

Range High School

Curriculum Vision Statement

Challenge, Support, Flourish



Range High school aims to provide a high quality curriculum experience that encompasses a variety of elements. The curriculum is both broad and balanced and designed to foster a love of learning. Our coherent curriculum is designed to enable students to acquire and retain the core knowledge and skills that they require in each subject discipline, in order to be successful in education and transferable to later life and further learning. It is equally important that the key concepts and domains of knowledge are developed and extended upon, in order to provide a rich and coherent curriculum that engages students, consolidates learning, provides a scaffold for future learning and encourages transferable skills. These key concepts are mapped across all 3 key stages in each subject to ensure progression and both formative and summative assessments are used effectively to check students understanding and plan future learning. It is important that our pupils become confident adults who are able to live safe, healthy and fulfilling lives and are empowered to make informed choices and to become responsible citizens who make a valuable contribution to our society. Regardless of ability we aim for all of our young people to flourish now and in their future lives.

A Challenging and coherent Curriculum

As a school we value a wide range of different subjects and we want pupils to experience a broad and balanced curriculum for as long as possible. Therefore, we have a three-year key stage 3 involving years 7-9 where pupils are introduced to, and study, a large number of subjects in their own right. Pupils have the opportunity to develop the skills and knowledge associated with these subjects and we want pupils to experience the richness associated with studying a broad curriculum forming an excellent foundation for key stage 4. This will allow pupils to develop their knowledge base and in turn make informed decisions about the subjects they want to study in greater depth at key stage 4. As a school we recognise the importance of supporting all of our pupils and therefore set for Maths on entry, MFL from year 8 and Science from year 9. This ensures our pupils receive a high quality learning experience and that appropriate challenge, based on four pathways, is at the centre of our planning and development of our schemes of work.

As a school we also recognise the importance of developing pupils' oracy. Our curriculum is designed to ensure that pupils become vocabulary-rich. This is supported by the schools Literacy Policy. Reading is also a fundamental pursuit that is encouraged and promoted throughout school life. We place great value in encouraging a love of reading and expect all teaching staff to incorporate aspects of this to further develop learning within their curriculum subject.

Our curriculum is taught by a team of highly qualified teachers who participate in regular CPD and collaboration with other Southport Learning Trust schools. All of our CPD is rooted in the latest research and we engage external training partners and our multi academy trust partners. Every subject area engages with their chosen examination board and also with subject specific professional associations. The school supports and encourages staff to mark for examination boards to further enhance the experience of the pupils. Safeguarding is a core non-negotiable for all adults in the school and the annual CPD cycle and SMART LOG training reflects this.

Key Stage 4

We are proud to run an open option system at Key Stage 4 and with extensive support pupils go on to select courses that will challenge and interest them. Key Stage 4 consists of Years 10 and 11 where pupils study a range of level two courses both GCSE and where appropriate, vocational courses. The courses on

offer ensure pupils have a broad range of subjects to choose from and are in an excellent position to move onto level three courses, training or employment. The majority of our pupils will take ten GCSEs including Maths, English, Science and languages. The pupils have three option choices and the school takes a very proactive role in ensuring the courses the pupils select are suitable. The school also recognises the valuable role that other non-examination subjects play and all pupils will also study careers, PSHE and Religious Education as part of their key stage 4 curriculum. We will also ensure that the key stage 4 curriculum is adapted to meet the individual needs of the pupils. As a school we recognise the government's ambition to ensure that all pupils study a strong academic core of subjects, such as those offered by the EBacc. Our current curriculum model allows all of our pupils to access Ebacc subjects and we have a phased approach to an increased take up in both Humanities and MFL subjects. This is important to us as we recognise our local context, our older year groups demonstrate an entry profile that would be best suited to an Ebacc curriculum although it is important to realise this is changing in lower year groups. A significant proportion of our pupils select humanities at Key Stage 4 and we have a languages for all curriculum model which is both challenging and aspirational.

