



## CHASE HIGH SCHOOL QUALITY OF EDUCATION POLICY

### A. Curriculum context:

Chase High School is a non-selective school in a highly selective borough. The school serves a very diverse community in a pocket of significant deprivation, with a 2019 school deprivation index of 0.28, compared to a national average of 0.20. More than half of the students attract pupil premium funding and around a quarter of the school do not speak English at home; some are newly arrived in the UK and speak very little English themselves. There is significant mobility in the population with a 2019 stability figure of 85.0%, compared to the national average of 91.6%. The school embraces the ambition needed to allow students to understand and move successfully beyond their current circumstances, through high quality education and good careers advice. Without diluting the ambition, the school also crafts the curriculum and extra-curricular offer to fill some of the gaps that can arise when students experience deprivation, enabling them to better access learning. For example, the inclusion of drama as a subject for all at KS3 not only builds confidence with speaking skills, but enables students to explore difficult issues affecting their lives in a vicarious and safe way. Similarly, the offer of Sociology and Health and Social Care at KS4 enables students to explore societal norms for family life that may be very different to their own and make better choices for their own future lives.

### B. Intent

At Chase High School, our vision is to fully prepare every pupil to a live highly successful adult life. The curriculum, defined as all experiences planned for our students including the taught and extra-curricular offers, is at the heart of this vision. To that end and given the context for our community, it is our aim to provide a curriculum that will provide the opportunities, knowledge, skills and attributes that enable each pupil to lead a better life. Hence, through the implementation of our curriculum we seek to address social disadvantage by:

- Providing the core knowledge, skills, attributes and aspirations necessary to instil a love of lifelong learning and the pursuit of academic excellence;
- Delivering a challenging and enriching curriculum that ensures outstanding outcomes across a breadth of experiences
- Providing opportunities, through academic study, for students to explore social and cultural structures that model experiences different from their own.
- Through LORIC and the personal development opportunities, building the strength and depth of character that combines a strong moral purpose with excellent social skills;
- Ensuring our pupils become adults that can go on to make a real difference locally, nationally and globally.

The Chase High Curriculum is planned and sequenced from the end of Key Stage 2 to the end of Key Stage 5 so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. To this end, we will provide a curriculum, which is:

- Aspirational, encouraging students to aim high.
- Broad and balanced and remains as broad as possible for as long as possible
- Challenging and ambitious, with a strong academic core of subjects that build towards the EBacc.
- Knowledge rich through its coverage of the national curriculum
- Consciously sequenced and systematically planned so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- Developing memory and learning power incorporating interleaving
- Adapted appropriately for individuals, especially SEND, so that all students can be supported to achieve their full potential
- Exposing students to the best that has been said and done in each subject, so that they can gain the cultural capital needed to successfully move beyond the boundaries of their own communities.
- Providing outstanding advice and experiences relating to careers, further study and employability.
- Developing transferrable skills such as Leadership, Organisation, Resilience, Initiative and Communication (**LORIC**) in the quest for personal excellence.

### **C. Curriculum Design**

#### **a) Key Stage 3: Years 7 – 9**

The School provides a broad and balanced curriculum that follows the National Curriculum, for as long as possible. We deliver the key stage three curriculum for three years; this includes Art, Citizenship, Computer Science, Drama, Design Technology (including Food Technology), English, French, Geography, History, Mathematics, Music, Physical Education, Religious Education, Personal Development and Science.

Classroom based subjects are taught in ability-based sets, with movement between them as needed, to ensure students are stretched and challenged appropriately. The most able students are all placed in the same band to enable them to work rapidly towards higher grades through an adapted curriculum.

#### **b) Key Stage 4: Years 10 and 11**

All students follow a core programme that consists of English Language and English Literature, Mathematics, Combined Science or Separate Sciences, Personal Development and Core Physical Education. Students are actively encouraged to study EBacc subjects with all studying either History or Geography and many studying MFL. Other option choices include Art, Business, Computer Science, Drama, Food Preparation and Nutrition, Games Development, Health and Social Care, Media Studies, Music, Photography, Physical Education, Religious Education and Technology and Sociology.

Key stage four students continue to benefit from the full curriculum including opportunities to develop LORIC attributes, build cultural capital and receive excellent education and advice related to SMSC and careers.

See Appendix A for curriculum model. See Appendix B for LORIC overview

### **Appendix A: Curriculum model: Teaching Hours per fortnight**

#### **Key Stage 3 EBacc**

Years	Maths	English	Science	Geography	History	MFL
7, 8 & 9	8	8	7	3	3	3

#### **Key Stage 3 Breadth**

Years	Art	Drama	IT	PE	Music	Technology	RE	PD
7, 8 & 9	2	2	2	4	2	3	2	1

#### **Key Stage 4 Core**

Years	Maths	English	Science	PE	PD
10 & 11	9	9	9	4	1

#### **Key Stage 4 Options**

Years	Option1	Option 2	Option 3
10 & 11	6	6	6

### **Appendix B: Building Character**

At Chase High School, our vision is to strive for excellence to transform the life chances for all.

Through determination and resilience, every child will excel to obtain outstanding outcomes across a breadth of experiences. They will develop into well-rounded, valued citizens, ready and equipped for a future world, and embracing a lifelong love of learning. We believe that through developing their LORIC attributes, our students develop the character they need to succeed.