

Curriculum Summary Statement

Curriculum Vision

think grow care

It is our curriculum vision to support students in becoming the finest version of themselves as they:

- **Think deeply**, read widely, discuss openly and listen intently. Study with PRIDE, forever Prepared, Respectful, Involved and Dedicated.
- **Grow personally**, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of STRIVE.
- **Care passionately** about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

Curriculum Ambitions

Through strategic design and skilful delivery, the curriculum aims to achieve the following ambitions for every student:

- **Ambition 1:** the curriculum leads students to academic accomplishment and fulfilment. It provokes thought, curiosity and scholarship, allowing students to delve into a rich variety of disciplines.
- **Ambition 2:** the curriculum leads students to personal accomplishment and fulfilment, becoming happy individuals with social maturity and moral purpose.
- **Ambition 3:** the curriculum leads students to appreciate their place in the modern world, revealing the opportunities it offers them & the responsibilities they owe to it.

Academic Curriculum

Considerable breadth and personalisation

Key Stage 3 (KS3), studied in Y7 and Y8 is broader and more ambitious than the National Curriculum (NC). All students study the NC subjects of: English, Maths, Science, Art, Citizenship, Computing, Geography, History, MFL, Music, PE and Technology. Technology is also broader than NC requirement, allowing all students to experience Food, Textiles, Timbers and Electronics. In addition to the NC subjects, all students also study Drama, PSHE and RE. All KS3 courses have been audited and meet or exceed the ambitions of the NC.

All students complete diagnostic testing (CATS, reading age, spelling, comprehension) during their transition to Wyvern and those with low literacy levels follow our Transition Curriculum. This is taught by a primary-specialist as hybrid English-Humanities lessons and focuses on accelerating development of literacy skills so students can re-join mainstream English and Humanities lessons as quickly as possible. Students retain full access to the whole breadth of the KS3 curriculum whilst they are participating in the Transition Curriculum.

Students choose their options at the end of Y8 and begin Key Stage 4 (KS4) in Y9. All follow a core KS4 curriculum of English Language, English Literature, Maths, Science, PE, RPS. The Religious and Personal Studies (RPS) course is taught in a weekly timetabled lesson by subject-specialist teachers, ensuring sensitive and important safeguarding and wellbeing content, such as sex and relationships education, is delivered by a specialist teacher to a high standard and experienced consistently by all students.

All students are encouraged to follow the E-Bacc, which is the government's recommended combination of courses for 90% of students nationally. At Wyvern, it is compulsory for students whose performance in KS2 national tests, and Cognitive Ability Tests (CATs), projects a GCSE Target Grade of 5, providing a broad academic base to their studies. Students follow a three-year KS4 as it provides greater breadth and personalisation than a two-year KS4

could. Students study two options in addition to the Ebacc subjects, unlike just one in most schools, providing them with a greater range of available options for KS5 study after their time at Wyvern.

The KS4 curriculum is more ambitious than the National Curriculum, which stipulates that schools should offer at least one course in each of the arts, design technology, humanities and MFL. The Wyvern KS4 curriculum offers

students a choice of six arts subjects (Art, Drama, Dance, Music, Music Technology and Photography), three design technology subjects (Food and Nutrition; Catering and Hospitality; and Design and Technology), four humanities subjects (Citizenship, Geography, History and RE) and three MFL subjects (French, German and Spanish). Furthermore, we also offer vocational courses in Enterprise and Marketing and Health and Social Care. Additionally we offer 3 ICT courses (Computer Science, Creative iMedia and Information Technologies) and also Film Studies. Altogether students have over 20 GCSE and GCSE-equivalent vocational options to choose from in addition to the Ebacc subjects.

KS4 options offer a blend of academic and vocational courses with all students encouraged to consider including a vocational option as it prepares them for contemporary KS5 courses, of which many have formats containing vocational elements.

Students who do not follow the Ebacc will have the option of selecting an additional option (which includes a Modern Foreign Language, History and Geography) or may be identified to study extra English and Maths.

Additional academic challenge is offered through the options to take Triple Science (as opposed to Combined Science) and to take a second language. The Wyvern curriculum is thus “as broad as possible for as long as possible”, offering considerable breadth and personalisation.

Curriculum Design

All KS3 and KS4 courses’ curricula are designed around a common set of design principles, ensuring students experience a curriculum that: is equitable across classes; is sequenced intelligently to ensure planned progression over time; regularly revisits key content and skills; makes links between subjects wherever possible; has content that is broad and balanced including promotion of diversity; is accessible and inclusive for SEND students; provides work-related links; and is adaptive based on regular assessment of students’ progress. In addition, all courses follow 12-step ‘implementation’ guidance to ensure consistency of curriculum experience for all students across the college.

Extra-Curricular and Super-Curricular Activities

All courses in the college have ‘Curriculum Maps’ which detail not only the in-lesson taught content, but also extra-curricular and super-curricular activities that students can engage in to enrich and extend their learning respectively. Whereas the extra-curricular activities tend to be recreational and experiential, super-curricular activities demand scholarship.

Personal Development Curriculum

Core RPS

The Core RPS curriculum is delivered through Y7-11 in a timetabled lesson each week. The curriculum meets the DFE Guidance on PSHE education (Feb 2020), including curriculum content on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle. However, the breadth of the Core RPS curriculum exceeds the national guidance, including additional themes such as: world religions, law, the justice system, medical ethics, global equality, the media and mental health.

STRIVE

In Y7-9 students participate in the STRIVE programme for personal development. The programme, which is delivered during tutor time supports the college in achieving its second curriculum ambition: [to lead] students to personal accomplishment and fulfilment, becoming happy individuals with social maturity and moral purpose. STRIVE develops six key personal attributes in students:

Strength of Character – **T**eamwork – **R**esponsibility – **I**nitiative – **V**olunteering – **E**nrichment

Students learn about each of the six attributes (one per half term) and are supported in enhancing their skills in each by identifying opportunities for them to try new things. Students are awarded bronze, silver and gold badges for successful completion of the programme in years 7, 8 and 9 respectively.

Assembly and Tutor Time Curriculum

Assemblies play large role in curriculum ambitions 2 and 3, covering personal development, contemporary societal themes and keeping yourself safe such as: Black History Month, safeguarding, Remembrance, anti-bullying, Human Rights Day, Holocaust, LGBTQIA+, Careers Week, World Book Day, National Autism Awareness Week and more.

The Tutor Time Curriculum delivers to all students a personal development curriculum which explores: the rule of law, Wyvern's rules, healthy friendships, anti-bullying, peer pressure and more. STRIVE and careers knowledge are also completed in this time. Furthermore cultural capital is developed through a 'Knowledge is Power' unit which takes students on 'virtual visits' to places of cultural importance.

Careers Curriculum

Wyvern uses a multi-strand approach to delivering careers education through: tutor time activities; planning to share work-related information within the curriculum design of all our subject courses; specific units covering employability skills and careers in Core RPS; and providing students with the opportunity to access impartial, one-to-one careers advice and guidance.

Students take part in a variety of activities e.g. employability interviews, opportunities to meet employers during lesson time, Careers Fair, National Careers Week activities, external visits to workplaces and FE and University workshops. Wyvern students also receive additional support whenever significant study or career choices are being made.