

Fitzharrys Curriculum

The curriculum at Fitzharrys encompasses learning within lessons as well as our school's ethos, our social, moral, spiritual and cultural provision (SMSC) and each student's wider experiences. The entirety of our curriculum must be life-changing, empowering each student, developing equity and enriching everyone.

We have reviewed our curriculum as part of the next phase of Fitzharrys' development. This involves a coordinated mapping of our intent at subject, faculty and school level, ensuring our curriculum is sequenced to build each student's knowledge and skills, supported by further opportunities. The drivers of our curriculum are captured in the 5 C's:

- Character: achieve balance and control, play an active role
- Curiosity: seek the truth, try something new
- Culture: experience the wow, develop your know how
- Connections: make links in learning, make links for life
- Confidence: shake someone by the hand, look them in the eye

We are working towards our agreed principles and aspirations for our ethos and curriculum, which are to:

- Nurture ambition, confidence, independence and resilience to support all students as they progress to the next stage of their learning and their future
- Induct students into the joy of life-long learning, taking them beyond their own experience and engaging their sense of curiosity, challenge, awe and wonder
- Ensure that students know more and remember more about a core body of knowledge and cultural capital as a foundation for success and engagement with learning in a fast-changing world
- Develop literacy, vocabulary and numeracy so all students can confidently access the curriculum and enhance their life chances
- Encourage a broad range of talents, skills and interests through experiences and opportunities that inspire engagement, performance and participation
- Stimulate true engagement so that all students form connections and understand the relevance and lasting importance of their learning, with the adaptability to apply their knowledge and skills in different contexts
- Develop each student's social and moral awareness and understanding of their responsibilities to themselves, others, society and the environment as active citizens in the local, national and global communities
- Inspire students to stay fit, healthy and safe and make sensible choices for life
- Foster skills of advocacy, analysis, debate, discussion and evaluation to make informed choices, seek the truth, be a positive influence in the world and know how others try to influence them
- Model and nurture empathy, compassion and cooperation so that all students value and respect differences and diversity in an inclusive school and society

Key Stage 3 Years 7-9

Our 3 year KS3 means that all students will enjoy a breadth and depth of learning, accessing an appropriately broad body of knowledge, skills and experience across the curriculum for as long as possible. It is not about simply preparing students for a set of examinations. We want every student to develop their love of learning, developing across different disciplines as, for example, actors, artists, athletes, coders, cooks, craftspeople, geographers, historians, linguists, mathematicians, musicians, performers, scientists, writers and more.

Our focus in Years 7 and 8 on developing knowledge and skills across all areas. Year 9 acts as a bridging year to Key Stage 4, providing all students with a good grounding of the body of knowledge and skills for further study.

Students in Key Stage Three (Years 7 to 9) follow courses in Art, Computer Science, Design & Technology, Drama, English, Geography, History, Mathematics, Modern Languages, Music, Physical Education, Philosophy and Ethics (Religious Studies), Personal, Social, Health & Citizenship Education (PSHCE or Fitzfocus+) and Science, These courses meet the requirements of the National Curriculum and build upon students' prior knowledge, understanding and skills. We will adapt our provision for some groups of students in order to meet their needs while maintaining ambition and preparing them for their next steps.

All students study French in Year 7. Spanish is introduced in Year 8 and both languages continue side by side in Year 9. We want students to develop as linguistics so that they succeed in chosen MFL subjects in Key Stage 4.

Our Year 7 curriculum incorporates a series of Wider Learning Days in which students develop confidence, leadership, independence and team work through a series of exciting challenges in and out of school. They also develop their understanding of and appreciation for diversity. These additional days and events continue to support students' wider learning from Year 8 onwards.

Key Stage 4 Years 10-11

Building on Year 9, our two-year Key Stage 4 enables students to specialise while following a core offer to develop essential knowledge and skills. We will maintain opportunities for learning outside of the classroom so that students have access to the arts and sport.

During Key Stage Four students follow courses in the core subjects of English, Mathematics, Science, Philosophy and Ethics (Religious Studies), Physical Education and PSHCE. All students study both English Language and Literature. Science courses include the three separate sciences and combined science. Students will apply to specialise within a system of timetable blocks that currently includes: Art, Business Studies, Computer Science, Food & Nutrition, French, Geography, History, Product Design and Spanish at GCSE; Drama, Music and Sport at BTEC.

We will adapt our provision for different students (for example, some of those with SEND) in order to meet their needs while maintaining ambition and preparing them for their next steps. We aim to review, update and adapt the curriculum each year to meet the needs of our students.

Key Stage 5 Years 12 -13

We are part of JMF6, a joint Sixth Form with John Mason school. JMF6 is part of the very successful Abingdon Consortium for Education, a longstanding partnership between the three Abingdon comprehensive schools and Abingdon & Witney College. A common timetable structure enables students to choose from an excellent range of subjects at A Level. Most students study three A Levels, although some will study more. The JMF6 programme includes Duke of Edinburgh Gold, the Extended Project Qualification and access to a range of electives and additional opportunities, including sport and community service as well as extra-curricular activities.

PSHCE Programme Fitz Focus +

Our Fitz Focus + programme has a focus on developing character education across the school. Personal, Social, Health and Citizenship Education aims to develop and nurture the ways in which students learn, relate to others, grow socially, choose healthy lifestyles and become independent citizens playing a positive part in society. The curriculum is enriched by specialist speakers, practitioners and by visiting drama productions in certain areas, for example, drugs education, relationships and careers advice.

Careers education is an important and growing element of the school's curriculum. In addition to supportive interviews with an independent careers advisor, students participate in work experience in Year 10, have access to careers fairs and benefit from advice on applying for jobs in Fitz Focus + lessons. We will actively seek opportunities to broaden access to careers advice and experiences in the lower school.

The aim of the school's sex education programme is to develop a clear understanding of the facts with encouragement to use the knowledge responsibly and with full consideration for others. The various aspects of sex education such as physical development, the biology of reproduction, contraception and sexually transmitted infections are covered in the curriculum, notably within science and PSHCE. In Year 9 a day focuses on sex and relationships education during which students participate in a series of expert led workshops including the topics of contraception, relationships, sexually transmitted infections, parenting and personal safety. The school is aware that its role is no more than complementary and supportive to the role of parents but our aim is to create an atmosphere in which responsible attitudes to all relationships are expected and encouraged. The full detail of the school's policy on sex education (approved by the Governors) is available on request.

Homework

All students are set regular homework to reinforce and extend their classroom learning. This is set according to a schedule which is published on the school website. The time for which students are expected to study beyond the timetable increases as they rise through the school to a minimum expectation of 4 hours per week per subject in the sixth form. Students are issued with a planner to help them record and plan their work and this is regularly checked by their tutor. Homework set is also recorded online via *My Child at School* so that parents can support students in their learning. As part of the range of tasks and research, students will regularly be set learning and consolidation homework to help them reflect on, reinforce and embed their learning.

Assessment and examinations

Assessment for learning and purposeful feedback take many forms and are fundamental to helping each student to develop knowledge, understanding and skills. In addition to rich questioning, self and peer assessment, throughout all key stages students are assessed regularly to monitor progress and help students and their teachers to set targets for further improvement. A student's performance is reported home between three and six times a year. Formal national examinations in all GCSE are sat at the end of Key Stage 4. A level courses are examined at the end of Year 13.