

Statement of Curriculum Intent 2021-22

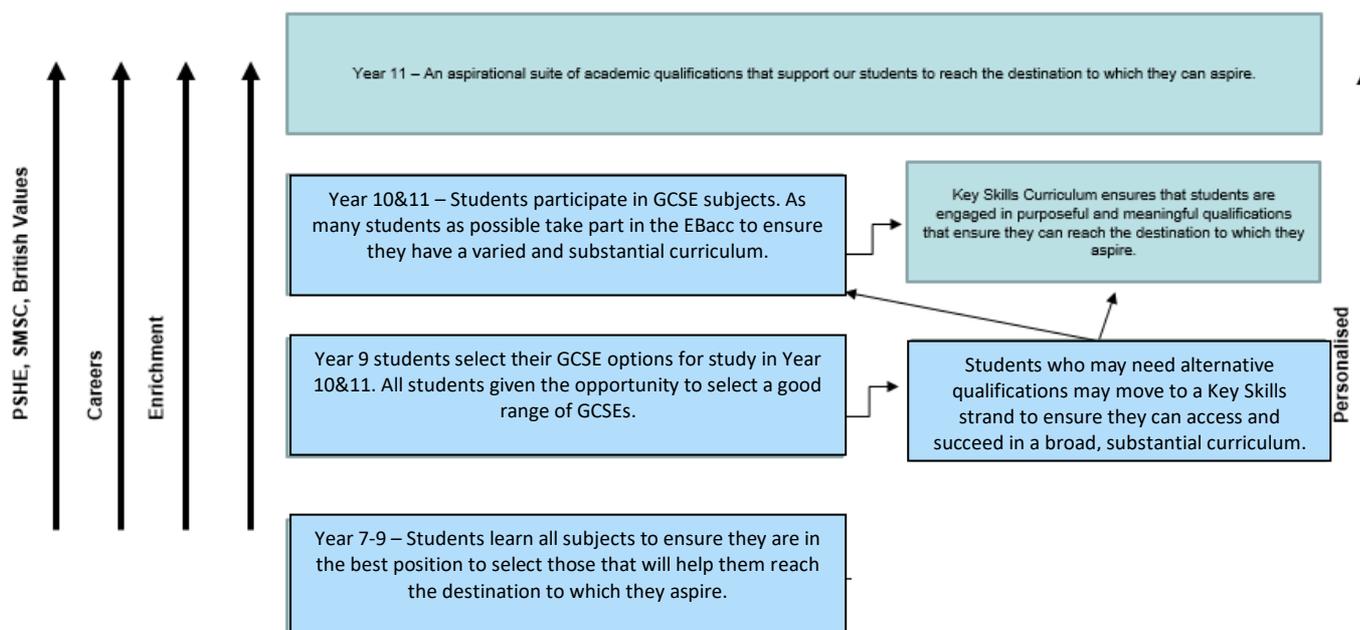
Values

Our mission statement: “Everyone in the Compass School Community will confidently reach the destination to which they aspire” drives all that we do.

We aim that all pupils, including SEND and disadvantaged, develop a secure body of knowledge, skills, values and cultural capital that facilitates progress to level 3 study. They will also be happy, confident young people willing to be active citizens and a force for good in society.

