



THE STONEHENGE SCHOOL CURRICULUM

The Stonehenge School Context

The Stonehenge School is situated on the South-East corner of the Salisbury Plain, mainly serving the town of Amesbury and surrounding villages. We are proud to be one of the few true comprehensive schools in the Salisbury area, providing opportunities in education for students of all backgrounds and abilities. We aim to meet the challenge of allowing our students the opportunity to look within and beyond the boundaries of our rural setting.

We have strong links with the military with approximately 40% of our intake being from Services backgrounds. We relish the opportunity to provide stability, support and welcome to students who join us as a result of military moves. The school community is important to us, meaning that we have strong relationships with our students, and a collegiate supportive atmosphere within staff.

The school is increasingly popular and to cater for a growing roll we have recently moved into our £6.5 million new build. Applications for entry into Year 7 have been over-subscribed in each of the last two years and we are expecting a further increase this year. With an increase in numbers in Year 7, our transition and curriculum meets the challenge of bringing together students from an increasingly wide range of primary settings.

As an 11-16 school we ensure that we have good links to post-16 providers in the area. Without a Sixth form we look to our Year 11s to show maturity and leadership, demonstrated in the range of Prefect roles that they take on to support the strategic development of the school. Year 10s can aspire to the prefect system by joining an Ambassador scheme to further support the work of the prefects. In younger years, pupils are encouraged to join the School Parliament with a focus on supporting our own and the wider community. The House system grows teamwork and participation from Year 7 upwards.



Curriculum intent

The Stonehenge School knows a planned curriculum is the foundation for excellent learning within our unique context. Subject Leaders are experts in their field and are trusted to construct an engaging curriculum which builds on prior knowledge and feeds in to our school ethos. Being an 11 to 16 school there is also a sharp focus on preparing students for the variety of options for students' next steps in education.

Development of language and building knowledge are integral to curriculum planning. Subject Leaders carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Across both key stages teachers plan and deliver lessons which focus on the retention of knowledge in the long term. This builds firm foundations for progression to the next level and exam success.

KS3

At KS3 the curriculum is designed to cover the National curriculum content. Student mastery in the National Curriculum Content is carefully tracked using 'I can' statements to ensure that pupils have covered all areas of non-statutory KS4 subjects by the end of Year 8. In year 7, specialist Key Stage 2 teachers support students who are weaker in terms of literacy and numeracy, providing them with the skills they need to access the full curriculum. The curriculum ensures coverage of English, Maths, Science, art, technology, catering, textiles, Computer Science, RE, PSHE, Music, 3 languages (German, French and Spanish), Geography, History, PE, and drama. The Key Stage 3 experience is further enhanced through the cultural capital programme, offering a breadth of life experiences outside of the classroom.

Literacy is promoted in all subjects at KS3 (and often into KS4) through the use of silent reading at the start of every lesson. Subjects are encouraged to choose relevant texts that link to their curriculum, and this also allows teachers to model by reading out loud to the class. The library is also an integral part of the school.

Annual events include the visit to the Houses of Parliament, students running Stonehenge, Winchester Science museum, Bletchley Park, Charity Walk around Woodford Valley, Normandy and Pencil to name a few, along with a plethora of clubs, including sport. Reading for enjoyment is a further feature of Key Stage 3 lessons, with daily reading time built in to the timetable, and vocabulary boosting homework set to equip students with the tools for the next stage of their education.



Year 9

In Year 8, pupils choose 4 subjects to study in depth in Year 9. Students study the Key Stage 3 curriculum during Year 9 and subject leaders use assessment and professional judgement to decide at what point during Year 9 students are ready to progress onto content which will enable the transition to KS4 to be easier. This enables the Year 9 gateway year to act as a smooth transition from Key Stage 3 to the eventual step up in work, when students are ready. This can be at different times in different subjects, allowing us to ensure a broad curriculum.

Starting the process in year 8 has a purpose which takes into account our context. Firstly we wish to engage pupils within their personalised curriculum, enabling pupils to really enjoy their subjects and learn in depth. A sequence of well-planned content in year 9 allows students to cover some of the subject in a way which builds a foundation of knowledge, enjoyment and how the subject sits in the wider world before embarking on the examined course in year 10.

The curriculum model allows students to choose **4 subjects** in addition to the **core Maths, English, Science, and PE**. All students are offered the full Ebacc, and the importance of taking a humanities and a language is discussed with parents as part of the options process. A variety of vocational courses are also offered to allow for development towards particular careers, or the pursuit of individual interests. The option blocks are formed around the students' expressions of intent. This means they have a free choice in which areas they will do gateway courses in. Students study the curriculum that they choose, whatever their ability, allowing them to fully realise their future aspirations.

We intend, when staffing permits, to introduce more core subjects on top of the gateway courses. We are actively looking to allow some movement between the courses so that students' needs are met with them being allowed to have a taste what is appropriate for them. We are proud to be a school which has a large percentage of students who have parents in the armed forces. They bring so much in terms of other school experience and vibrancy to our school. It does sometimes bring some turbulence in the form of students joining us part way through years. A gateway course in year 9 helps the students settle in to a new school and possible option subject easier.

KS4

The study of GCSE starts in Years 10 in earnest. Pupils are allowed a free choice and have equal access to all subjects; they are not placed in any sort of pathway. The options are designed to stretch and challenge pupils and to meet the demands



of the local labour market. Pupils are offered a mixture of practical and academic subjects from all areas of the curriculum. This model also maintains the widest possible choice for progression routes Post 16 as every pupil will have a greater range of subjects on which to choose future opportunities for education and training.

Curriculum Design

- At KS3, pupils are set by ability in EQUINOX or ANTROBUS.
- Group sizes are between average of 25-28 pupils.
- All lessons are 1 hour in length and there are 25 lessons per week.
- SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) are embedded into the curriculum and delivered through all subjects.
- PSHE (Personal, Social and Health Education). Elements of PSHE are delivered through the wider curriculum for all years. Beyond this, it is delivered through discrete lessons in year 7-9, where statutory content, RSHE, careers and well-being are covered. This is enhanced through drop down days and work in tutor time for all years. We aim to extend discrete provision in KS4 as soon as staffing allows.
- At KS4 core subjects are set by ability
- Option groups are largely mixed ability with some setting if there is more than one group in an option block.
- All lessons are 1 hour in length and there are 25 lessons per week.
- SMSC and FBV are embedded into the curriculum and delivered through all subjects.



The Options available for students to show their intent for the gateway year is currently:

Subject	Rank (1-5)
Art and Design	
Business Studies	
Child Development	
Computer Science	
Dance	
Drama	
Engineering	
French	
Geography	
German	
Health and Social Care	
History	
Hospitality and Catering	
ICT/Creative Media	
Music	
PE	
Photography	
Philosophy & Ethics	
Spanish	
Textiles	