



### Myton School Values

**Preparing all our students for lifelong success through:**

**Developing self-assured learners  
Removing barriers  
Working together  
Investing in staff**



### **Inclusion at Myton School**

Myton staff and Governors share the ambition that all our students are in class, regulated and accessing learning which constantly challenges them to improve their knowledge and skills. We understand it is our collective responsibility to achieve this ambition through; teaching students to understand cognition and their curriculum thus becoming self-assured learners, always matching the challenge in the classroom to the needs of the students, implementing school policies and procedures in a calm, consistent way, adapting our plans and practice when appropriate and ensuring all reasonable adjustments identified are in place thus removing barriers. School leaders will invest in staff to ensure all can access appropriate training to fulfil our ambition, meet our collective responsibilities and through facilitating collaboration both within Myton School and with like-minded schools, ensure all colleagues learn from the very best practitioners.

### **Curriculum Intent**

- To develop self assured learners; young people who have a desire to master their subjects beyond the requirements of exam boards, who can articulate their learning journey, who know their strengths and weaknesses and who take reasoned actions to improve their knowledge and understanding.
- For all students to achieve aspirational outcomes regardless of their starting points, ensuring barriers are overcome.
- To ensure all students have memorable experiences beyond the classroom which complement the broad curriculum within the classroom and inspire a love of learning.
- To support lifelong success by ensuring students have the right knowledge and personal characteristics to thrive in modern Britain and the world.

## **Curriculum Implementation**

Myton School offers a broadly academic curriculum based on the National Curriculum, with sights set firmly on the highest of expectations, including outcomes for students measured both in exam success and progression into aspirational pathways beyond our doors, whether that be attending university, apprenticeships, or employment. No Key Stage exists in isolation, but a continuum of learning is created from Key Stage 2 through to the end of Key Stage 5.

Through the highest expectations, expert teaching, support, challenge and targeted intervention, students from all backgrounds and starting points will be able to succeed. Timetabled lessons are enhanced by a varied and motivational enrichment programme of extra-curricular activities, trips, and visits. These take place throughout the school year and staff are encouraged to contextualise students' learning through these visits, or other experiential opportunities including visitors and guest speakers coming into school to further spark students' curiosity about themes and topics. Wherever possible, teachers link learning to real life and other subjects, so that students clearly see the relevance of their learning. Students are presented with an extended provision through the pastoral curriculum and our PSHE/Life Skills curriculum.

### **Key Stage 3**

Our curriculum builds on students' prior learning from Key Stage 2. At Myton our aim is to work in partnership with local feeder schools, with a dual focus of both a child's academic and social development. Ensuring there is a continuum of learning, that builds on prior KS2 knowledge and skills, but also to create confident, independent, and enthusiastic learners, removing barriers to ensure every pupil can progress and achieve their full potential.

In Key Stage 3, students experience a full range of National Curriculum subjects, which allows them to make sound option choices.

In Years 7 and 8 students study:

English	Maths	Science	PE	Spanish
History	Geography	RE	DT	Art
Drama	Music	Life Skills (inc.PSHE)	Computer science	
French / German are offered as a second language for our more able linguists in year 8.				
(Hours studied can be found in the curriculum model at the bottom of this document.)				

To aid in the continuity from Key Stage 2, our students are assessed in line with the Key Stage 2 language of developing, secure and exceeding age-related expectations. Learning is sequenced to meet the requirements of the National Curriculum, building on prior knowledge as well as to deepen and extend knowledge as appropriate. Our programme of English Boost and additional numeracy support are provided to ensure that no student is left behind and appropriate provision is made to maximise students' progress, whatever their starting point. This allows pre-teaching to prepare them for lessons, or additional input to review and consolidate learning, according to need.

Currently in Year 9 students begin to take some ownership of their learning while keeping a breadth of subjects. Students are involved in choosing elements of their curriculum, while keeping a breadth of foundation subjects and this is designed to be a motivating factor to further engage students in their learning.