Foundations of Excellence	
Compass School was created with one thing in mind – to be part of providing outstanding education for local families. This means the very best of teaching standards, the highest aspirations for every pupil and the highest expectations of them. We are a fully inclusive school, with a core academic curriculum followed by all students. To reach aspirational targets teaching and learning is backed up by modelling positive behaviour for learning, including independent learning through homework to give the students the skills and understanding of what makes a successful learner.	
Aspiration	All students should aspire to reach a destination. Our role at Compass School is to support students in ensuring that their aspiration is ambitious, achievable and our curriculum enables them to reach that goal. Our core offer is centred around the academic English Bacallaureate, which at least 70% of pupils take. Our aim is that with ongoing academic support, this proportion can increase further in line with the DfE aim for 90% by 2025.
Integrity	We expect our students, staff and parents to act with integrity. This means courteous and positive communication with each other, honesty and representing themselves and the school in a positive way. Our behaviour for learning approach provides guidance for students and rewards and sanctions as appropriate. Our curriculum ensures that all students have the opportunity to experience a substantial curriculum whilst also acknowledging the need for bespoke alternatives where required.
Exploration	Our curriculum encourages our students to be curious and want to explore beyond the subject matter they are taught in the classroom. Alongside our core academic curriculum and home learning, we develop this value through our enrichment curriculum. This encourages students to try new things ranging from debating to leatherwork, music instrument lessons and Duke of Edinburgh Award. Furthermore, trips, visits and external partnerships enhance our curriculum and allow students at all stages to deepen and embed their knowledge from the classroom in new contexts.
Resilience	Our young people need to be able to respond confidently to the changes or uncertainties they may face in their lives and that resilient students are happier students. Through developing self-management skills, placing interleaving at the heart of our curriculum we strongly believe that we are able to promote a culture of resilience and broaden knowledge as part of our knowledge rich curriculum, we can ensure that Compass students are able to overcome any adversity.

Compass Curriculum: Intent



Our core academic curriculum adheres to the following aims;

1. Through a knowledge-rich curriculum that is challenging and connected, we give our students the opportunity to:

- Develop rich and deep knowledge within a coherent and progressive framework
- Develop new skills through creative/interesting contexts and become lifelong learners.
- Experience the challenge and enjoyment of becoming an independent learner.
- Make links between aspects of learning and use, applying learning across the curriculum.

2. Our curriculum promotes students' well-being, giving them the opportunity to:

- Develop their self-esteem, confidence and resilience in non-discrete and discrete curriculum opportunities.
- Respect themselves and others and learn in a calm, purposeful and supportive environment.
- Work cooperatively in a range of groupings/settings.
- Find their interests and passions as well as reflecting on and improving their learning.

3. Our curriculum encourages student voice by giving students an opportunity to:

- Make a positive contribution to the school and the local community as an active citizen.
- Take part in democratic activities and be able to express their ideas with confidence.
- Discuss, debate and explore different viewpoints and be able to articulate their own opinions and respond to those of others.

4. Our pedagogical approach to delivering the curriculum aims to:

- Model expectations for learning and academic exploration and enable students to apply this in collaboration with others and independently.
- Raise aspirations by equipping our students with their curriculum map for knowledge and skills in each subject discipline.
- Reinforce students' prior learning and build on their core knowledge and skills. We model what success looks like and use pathway differentiation to help support all students. Support students with content retrieval through interleaving and, through this, develop academic resilience.
- Encourage integrity through built-in opportunities for reflection, evaluation and improvement in subjects and pastorally through academic progress reflections.

5. We also offer an enriched our curriculum by:

- Fully exploiting links with the City of London including its businesses, livery companies, local historic, art and cultural venues and open spaces.

- Having a separate and strategic non-core academic Enrichment, Careers Guidance, High Prior Attainers' Programme, PSHE (to include SMSC and British Values) and Personalised Curricula.
- Holding specialist curriculum activities, days/weeks and organising regular trips and visits that take academic learning beyond the classroom.
- Using quality resources in and out of the classroom, including the use of online platforms such as DPR. GCSE Pod, Seneca Learning, Quizlet and MyMaths to facilitate learning.

Core Academic Curriculum

Our intent is that every pupil experiences a challenging curriculum that is broad, balanced and connected covering the national curriculum and more. Our intent is for all pupils to access the EBacc suite of subjects with withdrawals occurring rarely and only in cases where this is in the pupils' best interests.

A knowledge-rich curriculum

We define our knowledge-rich curriculum as one in which subject leaders are clear on the "invaluable knowledge they want their students to know". This 'invaluable knowledge' consists of both the hard knowledge, the skills and the attitudes that contribute to success. This knowledge meets the aims of the National Curriculum or surpasses it.

