



# SCALBY SCHOOL

**Curriculum  
Statement and Offer  
2023-24**

**Learning • Leadership • Ambition • Preparation • Respect**

## **Our Context at Scalby School**

Scalby School is part of the Coast and Vale Learning Trust in Scarborough, North Yorkshire. We are a coastal school with 984 students on role, with equal proportions of boys and girls and a national average proportion of students recorded with SEN involvement. Almost all students are White British, 93%, with 25% qualifying for the Pupil Premium grant, which again is around the national average.

Scarborough is a coastal deprivation area and ranked in the fourth quintile by the deprivation indicator. The local catchment area has high levels of unemployment set against seasonal employment due to the nature of the tourism industry in the town. This translates into low levels of household income, low levels of physical and mental health and low levels of urban environment. This leads to low levels of aspiration and expectations for their life chances. At Scalby School we have a commitment to ambition for all our students and have done significant work to ensure a more positive belief amongst students and their families. This improvement has taken time as we have been relentless in our strive to develop our curriculum, personal development, teaching and learning, behaviour and attitudes through our standards and student outcomes which remain in the top 20% nationally.

Attendance at Scalby School has been historically around or just below the national average. We have developed a robust strategy to address the culture of non-attendance. This has been through raising awareness of the impact poor attendance can have on achievement and an investment in resources to support that strategy. As a result, there is an improving picture of attendance, we continue to work with families and students where attendance is not valued.

Students who attend Scalby School come from a diverse set of wards within the town, from some of the affluent to deprived. This increasingly has led to a lower than national average KS2 APS on entry. The standards in our local primary schools are below the national average and we are therefore determined to engage with our students, parents and the community to create a learning culture that meets the needs of all our learners, whilst ensuring our most vulnerable are not left behind.

At Scalby School we are fully invested in ensuring we prepare every student for a future filled with life chance through a high-quality learning experience, that is ambitious and aspirational. We see this as our chance to lead the improvement of education across our community.



## Scalby School Curriculum Statement

This document explains the principles that inform our curriculum. It sits alongside our curriculum policy document which outlines subjects studied at each stage, considering the way the curriculum is taught and assessed carefully linked to the outcomes pupils achieve.

### Intent

Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is driven by 'Learning, Leadership, Ambition, Preparation, Respect' (our Vision and Values) through:

- A relentless focus on improving **Learning** provides choices for students beyond their experience at Scalby through their achievement across the curriculum to build and develop skills and knowledge for the future
- Improved **Leadership** of the curriculum will provide a platform from which we can empower our staff and students to really develop a flexible approach that meets the needs of an ever-changing landscape of education
- Providing an **Ambitious** curriculum for all our students that raises their aspirations and gives them a belief that anything is possible, and assessment is an opportunity for success
- Through linking the curriculum to future opportunities by using CEIAG and experiences beyond the classroom we are **Preparing** our students to become respectful, informed and well-rounded individuals
- **Respect** for the whole person and the talents of the individual and to allow all our students, regardless of ability and their prior learning experiences, to become active and economically self-sufficient citizens
- **'Being the best we can be'** in all aspects of school life

Our teachers are supported to draw on the best practice in their subject areas nationally so that our students appreciate and participate in the full richness of the education experience. We foster a collaborative approach so that subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploit those through careful joint planning. This enables our students to make connections that will help them to understand the world around them and their place in it.

As well as being driven by our Vision and Values, the structure of our curriculum is based on these key principles:

**Flexible support** – We believe that all children have the right to access our full curriculum. We aim to ensure that all children are taught this curriculum with clear progression planning and sequencing in every subject studied. Sometimes we may need to find a more personalised package to all students every chance of success.

**Enrichment and Intervention** – We want all students to achieve a full understanding of the knowledge specified in the curriculum for each year. Appropriate interventions, using effective Formative Assessment techniques, will help those students who require additional support to access the minimum level of skill and knowledge required for excellence. This principle applies to all age ranges and abilities.

**Collaborative learning** – While we are committed to our current Curriculum design, so that teachers can develop expertise in the delivery of the curriculum, we will still be reflective about the most effective curriculum offer and will be responsive to cohort and individual needs. Where necessary we work with national partners to ensure an up-to-date approach to education.