We blend elements of Key Stage 3 learning, alongside development of Key Stage 4 skill development and preparation for Key Stage 4 assessment styles. These lessons are designed to be a hook, engaging students, and allowing them to explore the subjects in depth and with interesting, innovate and real-world application of the subject. The core subjects of English, Maths, Science, RE, PSHE and PE continues. Students select at least one subject from each of the following boxes, picking seven subjects in total:

History Geography	Spanish German French  English Boost (students individually selected)	Product Design with Textiles or with Resistant Materials or with Graphic Products Food Technology	Computer Science Creative ICT Media Studies Film Studies Business Studies	Art Drama Music Dance Photography Health & Social Care PE
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\*Twilight lessons are available in Mandarin, Portuguese and Italian and are run dependent on demand.

*The year 9 curriculum is currently under review ready for September 2023.*

#### **Key Stage 4**

In Key Stage 4, students refine their choices and study five options to the end of Year 11. The compulsory subjects of English Language and Literature, Maths, Double Science, PSHE and Core PE continue, while Triple Science and RE form part of the option choices.

A broad range of GCSE subjects are offered to students, as shown above, with EBacc options featuring strongly: Computer Science, Triple Science, Geography, History, French, German and Spanish, as well as the opportunity to take a twilight GCSE language, or sit GCSEs in heritage languages (to enable further breadth of student choice and control).

The EBacc is not a compulsory element of our curriculum, however, more able students are strongly advised to study these subjects at GCSE, and many continue with them into A Level with a view to future study at universities. All students are required to study at least one EBacc subject throughout Key Stage 4 in addition to their core subjects. Non-GCSE qualifications are all selected to ensure that progression into further study post-16 is possible. We deliver alternative qualifications, including BTECs and Cambridge Nationals, that are high calibre and rigorous in their content and assessment.

We offer mostly GCSEs but include BTECs and Cambridge Nationals where appropriate courses for our student intake exist. Students must take at least one EBacc Subject (History, Geography, Language, Triple Science, Computer Science). However, the full EBacc suite is encouraged for students as appropriate (History or Geography plus a Language).

(Hours studied can be found in the curriculum model at the bottom of this document.)

*The Key Stage 4 curriculum is currently under review ready for September 2023.*

## Key Stage 5

There are a wide range of Level 3 courses available in the Sixth Form mixing traditional A levels with BTECS, Cambridge Nationals and Diplomas. All students are expected to study three qualifications throughout Years 12 and 13. In some cases, where students have achieved exceptional GCSE results, students may be permitted to study four A Levels.

In addition, they study an Academic Enrichment programme, which might include the Extended Project Qualification (worth half an A Level; Core Maths (worth half an A level); aiming for Russell Group Universities; Debate Club and Moocs. There is also a wider enrichment programme, which includes onsite or offsite games (physical activity), volunteering, music and language options. All students also receive life skills, study skills and PSHE delivery in a fortnightly classroom-based lesson throughout their time in the Sixth Form and are expected to undertake at least a week's work experience. Year 12 students must complete 30 hours of volunteering across year 12 to develop essential workplace skills and empathy.

When applying for the sixth form, it is imperative that students choose courses that are suitable for them and their interests but that also play to their strengths academically.

Post-16 subjects available:

Art	Biology	Business Studies	Chemistry
Child Development	Computer Science	Criminology	Dance
Economics	English Literature	Combined English Lit & Lang	Environmental Science
Film Studies	Forensic Science	French	German
Further Mathematics	Geography	Government & Politics	Health & Social Care
History	ICT	Linguistics	Mathematics
Media Studies	Music	Philosophy & Ethics	Photography
PE	Physics	Psychology	Sociology
Spanish	Theatre Studies		

(Hours studied can be found in the curriculum model at the bottom of this document.)

## **Further Curriculum Information**

### **Literacy**

We recognise that communication skills lie at the heart of effective teaching across the curriculum. A child who can read well, speak well and write well will have much greater life chances and better opportunities to thrive and achieve. A culture of reading is valued, promoted and celebrated in curriculum and enrichment experiences at Myton. We want students to be able to articulate their ideas in an academic and formal manner. The process of writing is explicitly taught and the demands of different types of writing is taught across the curriculum areas.