Key Stage 5

Key stage 5 consists of Years 12 and 13 where we offer a range of Level 3 qualifications, both A level and BTEC. We challenge our pupils to achieve their potential in a highly supportive environment. As a school we value a range of qualifications and give pupils many additional experiences through offering qualifications such as EPQ, Duke of Edinburgh and Level 2 Core Maths. Pupils have access to Maths and English intervention if they need to retake GCSE English and Maths. The school is very proud of its enrichment programme that helps to build the personal profile of our pupils. There is also an extensive PSHE programme where students will experience a wide range of activities including careers insight sessions and a focus on personal well-being. Our sixth form provision ensures strong personal development is promoted and allows our students to flourish and to be successful beyond Range High school.

A Supportive and Inclusive Environment

As a school we recognise the importance of learning and education for all pupils including disadvantaged and those with SEND to ensure they have the greatest opportunities available to them once they leave school. We strive to ensure that these pupils make positive progress in terms of their examinations at both key stage 4 and 5. However, as a school we recognise that our role is much greater than supporting these pupils to achieve qualifications. As a school we offer a very high standard of pastoral care and our Deputy Headteacher has lead responsibility for our cohort of disadvantaged pupils. We also offer a significant number of enrichment activities at all key stages and the participation of these pupils is encouraged and monitored. In terms of the curriculum the school uses research based strategies to ensure pupils receive a positive learning experience. The pupil premium allocation is used purposefully and carefully to support their learning. As a school we are working hard to provide an excellent standard of special educational needs education. We have a highly qualified team of TA's who work with our SENDCO and Associate SENDCO. We are confident that pupils with SEND have access to a personalised high quality education and their educational experience is not negatively affected by their special educational need/disability. Teachers work hard to ensure their planning allows all pupils to access their subject and the SENDCO provides valuable support to these teachers.

The school recognises the value of Maths and English in terms of equipping our pupils with the skills they need to be successful beyond school age and for this reason the school provides a range of intervention strategies. This support will be implemented from the point at which these pupils start at Range and this is primarily because of good links with our feeder primary schools and good use of Key Stage 2 data and other key information. This support will continue throughout Key Stage 3 and 4 to ensure pupils acquire important literacy and numeracy skills that will be essential later in life.

Students who flourish

Range High school recognises the important role of cultural capital in ensuring the pupils have the very best educational experience. Through developing key skills such as resilience, problem solving and creativity we aim to enhance the learning experience of our pupils, equipping them for life beyond Range High school. There is an established extra-curricular programme across all of our subjects and this combines both activities that directly support the curriculum and activities that are included to enhance the experiences and opportunities of the pupils. These activities are offered to all pupils and are available to disadvantaged pupils through financial support when necessary. The extra-curricular provision at Range High school is extensive and contributes to the rich experience the pupils receive. This provision encourages pupils to develop their interests, engage socially with other pupils and adults with similar interests and to receive additional support when necessary. Many of these opportunities also allow pupils to meet and work with other pupils and adults outside of our local community all contributing to a richer learning experience for our pupils.

The school embraces the Gatsby benchmarks for careers guidance and has a clear implementation plan across the key stages to encourage pupils to raise their aspirations and make the most of the opportunities available to them in terms of education, employment and training. Students engage with alternate providers and employers through subject events, careers fairs and work experience.

At all key stages the school values the importance of personal well-being and the curriculum is designed to support pupils' broader development. Personal, social and health education, including age appropriate relationship and sex education and careers education are taught throughout all key stages and in a variety of ways to maximise the impact of delivery. This delivery is in discrete lessons, tutor time and collapsed timetable days. All students complete the GCSE Citizenship course starting in year 9 and completing it at the end of Year 10. The objective is to support the development of pupils to be confident, resilient and independent, and to develop strength of character. As a school we also recognise the importance of safeguarding children and educating pupils about how to stay safe. The school places great importance on the promotion of tolerance and respect and this is evident in our engagement with the Prevent strategy.