## Implementation

Subject specialism is at the heart of our curriculum. We recognise both the similarities and differences between curriculum areas. Therefore, our curriculum leaders are given the freedom to construct the learning journey, as they understand how best to deliver this within the framework of the school's expectations. As well as benefiting from the stability which allows subject expertise to develop over time, a relentless drive to improve classroom practice is at the centre of our school improvement strategy. The school also draws on the best practice nationally and engages with the latest research and training provided by the country's top educationalists.

With ambition and excellence at its core, students at Scalby School typically study 9 GCSEs which allows them access to a wide range of subjects including Performing Arts, Physical Education, Technology and the Creative Arts. However, students still have access to the teaching time needed to ensure that they have the opportunity to deepen their knowledge and skills in each curriculum area.

Since many of the school's students arrive in Year 7 with below average test Key Stage Two test scores, and bring with them the low aspirations typical of children with low test scores, it is important that sufficient time is allocated to ensure that all students have the opportunity to succeed in their GCSE examinations. Students are allowed to specialise through our Gateway year from Year 9 in order to ensure that they remain fully engaged with their education and to allow them to develop the skills they require for success at GCSE. All students still have access to all subjects through the inclusive approach to subject pathways. Due to the impact of RAAC this year some of the gateway options have been adjusted to account for lost learning at the start of Year 8 and Year 9 for some students. At Key Stage 4, we encourage the majority of our students to follow the EBACC. This pathway is available to all learners. A small number of Vocational courses are offered to ensure that sufficient breadth in the curriculum for all learners is maintained.

We expect all of our students to be challenged by the content in each lesson, with teachers providing additional support for pupils who need it. Rather than moving on to new content, our more able students will study that content in more depth, and are expected to produce excellent work of greater depth and flair.

Our improvement-centred approach to Teaching and Learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use the Scalby Standard for Teachers and SSAT's Formative Assessment guidance among other improvement strategies, to develop our teaching practice. We believe in an Excellence for Learning approach which, over a series of lessons, will include:

1. A short review of previous learning.
2. Key vocabulary taught explicitly to maximise understanding.
3. Careful, precise questioning to check the understanding of all students.
4. Formative Assessment practices used regularly to check the pace and depth of the teaching and learning.
5. Modelling.
6. Guided student practice.
7. The participation of every student.
8. Scaffolding to ensure challenges can be met.
9. Blended Learning opportunities to deepen and broaden the learning experiences of students.
10. Support for students to take responsibility for their own progress.

In order for the Excellence for Learning approach to be effective (i.e. children learn what they are expected to in the year they are expected to), early catch up is essential: we aim to promptly identify and support pupils who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

Everything children learn from in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development, the co-curricular provision and the vision and values of the school – are to be seen a part of Scalby School's curriculum. The principle of 'Culture and Character' is delivered through the Mentor Time programme and through the curriculum in its wider sense. The development of culture and character also drives our assembly programme, providing a coherence to our pastoral support work.

Scalby School is particularly proud of our performing arts provision (especially our flagship bi-annual performance at the Stephen Joseph Theatre), our extensive PE fixture programme and our range of residential visits abroad, including the annual World Challenge Expedition to Asia, Africa or South America.

## **Impact**

The school uses a series of summative assessments called Trial Examinations in Years 9, 10 and 11 to demonstrate students' growing understanding of their subjects and for teachers to assess the impact of their teaching. These summative assessments enable teachers to focus on formative assessment from lesson to lesson.

Our formative assessments are designed to support students in achieving knowledge, skills and fluency in each subject. This means that in lessons pupils are quizzed and challenged on prior knowledge in order to embed this information in their long-term memory. This frees up their working memory to attend to current learning. We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum. Our teachers explicitly teach the meaning of subject-specific language, and we expect lessons to contain challenging reading and writing. Learning journeys provide students with key information in each subject, broken down by term, enabling students to discuss why they are learning each topic at this time and its sequencing across the curriculum. We also encourage all pupils to read widely and provide guided reading lists to students, parents and carers. We are also very proud of our Mentor Reading Programme. This encourages and enables students to read challenging and thought-provoking texts in the company of their peers and teachers, in an attempt to widen their understanding of and access to complex vocabulary. Through this programme, students also consider people and places different to themselves and their locality, giving them the opportunity to think differently, and with compassion, about others.