Students must acquire core knowledge and develop high level skills in order to effectively learn and achieve academic excellence across the curriculum. Our curriculum therefore offers a carefully curated blend of knowledge and skills alongside a range of enrichment experiences. 'The subject curriculum is designed and [subsequently] delivered in a way that allows students to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and defined end points'. (Ofsted, May 2019 pp.44)

To achieve a knowledge-rich curriculum we adhere to the following principles for effective curriculum implementation in all subjects;

Long, Medium and Short-Term Planning

1. A **Year Overview for each year group** that shows the overall **intent** of the curriculum: a framework for setting out the aims of a subject's curriculum programme, including the knowledge, skills and understanding (Assessment Objectives) to be developed at each stage of learning.
2. **Knowledge and Skill Maps** are physical representations of the key content and skill knowledge required at each stage of learning in school from Year 7 to Year 11. We use pathways to ensure that work is pitched correctly for all students and so that they can understand exactly what their strengths and areas for development are. We have structured the curriculum to ensure that transitions between key stages are smooth and manageable for students.
3. **Medium Term Plans** are designed and used to ensure that each topic/unit covers the key content in a coherent, logical manner.
4. **Individual Lessons and resources** that support the direct **implementation** of the intended curriculum will have enquiry questions, challenging objectives, signposts for learning and opportunities for independent practise.
5. **Knowledge Organisers** Knowledge organisers contain key facts and information that students need to have the knowledge and understanding of a topic. They include the essential facts about the topic in easy-to-digest chunks, key vocabulary or technical terms and their meanings, images such as maps or diagrams, and quotations where relevant.

Interleaved Content Retrieval

Every lesson will begin with interleaved "Do Now" quizzes to ensure that students understand the importance of retrieving curriculum content over extended periods of time. These will be linked to Knowledge Organisers and reinforced in lessons through questioning where necessary. Summative Assessments will also have a Knowledge Section to support in elevating the importance of content going into the working long-term memory.

Homework

Homework is used in each subject to aid in the application of knowledge (skill development) as well as in the embedding of knowledge into students' long-term memory. They will be directly linked to Knowledge Organisers and differentiated to ensure that all students can access and make progress in their learning.

Marking, Feedback and Assessment

We will measure the impact of the planned curriculum using the following;

1. **Formative Assessment – Formative feedback will consist of a blend of Improvement Prompts and live marking in lessons.** These strategies recognise targets in relation to the explicit success criteria for that piece of work but that also work towards the planned outcomes for that MTP. Time must be allocated to ensure students respond to written feedback in ways that demonstrate their learning has improved as a result of the feedback given. This could be accompanied with success criteria, model answers, teaching on common misconceptions or mistakes, intervention groups or peer assessment etc.
2. **Summative Assessments:** students will complete formal and cumulative summative assessments three times a year to review progress towards planned outcomes and review general progress and attainment at various stages of their learning within an academic year. Students will receive written feedback using Assessment Review Lessons Assessment that will be delivered in Assessment Review weeks (see whole school calendar). All KS3 Summative Assessments will require an explicit Knowledge section in addition to a Skills and Understanding section to highlight the importance of knowledge retention over time.
3. **Benchmarking Assessments:** students across KS3 will complete GL assessments on entry to year 7 and then subsequently at the end of each academic year alongside internal end of year assessments. GL assessments in the core enable the school to assess the impact of its curriculum through national benchmarking.
4. **Reading tests:** students will have at least one reading and spelling test a year to track their functional literacy and ensure that interventions are impactful, targeted and responsive to live student literacy data.
5. **SPaG and AfL Marking:** on three occasions in the year there will be SPaG and AfL marking checks across subjects that embed the importance of literacy across learning and independent learning.

Literacy and Numeracy

Our curriculum is designed to ensure that all subject areas acknowledge the importance of teaching literacy across the curriculum and teaching or signposting numeracy activities where appropriate. We run an Accelerated Reader programme at KS3 to improve the reading ability of all students. This is supplemented by all students completing a Bedrock Literacy homework once a week which aims to rapidly expand and improve students' vocabulary.

