance that has led to a department naming each room at our school after them. This builds **cultural capital** on an ongoing basis.

'DEAR' days (drop everything and read):

At Friesland we really believe in reading as a window to the world and a springboard of opportunity. We strive to create readers for life as well as students with levels of literacy capable of accessing the curriculum.



Our DEAR days are a key part of our literacy strategy; every half term for one day, staff and students are asked to 'drop everything and read' for 10 minutes every lesson. In KS3 this is always their own book, in KS4 it is sometimes their own book and sometimes some subject specific reading selected by the teacher (often chosen to deepen understanding or enjoyment of the subject).

Option choices: Students make their GCSE options choices during the late winter and early spring of Y8. Every student is supported through this process, with taster sessions run in February for 'new' subjects the students have not experienced during KS3. Parents are invited into school twice during the process, in both January and March, as part of our goal that every student studies a KS4 curriculum appropriate for them in terms of both their progress and future career or study options. We combine the Year 8 Options Evening with Parents Evening so that parents can talk to their child's teachers about appropriate choices as well as their progress in that subject during Year 8. Where there are new subjects on offer at KS4, staff are present to consult with parents about their detail.

Homework plays a key part in students learning across the whole curriculum at Friesland, and is set regularly in most subjects. Homework is set via Google Classroom, with updates as to what has been set and completed e-mailed to parents weekly. At Friesland we view homework as an opportunity for students to work independently to consolidate and extend their knowledge, allowing topics to be covered in greater depth within lessons and giving a further opportunity to give students detailed feedback on their learning, tackling any misconceptions as early as possible.

RE is taught as a core subject within Humanities in Years 7 and 8. In Years 9, 10 and 11 it is an option subject. The core offer continues in Years 9, 10 and 11 through our PSHE programme and assembly provision.

KS4: Year 9 – Year 11 – the rationale behind this approach to our curriculum: After much debate at school, including a discussion with Governors, we took the decision during the academic year 2017/18 to change how we deliver the curriculum in Year 9 with effect from September 2018. Having analysed performance across time at GCSE and BTEC in the options columns we reached the decision that students and staff needed more time to deliver and study these courses. It has been a priority not to reduce students' choices and as a school we remain committed to maintaining four option columns. To retain breadth and choice we took the decision to start the teaching of those subjects in Year 9. We believe that this change gives students more time to thrive and reach their full potential across 9 challenging GCSE or vocational courses.

It allows them the time to study their chosen and core subjects in greater depth, leading to a more complete understanding of the studied content and a true embedding of the skills required for success. Each subject spends term one of Year 9 working on key skills and using the time available to build on the KS3 content, before embarking on the examinable GCSE or Vocational content in January of Year 9. As the option choices are being made a year earlier than in previous years, there is some flexibility built in to Year 9 in terms of movement between option subjects. If it becomes clear that a student has made a wrong choice – school would discuss such a situation on an individual basis with students and parents. To accommodate this curriculum change we moved to a two week timetable in September 2018.

Subjects have been encouraged to be creative in their approach when planning the year 9 curriculum. A key focus in the first term is to foster a love of learning in the subject area. Drama, for example, have offered all their students the opportunity to study LAMDA in Year 9 as a stepping stone to GCSE. The additional time that has been allocated in Year 9, allows all students the opportunity to both plan sequentially and build in time to revisit topics and ensure that learning 'sticks' in the journey to Year 11 summative examinations.

Maintaining some core National Curriculum coverage in Year 9 through the introduction of 'Drop Down Days': The school remains committed to the principle of a three year KS4 because we believe it best meets the needs and context of our students. However, we do recognise that it means our students will not study the full range of National Curriculum subjects in Year 9. To address this, the school has committed to five drop-down days for Year 9 in 2019/20 where a cross-curricular approach will be adopted to ensure that **all**



students experience further coverage of Geographical, Historical, RE, Musical, MFL, Technological and ICT elements. The details of this are currently being discussed and are available in a separate document.

All students study the following: English – Language and Literature (9 hours per fortnight); Mathematics (4 hours per week); Science – Double or Triple Award (Biology, Chemistry and Physics - 9 hours and 11 hours per fortnight respectively); PE (two hours per week)

Students apply to study triple science, and are advised on an individual basis on the appropriateness of this route. We encourage identified ‘scientists of the future’ to pursue triple award. Those who choose to study triple science swap one hour of PE per week to gain an hour of Science.