Every student has an equal right to a broad and ambitious curriculum. In offering highly effective teaching of this curriculum, and developing highly effective habits in our students, we ensure that our students, teachers and learning support team are 'being the best we can be'.

## Curriculum Design

Our curriculum has been designed to offer students a well-balanced and broad range of subjects that is bespoke to the needs of our learners. At every stage we hope to maintain the breath, whilst challenging students to be aspirational about their achievements. We have developed a range of interventions that support students for whom there are barriers to their learning.

This breath is achieved through delivering technology, art, music, computing and performing arts in years 7 & 8 as a core offer. Year 9 is our KS3 coastal curriculum gateway year where we provide students with the chance to specialise their curriculum in a number of areas linked to careers opportunities on the coast. Students can then continue on with these specialisms or swap to alternative specialisms as they begin their GCSE's in Year 10 and 11. In Year 10 & 11 we offer a combination of vocational and academic subjects including, Engineering, Hospitality and Catering, Health and Social care, IMedia, Business, Art, Music, Drama, Sport and PE. All students have the opportunity to study a modern foreign language.

### Year 7 and 8 Curriculum

<b>Subject</b>	<b>Allocation (hours per week)</b>
<b>English</b>	4
<b>Maths</b>	4
<b>Science</b>	3
<b>History</b>	2
<b>French</b>	2
<b>PE</b>	2
<b>Life</b>	1
<b>Geography</b>	2
<b>Music</b>	1
<b>Drama</b>	1
<b>Technology</b>	1
<b>Art</b>	1
<b>Computing</b>	1
<b>Total periods per week</b>	25

## Year 9 Curriculum – Key Stage 3 Gateway Year.

Subject	Allocation (hours per week)
English	4
Maths	4
Science	4
PE	2
Life	1
Option A	3
Option B	3
Option C	2
Option D	2
<b>Total periods per week</b>	<b>25</b>

At the end of Year 9 students can continue studying or swap choices as start KS4

Languages / Geography / History - Coastal creative Gateway A	Languages/ Geography / History - Coastal creative Gateway B	Gateway choice C	Gateway choice D
French	French	Digital Gateway - Computing	Geography (students who study French in A or B)
Geography	Geography	Technology Gateway - Product Design	Creative Art Gateway - Art
History	History	Science Gateway – Separate Science	Digital Gateway - Business
Technology Gateway - Product Design	Creative Arts Gateway – Graphics	Technology Gateway – Food	Performing Arts Gateway - Music
Creative Art Gateway - Art 3D	Digital Gateway - IMedia	Performing Arts Gateway - Physical Education	Technology Gateway – Food
Digital Gateway - Media	Performing Arts Gateway - Sport	Creative Art Gateway - Art Textiles	Science Gateway – Health
		Creative Art Gateway – Art	Science Gateway – Psychology
		Performing Arts Gateway Drama	Performing Arts Gateway – Sport Science
			Gateway – Separate Science

## Year 10 and 11 Curriculum Key Stage 4

Subject	Allocation (hours per week)
English	4 (Yr10) 5 (Yr11)
Maths	4
Science	5 (Yr10) 4 (Yr11)
PE	1
Life	1
Option A	3
Option B	3
Option C	2
Option D	2
<b>Total periods per week</b>	<b>25</b>

Option A	Option B	Option C	Option D
Geography	Geography	Geography	Sport
History	History	Physical Education	I-Media
French	French	Hospitality and Catering	Music
Art 3D	I-Media	Triple Science	Health and Social Care
Engineering	Business	Drama	Triple Science
		Computer Science	Hospitality and Catering
		Engineering	Fine Art



## Being the best we can be

At Scalby School we strive to 'be the best we can be' and in doing so seek to provide a curriculum experience that suits the needs of our learners today.

We evaluate and monitor our curriculum to ensure we are prepared for the demands of the future. This allows us to be aspirational for our school community at each important milestone through our improvement journey.

We continue to review this offer as the educational landscape changes and evolves. We do this through research and collaboration to forge a path to improvement as we learn and develop as a school.

As a school we see reward as positive reinforcement of being the best we can be. Through our Golden Ticket strategy, we are developing a culture of praise for those students who continue to exhibit our core values of Learning, Leadership, Respect, Ambition and Preparation.