Literacy in learning across the curriculum: A commitment to **good literacy** is essential to achieving **Academic Excellence** and Subject Leads and teachers will encourage the use of Standard English and formal language in written and verbal communication.

A commitment to the following will be evident in all subjects;

- appropriate spelling and use of key terminology
- deployment of good grammar and punctuation at all times
- verbal rehearsal of answers before sharing
- application of the marking code to address improvements in literacy
- support with the updating of an appropriately challenging reading book at least every two weeks

Academic Literacy: Subject Leads will ensure that subject-specific terminology is planned into curriculum documentation, Knowledge Organisers and Do Nows as well as being evident in lesson delivery. All subjects will also include recommended reading lists to encourage a desire to read around subject content in each and every subject.

Numeracy in learning across the curriculum: Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum. Subject leads will have the opportunity to feed into weekly whole school numeracy quizzes for use in LFT to raise the profile of numeracy across the curriculum and will receive training to ensure cross-curricular mathematical concepts are addressed through common methodology.

The non-core Curriculum

We are committed to ensuring that we provide a curriculum that caters to the development of the whole student so that they can reach the destination to which they aspire. In order to achieve this for all our students we have clear intentions when it comes to the following non-academic curriculum areas;

- Enrichment
- Careers, Information and Guidance
- PSHE, SMSC and British Values
- High Prior Attainers (Pathway A)
- Student Leadership
- Personalised (including Literacy and Numeracy Catch-Up funding)

We intend that all students at Compass will have the opportunity to;

- Attend a trip to university at least once across Years 7-11
- Engage in rigorous enrichment programmes
- Engage in a bespoke Esteem Curriculum for PSHE (including SRE) every year
- Participate in an assembly programme linked to British Values every year
- Participate in a democratically elected Student Council every year
- Participate in at least one careers activity every year

The impact of these will be tracked for;

- Participation
- Adherence to statutory benchmarks set by Ofsted

Enrichment

Enrichment at Compass acknowledges the need to be explicit in our intent to support students in building their cultural capital. Our location in the heart of London makes it imperative to take advantage of opportunities that support in helping our students explore the world beyond Compass and raise their aspirations in doing so. We seek out opportunities to build our school community across year groups, with the wider school community and in partnership with other schools. We strongly believe that enrichment at Compass will ignite students' imaginations and inspire life-long learning across all year groups.

Our Enrichment provision is divided into two strands, Enjoy and Aspire, that serve to ensure students receive a broad range of opportunities. We ensure that links between these enrichments and the national curriculum are clear so that students can understand the positive impact these opportunities can have on their school experience.

Compass Enjoy and Aspire: This strand is made up of enrichment sessions that run for the whole academic year and are essential in developing and building soft skills on a week-by-week basis with tangible outcomes and/or public exhibitions in areas of learning that are not covered by the core academic curriculum. Each enrichment programme will make clear and explicit links to appropriate parts of the national curriculum. Students in Years 7-8 will have one mandatory enrichment lesson in their timetable. All students will have the opportunity to participate in extra-curricular opportunities after school.

- The **ENJOY** enrichment programme will develop our current provision with the Arts, Computing and PE. These will be activities that we don't offer in the curriculum, that are genuinely enjoyable and different to the formal academic curriculum. **ENJOY** enrichments could include Yoga, Leatherwork, STEP into DANCE and Choir.
- The **ASPIRE** enrichment will build on our whole school focus for developing pathways to further education, training and employment. **ASPIRE** will enable students to make informed choices about their future. **ASPIRE** enrichments could include Debating Matters, EPQ, Young reporter, Performing Arts, STEM and PE.

