



THE CURRICULUM AT PENKETH HIGH SCHOOL

The core values that underpin our curriculum at PHS are the following:

- **Academic excellence**
- **Holistic development**
- **Increased life chances for all**

Our ambitious curriculum reflects our high expectations that all students at Penketh High School are capable of accessing a suite of subjects that prepares them well academically by exposing them to the best of what has been thought and said in each subject discipline. We also recognise the importance of developing our student's cultural literacy. This means knowing who we are and where we come from, the great ideas from the past and the foundations of scientific discovery. We also recognise the importance of allowing students to engage with big ideas and concepts and to apply and combine knowledge.

At PHS we believe that the best opportunity for our students to achieve academic excellence is to ensure that they are exposed undertake the English Baccalaureate suite of subjects. In 2019 the school achieved its best ever Progress 8 (-0.12) with 68% of students undertaking the English Baccalaureate. This is significantly higher than the local authority average entry of 33.4 % (2018) and a national figure of 38.4% (2018). This increased pattern of entry is set to continue with 85% of our current year 11 students undertaking the English Baccalaureate.

The school also recognises the importance of the curriculum in supporting students from all backgrounds, including those who are disadvantaged, in order for them to be able to access a high quality, knowledge rich curriculum. The school believes strongly in providing disadvantaged students with a curriculum that enables them to reach the academic standards of their non-disadvantaged peers. This means that upon leaving school they are able to take part in what Michael Oakeshott describes as 'the great conversation of humanity'. This focus on providing a curriculum that enables our disadvantaged students to develop their knowledge and cultural literacy has resulted in the school significantly improving outcomes for disadvantaged students over the last two years against that of their non-disadvantaged peers.

At Penketh High School we have undertaken a significant project around ensuring that our students have a strong and coherent curriculum that is sequenced in order to maximise students' knowledge and cultural literacy. Students now undertake a three Year Key Stage



Three and two Year Key Stage Four in all English Baccalaureate subjects. Furthermore, our curriculum provides bespoke pathways to ensure SEND students have equality of opportunity. Consequently, our 2019 SEND progress is the best in the history of the school.

The research that has informed our curriculum vision and curriculum enactment is referenced below.

Additionally, this core academic learning experience will be supplemented with curricula for holistic development in order for students to be more self-aware, to build relationships and have a tolerance of difference. We also recognise the importance of the curriculum in supporting our students to develop ethically. We also believe in providing our students with intellectual, artistic and physical nourishment, to have opportunities to be creative and have an appreciation of the arts and culture.

CURRICULUM ENACTMENT (PEDAGOGY)

At PHS we recognise the importance of ensuring that teachers use a range of strategies to ensure that what has been learned via the curriculum is not forgotten and that information is able to be regularly drawn from student's long term to working memory. In order to ensure this teacher will use a range of strategies including; regular retrieval practice, spaced learning and regular formative and summative assessment. Furthermore, student homework this year is based on the use of knowledge organisers. These have been created for students to utilise at home and based on the invaluable knowledge they are expected to know in order to be successful in a specific subject domain.

In setting out the core principles of our curriculum intent and its enactment (pedagogy) we have utilised some key ideas derived from the following texts:

Curriculum

- Make it Stick by Peter C. Brown & Mark A. McDaniel
- Why Don't Students Like School? by Daniel T. Willingham
- The Curriculum by Mary Myatt
- The Learning Rainforest by Tom Sherrington
- Making Good Progress? The future of Assessment for learning by Daisy Christodoulou
- The Secondary curriculum leader's handbook by Roy Blatchford and various contributors



Enactment (pedagogy)

- Rosenshine's Principles in Action by Tom Sherrington
- Closing the Vocabulary Gap by Alex Quigley
- Teach Like a Champion by Doug Lemov
- Unleashing Great Teaching by David Weston and Bridget Clay
- Practice Perfect by Doug Lemov
- Ethic of Excellence by Ron Berger
- Principles of Instruction by Barak Rosenshine
- Making Every Lesson Count by Shaun Allison and Andy Tharby
- Leadership for Teacher Learning by Dylan Wiliam
- Embedded Formative Assessment by Dylan Wiliam
- Strengthening the Student Toolbox by John Dunlosky



