

## RAINHAM MARK GRAMMAR SCHOOL

### CURRICULUM POLICY 2020/2021

<b>Review Body:</b>	Senior Leadership Team
<b>Leadership Group Responsibility:</b>	Deputy Headteacher
<b>Type of Policy:</b>	Non - Statutory
<b>Reviewed:</b>	October 2020

## CURRICULUM INTENT

### The RMGS Curriculum

The purpose of Rainham Mark Grammar School curriculum is to give every student the opportunity to meet the high expectations of our school vision and to provide the knowledge, conceptual understanding, skills and attributes for academic success in school as well as a fulfilled and successful life beyond school. This is through a broad and balanced curriculum experience alongside relevant, personalised and timely information, advice and guidance. As an Academy we choose to follow the National Curriculum but retain the opportunity to offer an alternative as and when appropriate.

### **How is the curriculum designed to develop students as successful learners?**

Our curriculum has the following four features:

- a curriculum that is ambitious for all pupils;
- a curriculum that is coherently planned and sequenced;
- a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- a curriculum that is broad and balanced for all pupils.

### **Knowledge and Skills**

#### **A balance of skills and knowledge – getting the balance right**

We believe that academic progress means **knowing more, remembering more, applying more**. We believe this is best achieved through the acquisition of knowledge and the development of the skills necessary to apply what has been learnt in achieving a desired outcome. This could be answering a question at GCSE, solving a problem or creating a musical composition.

### **KNOWLEDGE + SKILLS = UNDERSTANDING**

At Rainham Mark Grammar School we aim to cover more than the minimum statutory requirements of the National Curriculum at Key Stages 3 and 4. In all core and foundation subjects the National Curriculum is extended for our students to broaden their experience, in ways that are appropriate for each student's ability and strengths. In this way sufficient challenge is provided, and the curriculum is personalised. Examples of this extension and personalisation include:

- all students studying two modern foreign languages at Key Stage 3, with parents being given the opportunity to express a preference for one of the languages to be studied during Year 7 or 8.
- the completion of KS3 Science and Maths in two years so that three years can be spent on the GCSE course. This allows all students access to triple science.
- units of work going beyond National Curriculum requirements built into schemes of work at Key Stage 3.

- the opportunity for our most able students to do additional qualifications such as studying both Mathematics GCSE and the level 2 certificate in Further Mathematics in the time normally allocated to Mathematics GCSE.

During a normal academic year students also undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. Throughout the various year groups there is an emphasis on cross-curricular links, on educational trips and visits, foreign exchanges, and on building positive and valuable links with the local and wider community, especially with the Primary Schools in RMET. Many students are involved in the Mathematics Challenge, Science Challenges, Duke of Edinburgh Awards, Young Enterprise, and the English Speaking Board examinations. Additional examination subjects are offered as extracurricular activities – currently these comprise of Astronomy, Dance, and Drama (an extra group) – all at GCSE level. These enhancements of the learning experience will be reviewed on an individual basis, but with current Government restriction due to Covid 19, it is unlikely many will be available for students this year. It may be some can be reinstated as the Covid 19 situation changes/improves as the academic year progresses.

We have made a positive decision not to accelerate the curriculum for all students (for example by compressing Key Stage 3 to two years) since we believe that it is important to maintain a broad, balanced curriculum for as long as possible. We do not believe that this results in any lack of challenge even for our most able students. In the core subjects of Maths and Science, GCSE courses do start in Year 9, and in many other subjects students start working on GCSE skills and content in Year 9. Our belief in a broad curriculum extends to the Sixth Form too. Most 6<sup>th</sup> formers take three subjects from a wide choice of A Levels, with the most able having the opportunity to take four. To complement their academic studies, Year 12 students follow our Enrichment Programme, which develops soft-skills and positive character traits that are vital for the post-school world; work experience, public speaking and volunteering are key components of the programme. Due to Covid 19 enrichment programmes are not currently being delivered. Year 13 students can opt to do an Extended Project - something which top universities value highly – to extend their range of qualifications and skills in their final year at RMGS.