### **What we do to support communication skills**

#### **Bedrock Vocabulary:**

In Years 7-8, students follow an online programme called Bedrock Vocabulary that helps students learn important academic vocabulary to support them in making excellent progress at school and further education. As students progress through the Bedrock Vocabulary curriculum, they will study hundreds of words, whilst reading fiction and non-fiction texts regularly.

Year 7: Students will complete one Bedrock lesson a fortnight in the LRC and they are required to complete one lesson a week for homework.

Years 8: Students are required to complete one Bedrock Vocabulary lesson a week for homework.

Please encourage your child to do Bedrock vocabulary exercises at home to help boost their vocabulary. If your child doesn't have access to the internet at home, they can use the computer suite in the LRC to do their Bedrock Vocabulary homework before or after school and during break or lunch.

#### **Reading:**

We believe in providing opportunities for students to read widely. As such, we offer the following:

- Lessons on using the library and study skills in Year 7
- Regular class reading time in form time with tutors
- Reading and study skills support in sixth form tutor time
- Private reading time in English lessons
- Testing reading ages of students and providing help and support for those students who need to catch up

#### **Across the Curriculum:**

In subject areas, departments use a range of strategies to support the development of communication skills. These include pupil-friendly resources designed to support subject specific learning, including key words and paragraph structures that support exam preparation. Displays in department areas also show the value placed on developing communication skills at Myton.

#### **Making Literacy Fun:**

As a school we aim to make literacy fun and try to enthuse students in activities that enhance their love of words. A few of the activities we have run over the last few years are:

- World Book Day events
- Creative Writing Club and Reading Club for Years 7 and 8
- Author events: Cathy Cassidy, Charlie Higson, Mark Robson, Sarah Crossan, Jonathan Stroud, Lauren James
- Carnegie Book Award/ Warwickshire SLS Secondary and Teen Book Awards
- Theatre trips, including links with the Royal Shakespeare Company
- Harry Potter Event
- World Cup Reading Challenge

## **Oracy**

In all years, pupils should have opportunities to:

- Speak confidently and effectively out loud
- Use Standard English confidently in a range of formal and informal contexts, including classroom discussion
- Give short speeches and presentations, expressing their own ideas and keeping to the point
- Participate in formal debates and structured discussions, summarising and/or building on what has been said
- Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

## **English Boost – Literacy**

At Key Stage 3, selected students participate in the Read Write Inc. Fresh Start programme by Ruth Miskin and the Rapid Plus reading support. Specialist teachers deliver phonics-based, structured lessons in place of some English and languages lessons to help students to develop various communication skills, including reading, spelling, comprehension and editing.

At Key Stage 4, some students take English Boost as a GCSE option and work towards additional qualifications such as Entry Level and Functional Skills (AQA). They also receive additional support with their English GCSE courses.

## **Numeracy**

There is more to numeracy than the ability to calculate with numbers and symbols. It has a broader definition and involves the wider uses of mathematics in all our lives. It encompasses the ability to put mathematical knowledge and skills to functional use as well as the ability to pose and solve mathematical problems in a variety of situations and having the interest and motivation to do so.

Numeracy is a key skill in students' learning, and we aim to give all students quality experiences in this area. The teaching of numeracy is the responsibility of all staff. We endeavour to ensure that materials presented to students will match their capability both in subject content and in numerical demands. Our dedicated numeracy coordinator works with other departments to support their teaching of numeracy.

We want all students to be able to cope with the numerical demands of everyday life and we provide numerous opportunities for students to:

- develop fluency with number
- sharpen mental arithmetic strategies
- interpret data, charts and diagrams
- process information and check validity of answers
- solve problems
- understand and explain solutions
- make decisions based on logical thinking and reasoning

## **Useful Information for Parents:**

The easiest way to help your child is to talk positively about the importance of numeracy and to engage them with number-related activities. These might be calculations with money, talking about bills, finding the best deals, etc. Numeracy is largely about using maths to solve problems, and reasoning, which can come into so many things that adults often take for granted, but that are perhaps not so obvious for a teenager.

