

## A Review of the Curriculum in the School Improvement Cycle 2011-14

Area	Situation in 2015	2018	Impact of the changes
KS3-4 Curriculum	<ul style="list-style-type: none"> <li>• Curriculum reviewed and entirely over-hauled.</li> <li>• Increased curriculum weighting for English and Maths at KS3.</li> <li>• Increased English and Maths for students not on track to achieve a 'C' grade in English and/or Maths.</li> <li>• Introduction of Y7 study skills.</li> <li>• RE and PSHCCE timetabled for Year 10 and 11 students.</li> <li>• Tailored pathways to match ability, including a fast track separate science and Maths course.</li> </ul>	<ul style="list-style-type: none"> <li>• Major curriculum review in 2017.</li> <li>• Mixed attainment teaching introduced in core subjects at KS3 and some KS4 subjects.</li> <li>• Increased time allocation for Y11 option subjects.</li> <li>• Increased time allocation for English and Maths in Y10.</li> <li>• Introduction of Y9 optional subjects.</li> <li>• Introduction of a new range of vocational qualifications – VCERTS, I-achieve etc.</li> <li>• Introduction of Doodle homework and Doodle resources to support learning.</li> <li>• Introduction of a Mastery approach for KS3 Maths</li> <li>• Use of new technology for diagnosis of 'gaps' – Tassomai (Science), PiXL Apps (Maths, English and Humanities).</li> <li>• Hybrid Alternative Curriculum approach with time spent at West Cheshire College or Wrap supplemented with a Work Placement (where possible) and</li> </ul>	<ul style="list-style-type: none"> <li>• Progress 8 figure for English and Maths in 2017 where best ever.</li> <li>• Progress 8 +0.35</li> <li>• High levels of engagement from year 9 in optional subjects. High levels of skills developed for KS4.</li> <li>• Tassomai showing excellent promise with the target group in 2017 achieving higher than the control group.</li> <li>• VCERTs in Catering and Business introduced in September 2016.</li> <li>• SSIF project in Maths from May 2018 will focus on Mastery learning.</li> </ul>

		a time in school working a core tutor.	
KS5 Curriculum	<ul style="list-style-type: none"> <li>• Increased range of vocational L3 courses offered.</li> <li>• L3 extended project offered.</li> <li>• English and Maths re-sit classes timetabled.</li> <li>• L2 &amp; L3 Football coaching course offered.</li> <li>• Contact time increased from 9x60 minutes per fortnight to 12x50 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Reformed A level and vocational courses in place with the removal of AS levels.</li> <li>• Introduction of Level 3 courses in Fashion, Food Science &amp; Nutrition and Construction.</li> <li>• Introduction of supervised study lessons (Sept. 2016)</li> <li>• VESPA (The A level mindset) and ULAS (a careers/pathway platform) are an integral part of the KS5 programme of study.</li> </ul>	<ul style="list-style-type: none"> <li>• All students follow 2-year courses.</li> <li>• Fashion, Food Science &amp; Nutrition and construction courses to run from September 2018.</li> <li>• Students are timetabled into the Study Room in one option block. Students use this time to complete independent work.</li> </ul>
Timetable	<ul style="list-style-type: none"> <li>• One week timetable.</li> <li>• A 4 band system to allow tailoring of the curriculum to meet needs.</li> <li>• No floating lessons.</li> <li>• 50 minute lessons.</li> <li>• Equitable distribution of non-contact time with all levels receiving slightly more.</li> <li>• No rotas except Food/Textiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Contraction of banding to 3 bands: P (Ebacc), A (progress 8) and E (bespoke timetables).</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of students now follow an Ebacc curriculum and 95% a progress 8 compliant curriculum.</li> </ul>
Year 10/11 Pathways	<ul style="list-style-type: none"> <li>• Four pathways (PACE).</li> <li>• Each student interviewed by for tutor or HPM for more 'difficult' cases.</li> <li>• Guided choice system.</li> <li>• Separate sciences and Maths +</li> </ul>	<ul style="list-style-type: none"> <li>• Three main pathways (see above).</li> <li>• Addition of specific guidance for Pace setters (PP students).</li> <li>• All students study English</li> </ul>	<ul style="list-style-type: none"> <li>• More 'sensible' choices made by PP students in Feb 2018.</li> <li>• P8 maximised due to doubling of English grade from September 2016</li> </ul>