At Friesland most students then study a further four subjects across a variety of ‘routes’, choosing from the following GCSE and Vocational options:

GCSE options: 5 hours per fortnight: Languages: French, German, Spanish; Humanities: History, Geography, RE; Art (including Textiles); Computing; Drama; Dance (available through core PE and extra-curricular time); Design and Technology; Engineering; Film Studies; Food Studies; Music; and PE

Vocational options: 5 hours per fortnight: Business BTEC; Travel & Tourism BTEC; ICT (I-Media); PE BTEC; Music Technology BTEC; Food Technology; and Engineering

KS4 Pathways:

To meet the needs of **all learners**, we offer **four** routes through KS4; each designed around pathways into post 16 education, employment or training:

Route A: Students complete a Language **AND** History/Geography plus two options of their choice (approximately 55%)

Route B: Students complete a Language **OR** History/Geography plus three options of their choice (approximately 35%)

Route C: Students study History or Geography, Princes Trust and two options of their choice. During the delivery of Princes Trust across the 3 years students are also given the opportunity to study the I-Media BTEC (approximately 10%)

Route D: Students study Princes Trust, Arts Award, Food Studies BTEC and have a Maths/English booster slot. This is a bespoke option route that we run for students with specific need, approximately 1 – 2% of the cohort would follow route D. A Media based vocational qualification is also offered as part of the Princes Trust course.

The rationale here: Route A allows students to achieve the EBacc, a measure the current Government envisage 90% of students to achieve by 2025. It is our belief that for our students, between 50% and 60% is the appropriate number to study a language and a humanity. Routes B, C and D are designed specifically to allow students to follow appropriate routes into Level 3 qualification, employment or training. Again, it is our belief, that this is a KS4 curriculum that is ambitious for all learners, and one that offers every student the opportunity to be successful, whatever interests, skills or abilities they have.

Additional qualifications: KS4 students also have the opportunity to study GCSE Astronomy, OCR Level 3 Free Standing Maths and LAMDA after school.

Enrichment: An additional after school enrichment programme incorporates a range of sporting activities (including ‘This Girl Can’, ‘Healthy Active Teens’, ‘Bikeability’, ‘exam fit’ and ‘Sports Leadership’ alongside traditional team and individual sports), Music (orchestra, choir and band), Drama (upper school show and LAMDA), Dance, Coding club and D of E Award. An extensive, voluntary, ‘Period 6’ is run from the autumn term for Years 11 and 13, this also includes our Easter and Whit School offers. There is an extensive uptake



across all 3 of these initiatives, aimed at boosting exam success. Our inclusive approach to uptake means that our vulnerable students are encouraged to participate and uptake of SEND and disadvantaged students is being monitored in 2019/20.

Aspiration, future routes and careers:

At Friesland we support our students to dream big in terms of what they can achieve once they have left school, encouraging every student to maximise their potential both with us and for the rest of their lives. The PSHE programme is key in the delivery of what students could go on to do beyond school, and each individual department works career options into their scheme of work.

UNIFROG is the key platform for our careers work, and is used across all key stages. Students use the website to build a portfolio of experience and gain advice and guidance on how to; apply for jobs, courses or apprenticeships, present CV's and interview techniques.

We also work with a range of employers and institutions to show our students the range of opportunities available to them, including; DANCOP, Rolls Royce, Boots, Siemens, Derby County Community Trust, the Rotary Club and several Universities.

Friesland students have access to specialist careers support from a fully qualified external Careers advisor, two days a week, throughout the year, with appointments made on a priority need basis. All students take part in work experience in Years 10 and 12.

Our Post-16 Offer

The curriculum aims of the Friesland 6th Form very much mirror those of the whole school, primarily to offer a curriculum that meets the varied needs of our students, whilst also providing routes into further education, work or training.

It is the overriding goal of our 6th form to ensure that our students access the routes they aspire to at 18, with extensive careers and general guidance in place alongside the academic offer.