In maths lessons, all students in years 7 and 8 complete a weekly 30-question Numeracy Ninja skills check to improve their fluency and speed with calculations. In addition to this, their weekly Sparx maths homework includes dedicated multiplication tables practice. We also use the [timestablesrockstars](https://www.timestablesrockstars.com/) website that students are familiar with from primary school.

#### Useful Websites:

- [BBC Skillswise](https://www.bbc.com/education/skillswise) aimed at key stages 3 and 4, a fantastic website from the BBC which is aimed at bringing you up to speed with all the key skills that students need to succeed at maths today.
- [National Numeracy](https://www.nationalnumeracy.com/) Provides help and guidance for adults to manage money, support children or to get on at work. Has links to training and also a 10-minute skills check.
- [Nrich](https://www.nrich.org/) aimed at all key stages. If your child can do a few puzzles a week on this site, it will impact them more positively than re-reading the textbook ever will. These puzzles teach children how to think and solve problems for themselves, which are essential skills for success at maths and all subjects. Each puzzle comes complete with a worked answer and details of the thought processes involved.

#### Useful Information for Students:

- Use your exercise book whenever necessary to support your strategies when solving a problem, or to make notes of a problem that you need further assistance with.
- Attempt to use key words learnt in mathematics lessons to support your learning in other subjects.
- Sharing the work you've done in school with your parents/carers and emphasise where you've used your numerical skills.

### **SEND**

We recognise that students with SEND needs are not a cohesive group with similar needs. As such, our curriculum offer for SEND students must be broad, balanced, and ambitious for all learners. We aim for the vast majority of our SEND learners to access the same curriculum as our non-SEND peers, this is especially the case for SEND K students.

In some cases, our curriculum offer becomes more bespoke in order to meet the needs of SEND students. This is often where their needs require specialist input or supported study time in order to meet the provisions outlined in their EHCPs. Decisions to modify curriculum offers are made through discussions with their families, Head of Year, SENCo and Head of curriculum. Interventions to support English for students who arrive below KS3 attainment are in place through English Boost. This is an assessed intervention, with clear entry, monitoring and exit points for KS3 and 4 students.

### **High Prior Attaining Students**

#### Rationale:

At Myton School we ensure our High prior attaining students make outstanding progress by:

- Ensuring that the curriculum is designed to build upon the knowledge and skills achieved in year 6 through close collaboration with primary schools
- Identifying students who need additional support and ensure access to a range of interventions including targeted subject intervention or academic mentoring.
- Offering opportunities for students develop beyond the curriculum by attending specialist extra-curricular activities, careers advice and guidance and university focus days.

- Alongside this our values drive curriculum intent ensures students are given the resources to take ownership of their learning, are set aspirational targets and have memorable experiences throughout their time with us.

### What is a high prior attaining student?

High Prior Attaining students are defined as those students who achieve a threshold score in their combined En and Ma scaled scores in Primary Schools. We will also add students to this group if CAT scores taken by Y7 in September identify students who have potentially underachieved at primary school, or who do not have any SATs data, but whose CAT scores signify higher ability. In-year admissions to the school are reviewed through students' baseline assessments and added to the HPA group if their performance is above average. Students who achieve 120 or above in their combined En and Ma scaled scores are also identified as an 'HPA+' group to give guidance to staff about students who have had particularly high prior attainment at the end of Key Stage 2. Teachers' seating plans identify who these students are in their classes.

Curriculum Adaptations: High prior attaining students will be expected to study two languages in year 8.

### Technology Use

Where it is beneficial to do so, Myton School seeks to make the most of the ever-increasing array of software and applications available to enhance the curriculum. Visualisers or Google Docs are used, enabling more regular and immediate feedback between teachers, individual students, and whole classes. The increasingly diverse functionality of interactive whiteboards, including the use of a range of media, help to capture students' imagination and retain their interest and motivation during lessons. The Bedrock programme is used to measure students' reading ages, support progress in reading and inform interventions. Subject specific apps are used with the particular purpose of extending students' learning outside the classroom and adding variety to the types of tasks available.

