

UCC Statement of Intent:

It is the intention that all the elements from across UCC contribute to the development of our core purpose

'To provide the young people within our school community the necessary knowledge and skills to progress to their next stage, and the qualifications and cultural capital to be able to compete on a local, regional and national stage.'

From HoDs

'Our aim is to provide an excellent, fulfilling and inclusive education that supports all students to achieve their full potential. Our curriculum is ambitious and diverse, therefore providing the core knowledge necessary for success in life'

'Our aim is to inspire our students to develop a passion and enthusiasm for learning'

The curriculum at UCC is driven by a number of key principles:

A determination to offer our students the best quality provision through a range of academic and vocational courses. A well balanced and relevant curriculum, supported by high quality teaching & learning and outstanding academic mentoring through the pastoral system are at the heart of what makes UCC a great school. We believe strongly in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life. We deliver a curriculum that provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It is based at every stage upon firmly held academic values preparing pupils for a full life in British society.

We ensure that the curriculum develops:

1. **Character:** To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity. Within the curriculum, this is seen not only in the close working relationship between staff and pupil, but also within the positive relationships encouraged in the classroom between pupils. Part of developing our own characteristics of generosity and self-control includes our provision for enhancing understanding of fundamental British values, including democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is woven not only into the teaching of the whole curriculum, **see SMSC Appendix**, but also specifically addressed in our PSHE, assembly and tutor programme.
2. **Social Responsibility:** To develop a sense of social responsibility and to be mindful of our role in our community towards each other, our role in society at large and in the global environment, which will encourage consideration, mindfulness and respect. This is central to the conduct of our teaching and learning and is the guiding principle behind the PSHE programme, cross curricular events and trips. Opportunities to develop social responsibility are built into the school week through tutor time and through our active student council and opportunities to serve others are embedded.
3. **Independence:** To develop independence, taking responsibility for our own growth and development which will enable us to show initiative, take ownership and feel satisfaction in

what is achieved. Within the curriculum, independence is encouraged not only through lesson activities but also through marking and feedback, as pupils are given the opportunity to reflect on their own progress.

4. Challenge: To pursue challenge, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition. At UCC we define challenge as the full development of pupil potential. Thus our curriculum facilitates the attainment of high standards in relation to the age, ability and needs of our pupils. We take pride in our individualised approach which allows every pupil to thrive and make progress. The most able are encouraged to broaden their learning, particularly through the 'EBacc' suite of subjects while those who need additional support have it built into their programme, rather than as an 'add-on'. We pride ourselves on our truly comprehensive intake and the support and challenge that is offered to all.

These values are underpinned by our comprehensive PSHE curriculum and the implicit and explicit teaching of British Values. This is woven not only into the teaching of the whole curriculum but also specifically addressed in our timetabled PSHE lessons, and in the PSHE tutor programme and assembly, British values are also addressed in lower school PSHE lessons, through an examination of equality and relationships.

Our extra-curricular opportunities are both an extension of learning within lesson as well as additionally provided through artistic, creative, performance, sporting, debating, challenge, team and individual opportunities. We have opportunities on a local, national and international level through both school and external organisations.

IMPLEMENTATION

Key Stage 3

All students in Years 7 and 8 study the same subjects, giving all students full access to the National and 'local' Curriculum. In Year 7 all students follow two languages and in Years 7 & 8 all students experience the applied learning centre (motor vehicle, small animal care, hair and beauty and construction):

- Applied Learning Centre
 - Art
 - **Citizenship [including Personal, Social and Health Education]**
 - Textiles
 - Food
 - Resistant materials
 - Graphics
 - Applied learning
 - Dance
 - Drama
 - Music
 - English
 - Geography
 - History
 - Mathematics
 - Modern Languages
 - PE
 - RE
 - Science
- } Design Technology
- } Performing Arts

All students in Year 9 follow the same curriculum but choose 2 out of 3 performing arts subjects to develop their deeper understanding and also study computing. Within technology students choose 2 out of 4 subjects to develop their deeper understanding.

In Years 7, 8 and 9 students are taught in groups set by ability in the following subjects: English, Maths, Science, Computing, History, Geography, Modern Foreign Languages and

Technology. Other subjects are taught in mixed-ability tutor groups. The initial setting takes place for the start of September which is based on information derived from SATs levels in English and Maths along with teacher assessments in Science. Within the first half term, Year 7 students undergo the CATs tests along with baseline assessments in all subjects. This information (along with additional formative assessments) is then used to refine the set memberships at October half term.

Students who arrive in school with below-expected levels of achievement at primary school are supported in additional sessions (small group and 1 to 1) in English and maths to allow them to make accelerated progress during Years 7-9 as well as timetabled catch up sessions for all.