Trips and Visits: As a school we take students out regularly on field trips, Museum visits, Art Galleries and to the Theatre. Beyond Compass formally acknowledges and celebrates the additional exploration our students undertake

in their core academic curriculum and is led through the departments. This element includes but is not exhaustive to external projects including: Brilliant Club, Old Vic Theatre Club and Play On Shakespeare.

Compass Lectures: These are events with professionals who are invited to share thoughts and field questions from selected students. Their aim is to support in raising **aspirations** of how discrete subject areas of groups of subjects support in the advancement to certain careers or sectors of work.

External Groups: We source and provide a range of projects aim to engage students over an agreed period of time and enhance their academic, social and personal understanding of their education and the world beyond school. This is done through collaboration with external partners who work with our students in several different settings on site. These have included ESTEEM, Future Frontiers, Milk and Honey, Future Men, mentoring with Bank of America and an ongoing working partnership with Jamie's Farm.

CAIG (Careers Advice, Information and Guidance)

Students at Compass School Southwark are entitled to careers education and guidance that is impartial and confidential. It is integrated into their experience of the curriculum as a whole and it is based on a partnership with the school, the students and their parents or carers. The Careers Education programme at Compass promotes equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given.

All pupils in years 7-11 are, throughout their time at Compass School, entitled to:

- Find out about technical education qualifications and apprenticeships opportunities as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- Understand how to make applications for the full range of academic and technical courses.
- Learn about a range of careers from first-hand experiences such as workplace visits and guest speakers.
- The services of an external CAIG professional who provides individual careers interviews and careers information for every pupil before the end of Year 11.
- Curriculum support in all subjects promoting related job advice.
- Allotted time through LFT (Learning Family Time) for self-development, focusing on lifestyle and progression.
- Local university presentations
- A careers interview for every Year 11 student
- Information on College Open dates
- Support with completing Sixth Form application form, and access to computers for on-line registration and application
- Mock Interviews
- Supported CV and Personal Statement sessions

Careers in the curriculum:

Departments will make explicit links between their subject areas and career opportunities through their curriculum planning. This could be in the form of external speakers, school trips or through lesson/homework planning.

Tracking and impact

All CAIG activities will be tracked against the Gatsby benchmarks and reviewed on a termly basis. The Compass Tool will also be used to measure KPIs and inform future planning.

PSHE and SMSC (including British Values)

In modern Britain it is not just enough to have good academic qualifications, students must be equipped with skills, values and experiences that will allow them to compete in a global community.

As a school we prioritise the importance of PSHE, SMSC and British Values through explicit curriculum provision in our Relating curriculum. This is compulsory from Year 7-10 and also links to an optional GCSE Humanities subject in Year 10-11 as Citizenship.

During the one hour weekly Relating lesson, students in Year 7-10 cover a wide range of topics that allow them to relate to people, places, the past and possibilities. They will learn about themselves and their community as well as different cultures, different communities and all of their possible future pathways.

Year Group	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Strengthening Minds (PSHE)		Does God Exist? (Religion)	Introduction to Christianity (Religion)	Democracy at work in the UK (Citizenship)	
Year 8	Living together in the UK (Citizenship)	Introduction to Islam (Religion)	Health and Wellbeing (PSHE)		Introduction to Sikhism (Religion)	Introduction to Buddhism (Religion)
Year 9	How the law Works (Citizenship)		Introduction to Judaism (Religion)	Money Management (PSHE)	First Give Social Action Project (Citizenship)	
Year 10	Gender, Race and Crime (Citizenship)		Philosophy of Religion (Religion)		SMSC topics (PSHE)	

PSHE and RSE

Over the five years at Compass students will participate in a planned PSHE and RSE curriculum delivered by Esteem with support from our own teachers and through the Science, P.E and Computing curriculum.

We recognise that the experience and expertise required to teach RSE well is best served through this partnership and discreetly through full integration into our Relating curriculum.

In addition to our formal and explicit Relating and Esteem curricula we also acknowledge the importance of emphasising certain areas in more detail within subject specific curriculum planning (mapped centrally) but also on a whole school level.