### Personal Development and Extra-Curricular

It is important that our students leave Myton School fully equipped to play an active, positive and fulfilling role in their community. Academic success is only one part of this development and readiness for the wider world; the characteristics, values, confidence and resilience students develop through their time with us are equally essential and we have planned and developed a programme to enable this for all students. Students are presented with a range of experiences and opportunities, through the pastoral curriculum, our extra-curricular offer, including stop the clock events, visiting speakers, the 50 Things Challenge and our PSHE/Life Skills curriculum.

#### Pastoral Curriculum:

Developed in conjunction with our governors input around the soft skills and characteristics needed for employability. The curriculum addresses 6 half-termly themes which are then reinforced in classrooms across the school: Professionalism, Aspiration, Healthy body and mind, Respectful behaviour, Taking responsibility and control, Global citizen.

At the launch in 2022, students in all Key Stages are being taught shared common themes, before individualised age-appropriate sessions. Longer term, this will be refined to enable all years to have a personalised, age-appropriate pastoral curriculum that will be returned to annually allowing for retrieval and further extension. The broad concepts behind each theme are as follows:



<p><b>1. Professionalism</b></p> <ul style="list-style-type: none"> <li>• Impact on others</li> <li>• Contextual behaviour</li> <li>• Organisation</li> <li>• Communication/language</li> <li>• Team player</li> <li>• Articulation</li> </ul>	<p><b>2. Aspiration</b></p> <ul style="list-style-type: none"> <li>• Independent learning</li> <li>• Enquiring mind</li> <li>• Motivated by goals</li> </ul>	<p><b>3. Healthy body and mind</b></p> <ul style="list-style-type: none"> <li>• Self regulation</li> <li>• Mental health</li> <li>• Physical health</li> </ul>
<p><b>4. Respectful Behaviour</b></p> <ul style="list-style-type: none"> <li>• Compassion/empathy</li> <li>• Communication/language</li> </ul>	<p><b>5. Taking responsibility and control</b></p> <ul style="list-style-type: none"> <li>• Work ethic</li> <li>• Removing barriers</li> </ul>	<p><b>6. Global Citizen</b></p> <ul style="list-style-type: none"> <li>• Creativity/innovation</li> <li>• Community minded</li> <li>• Team player</li> </ul>

#### Extra-curricular and enrichment:

We are passionate to provide a range of diverse extra-curricular and enrichment offers to allow students to try something new and find or develop an interest, hobby or skill that they are passionate about. The programme of extra curricular clubs is published on the school website and includes sporting activities, creative and performing arts, subject support, homework support, board games, chess club, creative writing, eco club and more.

We have developed a programme of opportunities for learning outside the classroom, through the trips and visits that are delivered each year. These are run by departments across the curriculum, enhancing and enriching the classroom-based learning with real-world experiences. Examples of day trips include Geography field trips; visits to the Royal Shakespeare Company; visits to theatres, museums, galleries, libraries and places of worship; and visits to local businesses or universities.

We also run residential, including our Year 9 Newquay residential (a personal development holiday); Biology and Environmental Science fieldwork; Drama residential to London; and holidays abroad including skiing, computing visits to Disneyland Paris, Geography trips to Iceland and more. In addition, we supplement our in-school learning with a range of visiting speakers that further enrich students' learning. We have built into our annual programme Zoolab; Prison, me, no way; Loudmouth programmes around Child sexual or criminal exploitation; and staying safe advice around Rail and road safety and county lines delivered by specialist professionals. Where National events allow, for instance General Elections, or charity fundraising like race for life, comic relief or Children in Need, we will always find ways to use these to enrich students' experiences.

Our programme of activities, trips and visits all try to enable students to complete at least one of the 50 Things Challenges.

#### 50 Things Challenge:

We have created our 50 Things Challenge, where we have carefully considered activities that will help our students to grow, develop and thrive. There are four themes, each of which will ensure they learn something new and different: Challenge yourself/Be resilient; Modern British Values/Citizenship; Be selfless – charity, community and the environment; Learn and develop work skills/Be innovative and creative.