### **Summary of time allocations for each subject**

*All figures are for 50-minute lessons per fortnightly timetable cycle.*

	Year 7	Year 8	Year 9
Art	3	4	2
Design Technology	4	4	4
Drama	2	2	1
English	7	6	6
Geography	4	3	4
History	4	3	4
Computing	3	3	3
Languages*	6	10 (4+6)	10 (4+6)
Mathematics	8	7	7
Music	3	3	2
PE	4	4	4
PSHE	1	2	2
RE	3	2	2
Science	8	7	9

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\* Each tutor group starts with one language in Year 7, adding a second language from Year 8.

	Year 10	Year 11
English Language	3	3
English Literature	6	6
Ethics and Values (Religious Education)	1	1
Modern Foreign Language	6	6
Mathematics (or Maths and Further Maths)	9	9
PE non-exam	4	4
PSHE	1	1
Science (Triple or Double Award)	12	12
Geography or History	6	6
GCSE Option 1	6	6
GCSE Option 2	6	6

	Year 12	Year 13
Extended Project	-	2
Enrichment	4***	-
PE (optional, but encouraged)	2	-
PSHE (includes RE**)	1	1
A level Option 1	12*	12*
A level Option 2	12*	12*
A level Option 3	12*	12*
(A level Option 4 – for only a few students)	12*	12*

\* subjects with low numbers have fewer than 12 lessons per cycle

\*\* RE is also delivered through a sixth form conference

\*\*\* Due to Covid-19 restrictions, Enrichment is not currently being delivered.

**Year 7**

Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>8</sub>	Re <sub>3</sub>	Se <sub>1</sub>	Hy <sub>4</sub>	Gy <sub>4</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Sp <sub>6</sub>	En <sub>7</sub>	Ma <sub>8</sub>	Ar <sub>3</sub>
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**Year 8**

Pe <sub>4</sub>	Dt <sub>4</sub>	Sc <sub>7</sub>	Re <sub>2</sub>	Se <sub>2</sub>	Hy <sub>3</sub>	Gy <sub>3</sub>	Mu <sub>3</sub>	Co <sub>3</sub>	Dr <sub>2</sub>	Gn <sub>6</sub>	Sp <sub>4</sub>	En <sub>6</sub>	Ma <sub>7</sub>	Ar <sub>4</sub>
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**Year 9**

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## Year 10

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## Year 11

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The 13 option subjects are: Art, Business Studies, Computing, Creative iMedia, Design Technology, Drama, Economics, Food and Nutrition, Geography, History, Music, Physical Education, Religious Studies.

A second language choice is also available in the option pool (French, German or Spanish), as is the option to do both History and Geography.

Triple Science GCSE for all students starts in Year 9, although around a third change to double science from Year 10.

## Sixth Form

Opt <sub>12</sub>	Opt <sub>12</sub>	Opt <sub>12</sub>	Opt <sub>12</sub>	Opt <sub>12</sub>
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The 26 option subjects are: Art, Biology, Business Studies, Chemistry, Computing, Drama and Theatre Studies, Economics, English Literature, Extended Project (not A level), Film Studies, French, Geography, German, Government and Politics, History, Mathematics, Mathematics (Further), Music, Music Technology, Physical Education, Philosophy and Theology (Pre-U), Physics, Product Design, Psychology, Sociology, Spanish.

## Notes

- All periods are 50 minutes long, six per day, arranged as:
  - Registration 10 mins; assembly 15 mins;
  - Periods 1 and 2;
  - Break 20 mins;
  - Periods 3 and 4;

- Lunch 55 mins;
  - Registration 5 mins;
  - Periods 5 and 6
- 2 We operate a two-week timetable, so the numbers in the curriculum diagrams are periods out of 60.
- 3 PSHE includes Citizenship and Careers.
- 4 Most of the Key Stage 3 teaching is in tutor groups, with setting in Maths in Year 9. The English and Science departments use their own grouping in Year 9, but do not set. However, this year due to Covid-19 all Year 9 classes are not setted but taught as forms to reduce potential cross contamination.
- 5 In Key Stage 4 the option blocks are constructed after students make their choices from a free list. Setting is used in Maths, and the English and Science departments use their own groupings, but do not set.