Assemblies: Throughout the year students will experience an assembly programme that links to Compass and British values but one that also tackles important issues that face young people in Britain and the world today.

These include but are not exclusive to;

- PREVENT
- E-safety
- FGM
- Alcohol and Drugs awareness
- Healthy Eating

2020-21 Focus weeks/months: as a school we also seek to raise the profile of the following issues using assemblies, targeted sessions, lessons, LFT sessions and specific activities.

These include but are not exclusive to;

- The black lives matter anti-racist agenda
- Anti-bullying week
- Mental Health Awareness
- Pride – LGBTQI+

Annual Charity/Awareness Days

We celebrate a range of charity and awareness days and use them as curriculum opportunities to ensure that students have access to a broad range of experiences. Some of the days we celebrate and observe include:

- Royal British Legion - November
- Children in Need – November
- International Day for the abolition of slavery - December
- HIV awareness day – December
- Christmas Jumper Day - December
- Holocaust Memorial Day - January
- International Women’s Day - March
- World Book Day – March
- Sports Relief / Comic Relief – March

High Prior Attainers (Pathway A)

Students who are referred to as High Prior Attainers will be identified upon entry to the school and supported;

- To achieve in line with or above target grades by the end of each academic year
- To be exposed to additional cultural capital outside of curriculum time and their home environment that is academically aspirational
- Alongside their families to understand the school’s provision and the vital contribution that families make to their student’s commitment to academic excellence

There are three separate strands that operate throughout the year and alongside each other to strategically target and cater for High Prior Attainers;

Strand 1 – In-class differentiation

- Each curriculum area will plan a Pathway A curriculum using DPR meaning HPA (Pathway A) students will receive an appropriate level of challenge in every lesson.
- Teachers will ensure that questioning and discussion opportunities present the correct level of challenge for these students.
- This will then be monitored via learning walks, reviews of the data (in line with the school’s data points) and student voice feedback.
- The knowledge-rich curriculum also ensures that students are clear from the outset about the knowledge and skills that they require to be successful in each year and across their five years at Compass

Strand 2 – Subject specific extra-curricular activities

- All subjects to offer a yearly additional activity (outside of normal class learning) for years 7, 8 and 9 that is solely aimed at higher achieving students.
- All subjects to offer reading lists or suggest appropriate cultural activities such as films to watch, podcasts to listen to or museums to visit.

Strand 3 – Extra-curricular

- Lead teacher to put together a programme that stretches students outside of the curriculum.
- All students identified as ‘HPAs’ in years 7-10, should experience at least one activity per year that stretches them academically.
- The provision in place for 2021-2022 includes;
 - Brilliant Club for years 7 and 8.
 - Compass Lectures (1 per half term)
 - Compass Book Club (Weekly reading sessions for 7-9)
 - Additional university visits via outreach programmes
 - Careers Fair (alongside current school careers options)

Personalised Curriculum

The schools' mission statement that "Everyone in the Compass School community will confidently reach the destination to which they aspire" underpins our decisions to vary the curriculum for individuals. We will, in some cases where it is in the best interests of the child, provide academic mentoring and catch-up sessions during the school day.

Such decisions must:

- Only be made where it is students' best interests
- Be underpinned by specific assessment data
- Be in keeping with the schools' Equality Policy
- Include students and parents in decision-making
- Include, where possible, the aim that students re-join the mainstream curriculum

Student Leadership and Student Voice

Compass School values the importance of the voice of students and understands the positive impact this can have in creating a truly cohesive harmonious and respectful community.

Students will have an active role in many aspects of the school working in collaboration with the Senior Leadership Team and the Principal. They will communicate with their peers, developing key leadership skills and be able to represent the voice of students to a variety of audiences.

It is important for students to know that their voices have been heard. Students represent the school in a positive way and all members of the community are proud of the collaborative, positive changes made in the school.