As UCC is a Strategically Resourced School for students with Severe / Complex Learning Difficulties, the student caters for a wider range of attainment levels than the norm. Within Key Stage 3, there is an additional 'Access' class in Core subjects and in some Foundation classes. The 'Access' class has up to 12 students who are working at either P scales or lower National Curriculum levels. Appropriate Learning Support is deployed, according to need. A small number of students also have access to Horse Riding for the Disabled, Swimming and Speech Therapy.

Students reading and spelling ability is assessed annually, and those students who have below average literacy skills are offered additional literacy support from the Learning Support team. Students with low numeracy skills are offered additional maths support from the Maths Department. This is encompassed within the 'catch up' program and the use of accelerated reader is embedded within KS3.

There are strong links with feeder Primary Schools in the Core and many other subject areas (including SEN) to ensure effective transition from Key Stage 2-3. This includes UCC staff overseeing lesson delivery at UCC and in Schools in the catchment area along with advice and guidance in many areas of the curriculum.

Key Stage 4

UCC offers a curriculum that provides students with :-

- A broad and balanced subject and qualification range (over forty different courses and five different qualification types ranging from EBACC GCSE courses / Level Two / Level 1 and EL courses)
- A strong provision for their individual needs and potential.
- The appropriate skills and qualifications to carry onto the next stage in their career; whether sixth form, college or further training.
- Thorough and effective IAG to ensure that aspirations and potential have synergy with qualifications and destinations

The Key Stage 4 curriculum consists of a compulsory 'core' of subjects and a choice of 'option' subjects (four separate blocks of study). As a College, we believe strongly that students should have the opportunity to study a wide range of subjects at this Key stage with a strong differentiation of levels from Entry Level to GCSE. Those students who wish to follow a combination of subjects that satisfy the EBacc measure will find that this is not at the expense of further choice and the breadth of available courses is maintained using four option blocks. Likewise, students who wish to follow a more vocational offering have a strong grounding in the Core subjects (progress 8 baskets one and two) which includes additional support as necessary.

Core subjects: Year 10 and 11 students are taught in ability set groups in English, Maths, Science and mixed ability options in Physical Education.

Option subjects: Students select their option choices from the different Key Stage 4 'routes', which reflect prior attainment levels / the progress they have made during Key Stage 3 and their aspirations.

In Year 10 and 11 PSHE is delivered as 'immersion days'.

Religious education and collective worship

The content of the religious education courses on offer is non-denominational, although teaching about denominational differences is permitted. All aspects of religious education at Ullswater Community College are in accordance with the Cumbria Agreed Syllabus. Year assemblies may include forms of collective worship. On some occasions, services are held in local churches.

Cross-curricular themes

Some topics do not appear on the timetable as separate subjects but are included in a number of subject areas. For example, aspects of health education, are included within science and PE; citizenship, core skills, careers education and guidance are taught within the Personal, Social and Health Education (PSHE) programmes delivered mainly through the pastoral programme. All students undertake work experience in Year 10.

We believe that these are important areas for students as they mature into young adults faced with the demands and responsibilities that society places upon them.

IAG

All students in Year 9 complete a programme of careers education in the autumn half term using the Kudos software to help them explore their future options. This will then lead into a 1 v 1 options interview with either their form tutor or another senior member of staff to establish their aspirations and begin the process of deciding which courses students will pursue in Key Stage 4. At the heart of the Year 9 options process is determination to ensure that students embark upon appropriate courses in Key Stage 4 which provide them with suitable learning opportunities to achieve success, but also to ensure that students are academically challenged allow for them to be aspirant about their future.

The Year 9 IAG process utilises both hard progress data and softer qualitative information about our students to ensure that the guidance they receive is impartial and appropriate to their abilities, aptitudes and aspirations. Parents are engaged throughout the process with the Key Stage 4 evening and further parents consultations along with follow up student interviews before final choices are made at the end of March.

IMPACT

Our curriculum will provide:

Challenge, progression and opportunity by leading to qualifications that hold currency for employers and for entry to higher education, which fulfil statutory requirements and most importantly enable students to fulfil their potential.

Depth, breadth and balance by developing students personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life, help students understand the world in which they live, help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills as well as helping students to use language and number effectively in different contexts.

Personalisation and choice through providing equal access for all students to a full range of learning experiences beyond statutory guidelines.

Coherence by effective cross-curricular teaching and learning both within and outside subjects through both academic and pastoral programmes of study alongside extra-curricular opportunities

Relevance & engagement by preparing students to make informed and appropriate choices at the end of ks3, ks4 and beyond and meet the needs of young people of all abilities through effective use of different teaching strategies, intervention and mentoring.