## Core Curriculum

Our focus starting point will always remain with the core curriculum of Maths, English, and Science. This is the core from which we build to ensure our students leave with the life chances they need for success in the wider world.

Success in Maths, English and Science is at the very heart of our success, and it is the skills learned in these areas that provide the access to further education, training, and the world of work beyond Scalby School.

Due to their importance at the heart of our curriculum we provide a substantial additional support to students should they need it. This includes our mentor reading programme, literacy and numeracy interventions, and other personalised curriculum adjustments.

## EBACC

We believe in an ambitious curriculum; therefore, all students have access to the EBacc.

Due to the academic rigor of the EBacc content student uptake has gradually increased. The opportunity to study the EBacc subjects is open to all our students and approximately 50% of them take up this offer.

We believe that the EBacc subjects offer a link to the wider world, along with opportunities in further education. Students who study the EBacc have an increased likelihood of staying on in full-time education.

The links to the core curriculum also support students in their studies of English and Maths.

## Personal Development

Delivered across the curriculum and enhanced through an extensive programme of extra-curricular experiences, every student at Scalby School can meet our relentless ambition and become a successful, confident, and respectful citizen.

Implementation includes formal teaching through subject areas, assembly programme and our Mentor Reading activities. Reading of texts rich in cultural, social, emotional, and moral contexts empowers the response of our students to the experience of life beyond their immediate sphere of reference.

Dedicated and discrete weekly curriculum time for Life Curriculum lessons ensures RSHE, Citizenship lessons are delivered with the rigour and ambition required for students to make the progress, in their personal development, required to thrive in a dynamic and modern society. We regularly review content to ensure we continue to meet locally identified need and wellbeing strategies.

In every lesson, in each curriculum area teachers will explicitly link learning intent to the wider world and career opportunities. In addition to subject specific links, we aim to explicitly reinforce the skills and interpersonal skills which employers require in a modern workplace.

Immersive opportunities to experience further and higher education, workplace and environments are embedded in our Careers Education provision with a range of local and national employers, universities, and colleges. Our Respect Policy communicates and exemplifies our values and clear expectations for students in relationships with each other, our staff and as members of our local community. British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced school values, structure, and expectations.

Collaboration with a range of wellbeing support services ensures external providers contribute to the breadth and depth of our personal development curriculum.

## Flexible support

Across Year 7 & 8, students experience a broad range of subjects studying English, maths, and science alongside a range of expressive arts subjects, geography, history, technology subjects, ICT, a modern foreign language, physical education, and religious education through life.

At Scalby our gateway choice in Year 9 offers a wide entitlement to subjects, including those subjects that comprise the full English Baccalaureate. There is the opportunity specialise in triple or combined sciences, and a wide selection of open subjects are offered including a range of subjects. From 2023 – 2024 Year 8 students choose four subjects to study within their Key stage 3 Year 9 gateway pathway allocation.

Flexibility and choice is key to our curriculum; balancing breadth and depth with choice and personalisation to enhance student engagement and success. Every qualification is open to all students. Our Guided Pathway blocks are re-shaped as students reach KS4 to build our timetable around student need and choice. Regular points of monitoring and reviewing are offered in Year 10 and Year 11 reflecting students' changing pressures and academic abilities. Advice and guidance underpin our curriculum modelling ensuring our students have regular points of discussion about their current and future study choices.

## Enrichment and Intervention

Our intent is that the curriculum extends beyond the classroom and as part of this intent we offer all students a learning experience which is appropriately challenging and meets their needs. We are proud of our wider enrichment offer, open to all students, which allows all students to access a range of activities.

We offer students across all year groups the opportunity to develop their knowledge, skills and interests through an extensive provision of extended learning and extra-curricular activities. These range from Sporting and Performing arts clubs to Shakespeare and homework clubs. These also include a bespoke programme of booster and intervention sessions available to students in Years 10 and Year 11.

We offer intensive intervention for identified students through the school-led tutoring programme and through our expertly designed programme of small group work. This ensures all individual needs are met and our most vulnerable are at the centre of this intervention programme. Students who join the school in Year 7 and are not at age related expectation for literacy are provided with reading interventions, with their progress being measured through both the testing of reading age as well as through the number and range of books they have read. In the same way we support numeracy as part of this programme of transition. This is then developed further as students' progress through the year groups to ensure they have access to the skills and knowledge needed for success in the classroom.