**Subject codes in use 2020/2021:**

<b>Code</b>	<b>Subject</b>
Ar	Art
As	Astronomy
Bi	Biology
Bs	Business Studies
Ch	Chemistry
Co	Computing
Da	Dance
Dr	Drama and Theatre
Dt	Design Technology
Ec	Economics
En	English Literature
El	English Language
Fm	Further Maths
Fr	French
Fs	Film Studies
Ft	Food and Nutrition
Gn	German
Gs	Government and Politics
Gy	Geography
Hy	History

<b>Code</b>	<b>Subject</b>
It	Creative iMedia
Ma	Mathematics
Mt	Music Technology
Mu	Music
Pd	Product Design
Pe	PE (Core)
Ph	Physics
Px	PE (Exam)
Py	Psychology
Re	RE (Core)
Rx	RE or Philosophy (Exam)
Sc	Science
Se	CCW/PSHE
So	Sociology
Sp	Spanish

## APPENDIX A - REMOTE LEARNING – GUIDANCE AND PROTOCOLS

*“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education”*

*“Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision”*

DFE: Guidance for full re-opening of schools. September 2020

### When is remote learning likely to be needed?

- Student(s) having to isolate at home symptomatic but well enough to learn
- Student(s) having to isolate at home due to symptomatic household
- Groups of students in locked down due to bubble closure (class or year group)
- Staff having to isolate at home symptomatic but well enough to teach
- Staff having to isolate at home due to symptomatic household
- Staff locked down due to class or bubble closure
- Local / national lockdown

### How is the ‘Remote Learning Curriculum’ (hereafter referred to as ‘RLC’) different to the remote teaching already experienced in lockdown?

- If students are having to work at home for a number of days (up to 14 if they can’t get a test) they will need to be put on a ‘remote learning curriculum’ while their peers continue to learn in the classroom.
- The ‘remote learning curriculum’ should be planned to run alongside the in-house delivery allowing students to continue their learning from home without interruption and seamlessly re-join the class when they return.
- Departments should have a plan in place which allows all teachers to put students on the **RLC** with minimal workload for staff and be able to continue their learning at home without teacher input, while teachers continue to teach in the classroom.

### What should our ‘Remote Learning Curriculum’ look like?

The DFE have stated:

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

Some examples of good practice may include:

- Use of Oak National Academy lessons carefully mapped to match the teaching sequence being followed in class.



- Invite to join your in-school lesson live on Microsoft Teams – once in presenting mode, your class and the student at home will be able to view the presentation only and hear the audio.
- Making a recording of your lesson available after you have delivered it through Microsoft Teams
- Other high-quality remote education tools such BBC Bitesize live / daily lessons which follow the curriculum being taught in school

### **RMGS – Online teaching guidance**

The purpose of this document is to offer guidance if a member of staff or whole year group is at home self-isolating. In both situations the school would like to staff to follow the school timetable and deliver lessons through Teams.

#### **In the event of a member of staff self-isolating:**

1. If the member of staff is well and has no other childcare responsibilities, then the member of staff should deliver up to 35 minutes of the lesson through Teams. A cover teacher will be in class to set up the computer. Priority must be given to examination classes.
2. If the member of staff is well but unable to deliver live lessons then other interactive methods should be utilised – such as pre-recorded PowerPoint, YouTube recording or lessons through the Oak National Academy.
3. If the member of staff is unwell then cover should be set as normal through the Head of Department.

#### **In the event of a class/year group self-isolating:**

Students will be directed to use Teams to follow their normal teaching timetable. Staff will follow their timetable and deliver the lessons via Teams (up to 35 minutes). All materials required from the lesson should be uploaded on to Teams for students to use. Assignments will be set through Teams and appropriate feedback given. A register should be recorded for the lesson on SIMS in the normal way. If the delivery of a live lesson is not possible then please revert to setting engaging work using narrated PowerPoints or Oak National Academy lessons.

#### **In the event of partial/full lockdown:**

Registrations of form groups will take place at 8:35 followed by a form time activity of between 10 -20 minutes depending on activity. Teachers will be expected to follow the normal timetable and deliver online lessons via Teams. Teachers should provide exposition at the start of the lesson and be available to help during it for up to 35 minutes, summarising or informing next steps at the end of the lesson. Registration should be recorded on SIMS.

#### **Assessment**

This will continue via Teams as currently practised.