DEVELOPING STUDENT VOCABULARY

"Closing the vocabulary gap between our 'word poor' and 'word rich' students could prove the vital difference between school failure and success" Alex Quigley
- closing the vocabulary gap

The school recognises that vocabulary is a good proxy for school success. At PHS we are committed to ensuring that curricular provision helps develop student's vocabulary so that they are able to develop a greater awareness of words that support academic and cultural development. We also recognise that. As such, at whole school level and within individual subjects a range of strategies are used to ensure that students improve the breadth and sophistication of their vocabulary. Furthermore, the school is committed to ensuring that students from disadvantaged backgrounds are given an opportunity to improve their vocabulary in order to close the gap on disadvantaged peers. The school has invested in opening a new Library in 2019 that will be used for a range of activities that further support students to develop their reading and vocabulary.

CURRICULUM STRUCTURE

The curriculum is organised into 25 periods per week comprising 5 x one-hour sessions each day. Years 7, 8 & 9 form part of a Key Stage 3 study and Year 10 and 11 are when students are fully beginning GCSEs across the full suite of subjects. The curriculum is tailored to meet the needs of individual students and maximise their achievement. The school believes in equality of opportunity for all students and that all students are capable of success.



CURRICULUM OVERVIEW

The Curriculum Overview outlines the frequency of subjects taught over each year group.

YEAR 7/YEAR 8

SUBJECT	HOURS
Art & Design	2
Drama	1
English	8
Geography	5
History	5
ICT	1
Languages	3
Learning for Life	3
Mathematics	8
Music	1
Physical Education	4
Science	8
Technology	1

YEAR 9 – E BAND

SUBJECT	HOURS
English	8
Mathematics	8
Science	8
ICT	1
Physical Education	2
Geography	4
History	4
Learning for Life	3
Languages	4
Option 1	4
Option 2	4



YEAR 9 – P BAND

SUBJECT	HOURS
English	8
Mathematics	8
Science	8
ICT	1
Physical Education	2
Geography	4
History	4
Learning for Life	3
Languages	4
Option 1	4
Option 2	4

YEAR 9 – S BAND

SUBJECT	HOURS
English	10
Mathematics	10
Science	10
ICT	3
Physical Education	2
Geography	4
History	4
Learning for Life	3
Option 1	4

YEAR 10/YEAR 11 – E BAND

SUBJECT	HOURS
Computer Science	8
English	4
Learning for Life (RE & PSHE)	3
Mathematics	9
Physical Education	2
Science	8
Option: Humanities	6
Option: Languages	6
Option: Open	4



YEAR 10/YEAR 11 – P BAND

SUBJECT	HOURS
English	8
ICT	4
Learning for Life (RE & PSHE)	3
Mathematics	9
Physical Education	2
Science	8
Option: Humanities	6
Option: Languages	6
Option: Open	4

YEAR 10/YEAR 11 – S BAND

SUBJECT	HOURS
English	10
Humanities	6
ICT	4
Learning for Life (RE & PSHE)	4
Mathematics	10
Physical Education	2
Science	10
Option: Open	4



ENRICHMENT PROGRAMME

In order to help support our vision for students at PHS and to further help develop student's skills and confidence the school offers a comprehensive enrichment programme. This is run at lunchtimes and after school. Over 85% of students in the school have attended at least one enrichment session while 62% of students have attended more than one of these sessions. Further to these non-academic enrichments are our after school academic sessions.

Art Club	Film Club
Band Workshop	Foodie Club
Year 7 Basketball Club	Year 9 GCSE Drama
Year 8 Basketball Club	Geography Club
Year 9 Basketball Club	General Knowledge Quiz
Beginner's Latin	Girls Design & Engineering Club
Board Games	Golf Club (PE)
Orchard Board Games	Harmonix
Boys Choir	History Homework Club
Card Games	Lego Club
Chess Club	Mandarin Chinese
Chamber Choir	Mindfulness
Colouring Club	Music Tech Club
Countdown Club	Percussion Workshop
Craft Club	Photosynthesis Club
Dance Work Space	Puzzle Club
Dan's Army	Running Club
Dead Poets Club	Y7 & Y8 Science Club
Debating & Politics Club	Taskmaster
Design Drawing & Model Making	Wool Craft
Digital Art Club	Writer's Club
DoE Skills – Knitting Club	Year Graduation
DoE Skills – Model Making Club	Faith Club
E-Portfolio Club	Football