Courses offered:

A Level Subjects: Art and Design; Biology; Business Studies; Chemistry; Computer Science; Dance; Design and Technology; Drama; English Language and Literature; English Literature; Film Studies; French; Further Maths; Geography; German; History; Maths; Media Studies; Music; Photography; PE; Physics; Psychology; Philosophy and Ethics; Spanish; Sociology; Textiles; Extended Project (EPQ)

Vocational: BTEC Level 3 Applied Science; BTEC Level 3 Business; BTEC Level 3 IT; OCR National Level 3 Sport & Physical Development; BTEC Level 1/2 Travel & Tourism

GCSE English and Mathematics retakes are offered via taught lessons for students working at Levels 1 and 2

This extensive curriculum offer is dependent on the number of successful applications, in exceptional circumstances some courses may not be timetabled.

Our partnership with Derby County Community Trust

The school began a partnership with DCCT in September 2018 to deliver the educational programme for their football academy. This coincided with the opening of a brand new 3G astro facility, funded by the Football Foundation, in June 2018. The first cohort are exclusively studying the full OCR National Level 3 Sport and Physical Development course. We work closely with DCCT to ensure that the right curriculum is in place for these learners with appropriate progression routes. For the second cohort of students in September 2019, some students are following the OCR course, but other students are studying A Levels as part of the Academy. IAG is vital here in matching students to the best courses for them. It is an exciting development for the school.



Enrichment opportunities:

Friesland 6th form provides a diverse range of extended educational and social opportunities, including an annual American exchange, together with residential visits to Namibia, Germany and the Lake District. We run regular theatre trips, sporting fixtures, D of E expeditions and cultural visits, alongside tailor made higher educational and employment workshops. Finding the best routes to future education or employment for our students is key to us at Friesland. To that end we run a multitude of University visits, work extensively with DANCOP to support students who are interested in higher level apprenticeships of further vocational study and provide comprehensive careers guidance. An extensive, voluntary, 'P6' offer is in place across all subjects throughout the year for students to receive support where necessary.

Quality Assurance

We monitor our curriculum and check that it is fit-for-purpose via an extensive whole school quality assurance programme. The Wider Leadership Group of the school lead this work but all staff are involved. It is part driven by leadership and part operated by subject areas. Activities include: learning walks; work scrutinies; link meetings; student voice; and whole school reviews. The outcome of all these activities is to identify 'areas of strength' and 'areas for development'. In 2019/20, we have strengthened the links between quality assurance and learning and teaching, ensuring that all activities are centred on 'The Friesland Five' and the whole school priorities.

Our Implementation

- Our recruitment policy, subsequent whole school QA and approach to CPD ensures that teachers have good subject knowledge and the courses they teach - support for the small numbers of staff teaching outside their main areas of expertise is provided by Heads of Subject and other TLR holders through face-to-face meetings, the use of google classroom and the sharing of resources with CPD provided as needed
- Lesson observations as part of appraisal, lesson visits as part of whole school and departmental QA indicate that on the whole teachers do present subject matter clearly and promote appropriate discussion about the subject matter being taught – whilst we do not advocate a preferred style and encourage teachers to take 'risks' as appropriate in their teaching in some lessons, the balance between teacher talk and discussion needs adjusting further in favour of the latter – this is ongoing CPD work.
- Teachers do check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback – recent CPD has encouraged staff to provide live feedback in lessons and an experienced member of staff studying for her NPQSL is leading work on verbal feedback and the use of SMART phones in this process.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas – metacognition has been a focus of recent CPD work with some effective whole staff inputs from a number of staff, including another experienced colleague as part of his NPQSL project.
- Lesson observations, lesson visits and work scrutinies as part of QA show that teachers use assessment well, to help pupils embed and use knowledge well, to check understanding and to set targets for developing learning further – the DIRT initiative (Dedicated, Improvement and Reflection Time) is well established and work scrutinies, including whole school ones conducted by Leadership, show that it is used with good consistency for this purpose.
- As leaders we are mindful of the workload implications of excessive data entries and marking policies. We have consulted with the staff about this across time, including through a voluntary workload forum



group, and wholes school data entry points have been reduced to three with time provided to staff to input data.