Student Leadership will be made up of;

Head Boy and Head Girl: There will be an annual election for a Head Boy and a Head Girl. Candidates will create a campaign video which is shared with the whole school. All students will then cast their votes through LFT sessions. The Head Boy and Head Girl will represent the student community at key events and will be given opportunities to discuss student priorities with staff.

Student council: this will consist of representatives from each LFT, these students will be voted for by the students and will be our prime ambassadors. They will have significant responsibility in making positive changes to our school community. This will be through a variety of methods including;

- Student voice
- interviewing candidates
- meeting with visitors
- leading tours of the school
- regular meetings with the principal

Learning family representatives: each learning family will have a representative who will be given substantial roles with the learning family and demonstrate their resilience and integrity whilst representing their learning family.

Anti-bullying ambassadors: each year Compass School Southwark trains a cohort of students to become anti-bullying ambassadors. Their role is to be a friendly ear for students who encounter bullying, and support with restorative conversations with students involved in bullying. The message from our school community and our anti-bullying ambassadors is clear – bullying is not tolerated at Compass School. The anonymous bullying hotline is managed by the Lead for Student Leadership and Voice for safeguarding reasons but managed by anti-bullying ambassadors.

Eco-Committee: will lead on ensuring the school is operating in the most efficient and environmentally friendly way. They will ensure energy is used efficiently and that the school has minimal carbon footprint.

Curriculum Implementation

To support with effective curriculum implementation Subject Leaders will ensure that;

- Subject curriculums are well-sequenced and underpinned by an understanding of how students learn.
- Knowledge and skills have been broken down by year group and planned with key milestones and end-points in mind.
- Assessments are summative, cumulative and consist of a 'Knowledge' as well as a 'Skills and Understanding' section.
- Formative feedback is timely, impactful and acted upon by students.
- Knowledge Organisers with key knowledge and skill support are published and shared with students ahead of teaching each half-term or term.
- Homework is provided to embed and reinforce key knowledge
- Interleaved content retrieval practice is in place to support in individual lessons through Do Nows, self-quizzing for revision and summative assessments.
- Revision resources can be accessed by all year groups at all times to support in independent learning.
- Curriculum resources are selected, including textbooks, to serve the school's curricular intentions and the course of study and enable effective curriculum implementation.

To support with effective curriculum leadership at a subject level the Teaching and Learning team will ensure that;

- Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery
- Subject leaders have an understanding of important concepts related to curriculum design, such as knowledge progression and the sequencing of concepts.
- Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum.
- Subject leaders have access to ongoing professional development/ training for themselves and for their teams to ensure that curriculum requirements can be met.
- Subject leaders are met with on a half termly basis to reflect on their curriculum planning intent, implementation and impact.
- Curriculum expertise is developed across the school both internally and externally.

To support with effective curriculum engagement from the students as a school we will ensure that;

- Parents and students have access to relevant curriculum documentation on the school website.
- Parents have access to student books at least three times a year in the Parent View weeks.
- A branch on Student Council is dedicated to teaching, learning and assessment and are met with at least three times a year.
- Students participate in student voice activities at least three times a year on teaching, learning and assessment.

Curriculum Monitoring

- Leaders at all levels, including governors, regularly review and quality assure the curriculum by subject, and as a whole, to ensure that it is implemented sufficiently well.
- Leaders will ensure there are clear support and accountability systems to ensure no mismatch between the planned and the delivered curriculum and there is consistency within departments.
- The school will arrange an annual external review of the curriculum and quality of education at whole school level, and also additional arrangements for individual subjects as required.
- The governing body will hold the school accountable for implementing a high-quality curriculum. They will review the curriculum and areas for improvement regularly through Principal reports, link visits the School Development Plan and Self Evaluation Form. The Teaching and Learning team will include curriculum planning in the triangulation of teaching, learning and assessment across the school using SISRA Observe.
- -Subject Leaders monitor the way their subject is taught throughout the school and ensure all classes are taught in line with school policies and the requirements of the national curriculum. They monitor long-term and medium-term planning and ensure that appropriate teaching strategies are used in lesson.

