



FINHAM PARK SCHOOL

A Mathematics and STEM College



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Curriculum Policy

Finham Park School
Green Lane
Coventry, CV3 6EA

Tel: 024 7641 8135
Email: headteacher@finhampark.co.uk
www.finhampark.co.uk

Headteacher: Chris Bishop
Chair of Governors: Jenny Mclean



FINHAM PARK
MULTI ACADEMY TRUST

Overall Statement of Curriculum Intent

Founded in, and reflecting, our core values of courageousness, perseverance, integrity, humility and kindness, Finham Park's curriculum is accessible to all, providing our young people with the support they need to equip them for the adventures ahead. A broad offer matches the diverse needs of our students, helping everyone to discover their strengths and experience success.

Fostering a reading culture and making links across the subjects, we provide opportunities for all, both within and outside of the classroom. We aspire to give our students the time of their lives and empower them to be scientifically, mathematically and culturally literate. Religious Studies is undertaken by every student, to develop their understanding, acceptance and appreciation of the values, cultures and diversity represented both within our school community, but also across our multicultural city with its values deep rooted in Peace and Reconciliation. It highlights and encourages students to explore their own identities within this diversity. By providing a compassionate, vibrant learning environment and passionately delivering the powerful knowledge necessary for our students to become well rounded, independent thinkers, we believe that we offer a world class curriculum which prepares them to participate in local, national and global communities.

Aims of the Policy

The purpose of the curriculum is to help pupils to:

- develop lively, imaginative and enquiring minds
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- have sound numeracy, literacy and ICT skills
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the communities in which they live, both locally and the wider world
- appreciate human achievements and aspirations
- take their place in society as informed, confident and responsible citizens
- respect and understand other religious, ethnic and gender values and beliefs.

Main Principles

- The curriculum at Finham Park School has the following characteristics: breadth, balance, relevance, differentiation; progression and continuity; coherence.
- The curriculum builds the following skills: reflection, research, problem solving strategies and independent learning.
- The curriculum develops creativity, instilling a sense of wonder in all students
- The curriculum promotes knowledge and understanding; mastery of Intellectual, physical and interpersonal skills and personal qualities, values and attitudes.
- The curriculum provides experiences to reflect on for the future
- The curriculum builds a respect and understanding of and for other beliefs, ethnicities and genders
- The school has a commitment to provide equality of access for all pupils to academic experiences
- We provide appropriate tasks and learning opportunities to support high expectations and appropriate challenge
- All pupils have an entitlement to work related learning at KS4
- Parents are provided with curriculum information relevant to their child
- The curriculum is subject to planned evaluation and review

Outcomes

The curriculum:

- delivers the current and future statutory requirements
- is broad, balanced, relevant and differentiated
- enable pupils to fulfil their potential
- prepares pupils to make informed and appropriate choices at all relevant stages of their education
- meets the needs of the full range of abilities within the school
- ensures continuity and progression within the school and between phases of education
- fosters teaching styles which will offer and encourage a variety of relevant learning opportunities
- encourages a respect for the school and its environment so that learning is a positive and pleasurable experience for all
- helps pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- helps pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world

- helps pupils to use language, number and ICT effectively
- helps pupils develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
- helps pupils understand the community in which they live and also the wider community
- helps pupils to appreciate human achievements and aspirations

The School therefore endeavours to provide:

- an environment in which young people of all abilities are able to develop the skills and attitudes which will facilitate lifelong learning and sustained personal development.

Finham Park remains committed to STEM subjects whilst maintaining creativity across and within the curriculum. As such we are committed to:

- raising standards of achievement for all pupils;
- extending the range of opportunities available to children which best meet their needs and interests;
- developing a unique identity which reflects the School's STEM focus;
- benefiting other schools in the area, both secondary and primary;
- strengthening the links between school and the wider community.

Each area of the curriculum is allotted sufficient time to make its specific contribution, but not so much that it squeezes out other essential areas. The amount of time allocated to each subject will be reviewed annually. There are fifty, one-hour lessons in a two week (ten day) timetable.

Provision is made within the school for all pupils with special needs.

Additional support is provided for some pupils from TAs within the classroom and within the Special Needs and Disabilities department's own facilities. Teachers use student support plans and EHCPs to target support effectively, fully understand the needs of the student and differentiate appropriately to ensure all students experience success.

The provision of four foreign languages, and the three separate GCSE science subjects, stretches every child, including the most able. Students studying separate sciences can achieve in excess of eleven GCSEs by the end of Key Stage 4.

Key Stage 3

Mixed attainment teaching

Pupils at Finham Park School are grouped in mixed-attainment classes of up to 30 in key stage 3. Successive researchers over decades have found time and again that (despite a common misconception that strict setting or streaming pupils will lead to the best progress and outcomes) children make the most and fastest progress when grouped with pupils with a range of different talents, attainment levels and skills.

On the whole, they are also proven to be much happier and less anxious during their education as a result of being grouped in this way for their learning. Our approach is based on the latest research from the Education Endowment Foundation ([Education Endowment Foundation \(EEF\)](#)).