Identified students in Year 10 and Year 11 are also afforded a range of intensive interventions, including access to one-to-one Maths, English, Science and Modern Foreign Languages tutor sessions. These interventions support progress in the EBacc subjects as well as supporting progress across the curriculum by helping students to access topics and develop understanding in all areas of the curriculum.

We actively promote reading across the school and help our students to develop the reading skills they need to become successful citizens of 21<sup>st</sup> century Britain.

At Scalby, reading underpins everything we do. Reading is not just something that happens in English lessons. Students are exposed to a rich variety of reading opportunities throughout the school, both during lessons and at mentor time, as well as during extra-curricular activities. A real strength of our reading curriculum is our Mentor Reading Programme, where students and their mentors read novels together. This shared activity models reading for enjoyment and enables our students to become part of a reading community. Mentor Reading texts are carefully selected to enable our students to explore different social, cultural, and historical issues. The texts also promote diversity and feature teenage protagonists; it is our sincere wish that our students 'find themselves on the page'.

Scalby students are given ample opportunity to access our library. We are fortunate to have a dedicated school librarian, who shares a wealth of reading knowledge - both instructional and content-based - with our children. We also offer a comprehensive online library, where students can borrow books and audio books remotely. There is also a section of our library devoted to 'reading around your subjects', where students can explore further texts to develop their wider knowledge of their favourite subjects, enabling them to become real scholars.

We operate a tiered reading support system to ensure that students make the best possible progress with their reading skills. This begins with classroom-based reading approaches and the acquisition of new vocabulary and terminology. From day one, reading progress is assessed and logged and is regularly analysed. Where a need is highlighted, students are offered Guided Reading support and small group 'catch-up' intervention. Where a greater need is highlighted, students are offered a bespoke package of one-to-one reading instruction, namely Thinking Reading and Corrective Reading, which begins at phonics level and builds their comprehension skills, resilience, and stamina.

Reading is at the heart and soul of our school and runs like a golden thread through our curriculum.

## Student Leadership

Scalby School cares deeply about what students have to say. Our Student Parliament form an integral part of our decision-making process, making sure that our student body are represented and listened to.

The Student parliament meet half-termly to discuss different aspects of school life. It provides staff members with the opportunity to receive valuable student feedback, as well as acting as a platform for students to share their views. Student parliament feedback is regularly shared at Leadership Strategy Meetings and has had significant impact on our curriculum development and rewards programme. The Student Parliament also represent Scalby School with excellence at school events such as parent information and open evenings.

### Vision

We support all Scalby School students to **be the best that they can be** as part of our **student-centred, respectful, and safe** school community.

### Mission

To be the **trusted** voice of Scalby School students, ensuring that everyone's views are **heard** and **championed** in the interest of **student happiness**.

### Values

We are a group of strong-minded, honest, and fair young **leaders**, who seek to **prepare** our school community in **learning** what it means to be a 21<sup>st</sup> century citizen. We are **ambitious** in what we hope to achieve, under a constant backdrop of kindness and **respect**.

## Careers Education

Through high quality careers education, information, advice and guidance programme, our students are supported to make realistic and informed decisions about their career pathways, to have high aspirations and to empower them to achieve personal success and future economic wellbeing. This has been recognised through our achievement of the Quality in Careers Standard award.

We support students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. By helping students with decisions at crucial stages, informing them of all their options and introducing them to employers, we aim to prepare them for the world of work regardless of the pathway they choose.

Our careers programme supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. Careers guidance is provided through our programme of individual careers interviews and is evident across the curriculum. We also carefully plan the use of our mentor time programme, as well as a range of visits and workplace experiences. We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers guidance.

## British Values

We strive to ensure that students at Scalby School have a good understanding of British values democracy, liberty, respect, and tolerance. Through our life lessons, mentor time programme, assemblies, we support students to understand current affairs beyond and within their local area. We support our students in appreciating diversity, recognising different religions, races, beliefs, and lifestyles.

We guide students to live healthy lifestyles, both physically and mentally, providing them with age-appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol, drugs, and e-safety. Positive behaviour is consistently modelled to guide our students to be responsible, respectful, active citizens who contribute positively to society. We share many of these values in our Respect agenda and remind students of these values daily.