- Our assessment policy has been produced following extensive consultation with the staff and we have long pushed the notion of SMART marking as the norm. Our most recent CPD has focussed on 'Live' marking whereby staff give both brief written and verbal feedback in actual lessons.
- Our QA indicates that teachers do create an environment that focuses on pupils and reflect our ambitions for their study – coherence, sequencing and innovative approaches to learning and remembering are all encouraged. They have also been a focus for recent CPD. We prioritise our input on careers and future learning and employment as contextually we believe lack of aspiration to be an issue in the local community, especially for boys. We believe we are making strong progress in meeting all of the Gatsby Benchmarks.
- As indicated in the rationale, reading is genuinely prioritised to allow pupils to access the full curriculum offer and we are fully committed to this. The impact of accelerated reader in Years 7 and 8 has been significant across the last two years and this has developed pupils' fluency, confidence and enjoyment in reading. The quiz testing approach ensures that reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. We believe that this will impact significantly on attainment and progress in years to come at KS4. As a teaching staff we fully recognise the importance of reading and literacy as life skills and we are committed to a collective responsibility to ensure that our own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well – we all need to be role models and teachers of literacy and reading.

Our expectations for the implementation of our curriculum are encapsulated in a document we have shared with staff on 'The Friesland Lesson':

1. **Every lesson must** start on time with the teacher **greeting** their class at the door and checking uniform is all correct **because** it creates a settled start to lessons and ensures students feel welcome and positive from the outset.
2. **Every lesson must** have an **initial learning activity** ready at the start **because** students are engaged in their learning immediately and clear classroom routines are established.
3. **Every lesson must** have the **register** taken within the first 10 minutes **because** it is important for safeguarding that we know which students are present in each lesson.
4. **Every lesson must** have appropriately challenging lesson **objectives** which must be shared with the students **because** students will understand what they need to do to be successful in the lesson.
5. **Every lesson must** develop **literacy** skills (for example: highlight subject specific key words for the lesson, correct literacy errors) **because** every teacher is a teacher of literacy.
6. **Every lesson must** include pre-planned **questions** that build in challenge **because** a range of pupils will contribute and be stretched and challenged appropriately.
7. **Every lesson must prioritise pupil premium** students (for example: first to receive feedback, first student to be supported, include in questioning) **because** Pupil Premium students will achieve in line with other students.
8. **Every lesson must** be planned to ensure you are **motivating and engaging boys** (for example challenge not competition, positive language, pre-planned questions, use of images tailored to more typically male interests etc.) **because** boys will be less passive and will be more likely to put in maximum effort to produce high quality work.
9. **Every lesson must** Include high quality **verbal feedback** and may include other forms of assessment/feedback (for example: self, peer, written, effort scores) **because** students need to know the progress they are making and their next steps.
10. **Every lesson must** include **praise** and recognition, using Class Charts to reward pupils' contribution **because** this helps to create a positive climate for learning.

The above is in no way intended to be prescriptive but to outline our priorities in implementing the curriculum and what is distinctive about a Friesland lesson.



Impact

- Lesson observations, Learning Walks and Work Scrutinies indicate that pupils do develop detailed knowledge and skills across the curriculum and that their work across the curriculum is of good quality.
- On the whole, evidence through accelerated reader, DEAR and other initiatives show that students read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
- Destinations data and progression routes indicate that pupils are ready for the next stage of education, employment or training both at 16 and 18 - they have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Although outcomes dipped in 2018, pupils with SEND have achieved well across time

Outcomes:

KS4:

- Our judgement of the 2018 outcomes was that they were good
- Whilst there are strengths in our 2019 outcomes they are not as strong as the 2018 ones and this is something we are addressing in the whole school priorities for 2019/20 below

More details on outcomes in 2018 and 2019 can be found elsewhere on the website

KS5

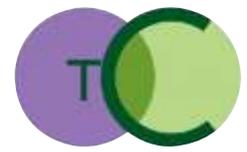
- Our judgement of the 2018 outcomes was that they were good
- Our judgement of the 2019 outcomes was that they were good – for several measures the best ever

The Whole School Priorities for 2019/20

1. To improve the aspiration, engagement and motivation of boys both in and out of the classroom
2. To improve the engagement and motivation of disadvantaged students both in and out of the classroom
3. To improve the ability of our students to retain knowledge, through work on memory and recall techniques both in and out of the classroom
4. To develop the resilience and general emotional wellbeing of our students, from all backgrounds and prior attainment starting points
5. To ensure consistently good or better teaching across the whole school in order to minimise subject variation in outcomes in both pre and post 16



Friesland^{SCHOOL}



Part of
The Two Counties Trust