These challenges are designed to be difficult; to complete them requires courage, teamwork, planning and tenacity. We believe that by completing them, it provides students with concrete examples of when they have demonstrated key skills for life like resilience, courage, team-working, independence, innovation, creativity, communication skills, leadership and problem solving and will contribute to preparing them for life after Myton.

## **PSHE and Life Skills**

Myton School follows the statutory Sex and Relationships Education curriculum. Following a comprehensive curriculum review we have expanded PSHE to incorporate a wider life skills curriculum in Year 7 and 8. These lessons cover age appropriate PSHE and Relationships and sex education, alongside wellbeing, staying healthy, British Values including democracy and the rule of law and other issues associated with living in the wider world. Lessons are designed to present current value structures that exist and provide an opportunity to evaluate and assess these, in order to give students the opportunity to change their value structures based on informed decision-making.

There are a number of things that we need to do give them this opportunity. Firstly, we provide accurate, age-appropriate balanced knowledge to allow students to challenge and make their own choices. We also provide opportunities for personal reflection on their current value structure (rational and emotional) by regular examination of other conceptual frameworks and key contemporary issues.

The delivery in the classroom of PSHE is complemented by a range of curriculum freeze events, delivered on a range of topics including puberty, drugs education, LGBT+ matters and much more, which might be led by Myton staff, visiting groups like Diversity Role Models or Loudmouth, or specialists and other professional groups like Compass, Rail Safety or the Police.

## **Careers Education**

We aim for all students to have the information they need to make informed lifestyle choices from the earliest possible stage and as such, all students from Year 7 onwards are encouraged to think about their careers paths and aspirations and receive careers education through bespoke lessons, stop the clock events and curriculum freeze days. These include opportunities to explore career options through use of online tools, software packages, speaking with local and national employers at careers fairs and events held at school and practice interviews.

In addition, all students are expected and supported to write a CV, and the completion of many of the 50 Things Challenges provides them with concrete examples of when they have demonstrated key employability competencies. Our independent careers advisor provides targeted support through planned events each year and across all ages. Students are interviewed either periodically or in bespoke sessions, booked by themselves or a member of staff, with discussions linking back to their aspirational targets to ensure not only that students are setting the right goals for themselves, but also that they have a realistic grasp of the grades required to achieve them.

As well as one-to-one careers interviews, support with work experience placements and taking students out to visit local businesses, colleges and employers as appropriate is an integral part of the offer. Regular visitors, including HE providers and universities, university graduates, employers and apprenticeship trainees are used to support a range of careers-related activities from Key Stage 4 upwards. Students in Year 11 are all supported in writing a CV and securing post-16 progression onto employment, into local colleges or returning to Myton Sixth Form and as such we have extremely low NEET figures. All sixth form students are supported in writing a personal statement in readiness for applications to universities, apprenticeships or employment.



## Curriculum Model 2022-23

The school timetable is based on a model of 50 x 1 hour lessons taught across a fortnight. This does not include 20 minutes of tutor time which takes place every morning for all year groups.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 7	English (8)							Maths (7)							Science (6)					Spanish (5)					DT (2)		Art / Drama / Music (6)						Geography (3)			History (3)			Life Skills (2)		RE (2)		PE (4)			Computer Science (2)				
Year 8	English (8)							Maths (7)							Science (6)					Spanish (5) or Spanish (2) and French / German (3) English Boost (5)					DT (2)		Art / Drama / Music (6)						Geography (3)			History (3)			Life Skills (2)		RE (2)		PE (4)			Computer Science (2)				
Year 9	English (7)							Maths (7)							Science (8)					RE (3)			PSHE (1)		Option 1 (3)			Option 2 (3)			Option 3 (3)			Option 4 (3)			Option 5 (3)			Option 6 (3)			Option 7 (3)			PE (3)				
Year 10 & Year 11	English (8)							Maths (7)							Science (7)					PSHE (1)		Option 1 (5)			Option 2 (5)			Option 3 (5)			Option 4 (5)			Option 5 (5)			PE (2)													
Year 12 & Year 13	Speak or Week (1)		Societal Enrichment (2)		Enrichment (2)		Option 1 (9)							Option 2 (9)					Option 3 (9)						Option 4 (9) Optional																									