	<p>Statistics for most able students.</p> <ul style="list-style-type: none"> <li>• Vocational pathway introduced.</li> <li>• Pathway 'E' for vulnerable students.</li> <li>• Introduction of Outdoor Education option.</li> </ul>	Literature and Language.	
Tracking pupil progress	<ul style="list-style-type: none"> <li>• Introduction of SISRA.</li> <li>• Web based tracking data available to all staff.</li> <li>• Extensive staff training in using data.</li> <li>• Intervention guided by data.</li> <li>• Mentoring guided by data.</li> <li>• Pastoral staff tracking progress of students in their House.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of SISRA analytics to track progress by year group, subject and class.</li> <li>• 'Live' L3VA tracking at KS5 using the Ready Reckoner by student and subject.</li> <li>• Appointment of a KS3 and a KS4 Raising Standards Leaders with responsibility to track and intervene.</li> <li>• Tracking and reporting of progress against the 'Golden Grade' at KS4.</li> <li>• Use of Doodle progress at KS3 to identify gaps in learning and signpost teachers, students and parents to intervention resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention is carefully targeted for underperforming students and classes.</li> <li>• More timely and focused intervention.</li> <li>• Doodle progress made accessible to parents from December 2017.</li> </ul>
Learning and Teaching	<ul style="list-style-type: none"> <li>• Dylan William 'Learning Communities' launched across Ellesmere Port.</li> <li>• Literacy Coordinator appointed.</li> <li>• Literacy policy and development plan introduced.</li> <li>• New Marking policy developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Major review of Learning and Teaching 2018</li> <li>• Closer links between self-review, CPD and coaching and support.</li> <li>• Use of Doodle resources at KS3 and KS4</li> <li>• Use of PiXL strategies such as Walking Talking Mocks and</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of department are taking a more proactive approach to developing L&amp;T in their areas.</li> <li>• Students are better prepared for external exams at KS4 – evidenced by improved results in 2017.</li> <li>• The profile of numeracy is much</li> </ul>

		<p>intervention weeks.</p> <ul style="list-style-type: none"> <li>• Appointment of a numeracy coordinator.</li> </ul>	<p>higher within school and all KS3 students engage in form time activities.</p>
Self Evaluation	<ul style="list-style-type: none"> <li>• Mini inspections re-launched using OFSTED grades and subject inspection criteria.</li> <li>• All teaching staff observed for appraisal.</li> <li>• SISRA Observe used to log lesson observation data.</li> <li>• Calendared work scrutiny across subjects and year groups.</li> <li>• Calendared Learning Walks.</li> <li>• Annual reviews based on OFSTED criteria.</li> <li>• SLT links regularly review SISRA data with their SCL links.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of light touch subject reviews.</li> <li>• Introduction of Bluesky software to bring together self-evaluation, appraisal and CPD.</li> <li>• Routine scheduling of student and staff voice for curriculum purposes.</li> <li>• Lesson observations no longer graded and focus on development of pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Less SLT/HOD time is devoted to preparation and writing up of departmental reviews.</li> <li>• Better analysis of where strengths and weaknesses lie in learning and teaching.</li> </ul>
Pupil premium	<ul style="list-style-type: none"> <li>• Pupil Premium coordinator appointed.</li> <li>• Pupil premium development plan in place.</li> <li>• Central 'bidding pot' established.</li> <li>• Increased staffing in English and Maths.</li> <li>• Targeted interventions.</li> <li>• Pupil Premium students tracked using SISRA across all key stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of a KS3 and a KS4 Raising Standards Leaders with responsibility for tracking PP progress.</li> <li>• Catch up lessons timetabled for Pace setters in Y9 for English and Maths.</li> <li>• Specific options guidance from RSL for PP students.</li> <li>• Partnership with Achievement for All to boost parental engagement for Pace setters' parents.</li> </ul>	<ul style="list-style-type: none"> <li>• P8 for PP students in 2017 is -0.01 which is above the national figure for all students (-0.03).</li> <li>• Year 9 PP students are better prepared to commence GCSE courses.</li> <li>• Achievement for all project started April 2018.</li> </ul>
Support for under-achieving	<ul style="list-style-type: none"> <li>• Formalised support packages introduced to address under performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching and support (pre-capability) introduced for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• One department has now moved from RI to a strong Good.</li> </ul>

departments.		<ul style="list-style-type: none"><li>• Specific targeted support to improve the quality of L&amp;T via Bluesky analysis.</li><li>• Staff support by HOD – formal system trialed 2017/18.</li></ul>	<ul style="list-style-type: none"><li>• Several colleagues have improved enough to be removed from the coaching and support programme (CSP).</li><li>• A small number of colleagues have left the organisation or stepped down from TLR posts.</li></ul>
--------------	--	---	--