In an established school it is difficult to challenge the status quo and 'received wisdoms' based on parents' own experiences of how schools were organised in the past. However, recent research from [John Hattie \(Visible Learning\)](#) found that teaching pupils different materials in strict attainment sets has one of the weakest impacts of everything a teacher might do in terms of pupils' progress and attainment. We have also considered Schreier & Bosker's work on school effectiveness ([Schreier & Bosker's work on school effectiveness](#)). This work also found limited impact of grouping pupils by attainment. We also have the ability to use the evidence, including that considered in this [recent article from the Chartered College of Teaching](#).

Students follow the National Curriculum.

Year 7

Students study:

- Mathematics, English, Science,
- Computing,
- PE,
- Modern Foreign Languages,
- History, Geography RE and PSHRE,
- Art, Drama, Music and Technology,
- World Class Studies including Discovery (a combination of Mathematics and Science)

Pupils are taught in mixed attainment classes.

Discovery has been part of the curriculum for several years and is well established. It links the real world to the Mathematics and Science behind it.

Our World Class studies programme is designed to introduce students into areas that are not normally covered by the National Curriculum. Students opt for the areas they would like to study and are taught in mixed ability groups. Included

within these sessions is an emphasis on developing a student's learning skills which should impact upon their progress across all subjects and the opportunity to experience a subject area that they may wish to pursue in their future learning. All year 7 students will study a 12 week module in Mandarin, learning about the culture of China and some simple language skills.

From Year 7, students can choose to opt for Mandarin Chinese instead of French, German or Spanish. They will receive 8 hours contact time every two weeks as well as a series of extra-curricular enhancement opportunities funded by an external grant.

The World Class Studies programme includes:

- Interactive Fiction -Computing
- Mandarin
- Media – Film and Video Making
- Philosophy for Children
- Discovery

Year 8

Students study:

- Mathematics, English, Science,
- Computing,
- PE,
- Modern Foreign Languages,
- History, Geography, RE, PSHRE, Art,
- Drama, Music, Technology.

All subjects are taught in mixed attainment groups.

Year 9

Students study:

- Mathematics, English, Science,
- Computing,
- PE,
- Modern Foreign Languages,
- History, Geography, RE, PSHRE, Art,
- Music, Technology.
- Taster sessions for GCSE subjects picked from Drama, Business Studies, Psychology and Film Studies

All subjects are taught in mixed attainment groups.

Key Stage 4

Years 10 & 11

Students study:

Core - examined

- Mathematics, English,
- Either Biology, Chemistry and Physics or Combined Science
- Modern Foreign Languages, (French, German, Spanish or Mandarin)
- History / Geography
- Religious Studies

Core – non-examined

- PE
- PSHRE

Optional – examined

- Art - Fine Art
- Art - Graphics
- Art - Photography
- Biology
- Business
- Chemistry
- Computing
- Drama
- Engineering
- English Language
- English Literature
- Film Studies
- French
- Geography
- History
- Mandarin
- Mathematics
- Media Studies
- Music
- Philosophy and Ethics (Religious Studies)
- Physics
- Psychology
- Product Design
- Science (double)
- Spanish
- Sport Core – non-examined

Optional – assessed:

- Curriculum enhancement

Students are taught in attainment sets in Mathematics and Science and in mixed attainment groups in all other areas.

Alternative Routes

Students have access to a wide range of vocational courses as well.

Since students have a bespoke pathway constructed to support them with fewer GCSE subjects, giving them access to curriculum tutorial time with staff. We have strong partnerships with local colleges. They attend these courses one day per week and work towards recognised qualification.

Key Stage 5

Students either follow the A level route or the A level and BTEC route. The decision about the programme of study in year 12 will be dependent on the wishes of the student and prior academic achievement (i.e. GCSE point score). It will be overseen by the Head of the Sixth-form in consultation with Subject Leaders and will be conditional upon meeting entry requirements.

1) A level

In year 12, students are expected to choose a minimum of 3 AS levels and an enrichment course. Students have access to a broad range of A levels delivered at Finham Park but also to all A levels offered across the Federation (and sometimes across Coventry). The advantage of working within Coventry is that students have relatively easy access to all Coventry schools so that compromises can be kept to a minimum.

2) Applied A Levels and/or BTEC Route

Some students wish to follow a more vocational route and can combine the level 3 BTEC courses with an A level programme. The expectation is that students will follow the equivalent of 3 AS subjects in year 12 and 13.

All students follow the Enrichment programme which offers a wide range of opportunities to ensure they have a broad range of experiences to take to the next stage of their career. This will include re-sitting GCSE Mathematics or English for those students who did not achieve a grade 4 or higher in year 11.

Written by V Maginnis

September 2015

Reviewed by A Ditch

September 2018

Review by S Megeney

September 2021

Review by S Megeney

July 2023

Next review date:

July 2026

Signed:



Signed:



CHIRS BISHOP

Mandy Gilmore

Headteacher

Chair of Governors

Date: July 2023

Date: July 2023