



Curriculum Statement

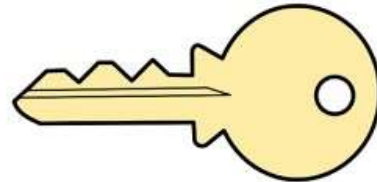
Our Vision

“Achieving Excellence together by developing a community where learning is for everyone and all members are inspired and empowered to achieve their personal aspirations; to be the best you can be.”

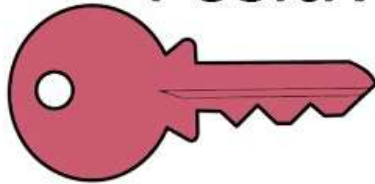
Core Values

Our curriculum is underpinned by our keys to success:

OUR



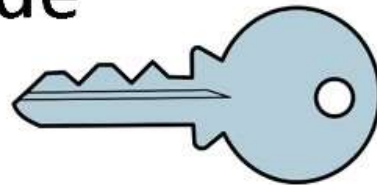
Positive Contributions



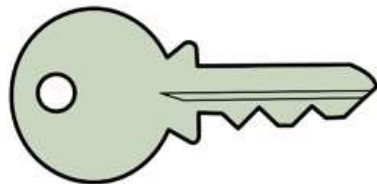
KEY

Can Do Attitude

VALUES



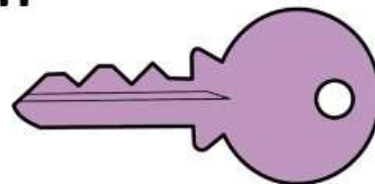
Honest Intentions



AND

Respect For All

ETHOS



Working Hard





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Curriculum Intent

We are committed to providing an ambitious curriculum with breadth that enables all our students to achieve the following:

Secure development and achievement:

- Provides opportunities for students' personal development.
- Allows students to achieve their personal best.

Prepare students for 'life beyond Seaford Head School':

- Challenges, motivates, inspires and leads to a lifelong interest in learning.
- Prepares students for further education, whether academic or vocational and for the world of work.

Promote active community involvement:

- Ensures students are fully prepared for life in modern Britain.
- Offers a wide range of quality, extra-curricular opportunities for personal development.
- Involves working with the community to promote local, national and global awareness.



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Curriculum Implementation

Through Teaching, Learning and Assessment

At Seaford Head School, students study a broad and balanced variety of subjects at Key Stage 3, including the Arts, Technologies, PSHE and Ethics. A two-year Key Stage 3 means lessons are fast paced and engaging, supported by subject roadmaps that help to guide them through the curriculum. By the end of Year 8, they will have a strong and broad foundation of skills and knowledge to succeed at Key Stages 4 and 5.

This core of English, Mathematics, Science, Ethics, PE and PSHE is complemented in the hope that most students will study a language and a humanity, together with an extensive range of options at KS4, including: the arts, sports, design and technology subjects and some vocational courses. Our three-year KS4 allows for them to study a wider variety of subjects than some other local providers and to have more time in the core subjects. This results in a greater depth of study and understanding in all subjects. They can then move with confidence into their studies at Key Stage 5 which, again, feature a wide range of subjects.

Lessons at Seaford Head School have the following key features:

- We focus on six teaching and learning principles regarding student understanding of the curriculum, active engagement, quality of feedback, catering for the needs of all students, literacy and lifelong learning and teacher explanation
- Adaptive teaching is utilised to support all students within the classroom, by adapting lessons whilst maintaining high expectations for all, so that everyone has the opportunity to achieve
- A variety of strategies developed from Rosenshine's Principles are embedded within lessons, including reviewing learning at the start, effective questioning, chunking of information, effective modelling and scaffolding, regular checking for understanding and encouraging independence.
- The framework of strategies are proactive and responsive, they identify student's misconceptions, re-teach where needed and support with the development of student's schema
- Study skills are delivered in the context of subjects across the curriculum.

These features enable students to learn effectively, retain knowledge in their long-term memory and apply it with increasing confidence during their time at Seaford Head School.

Through Independent Study

Independent study plays an important role in developing independent learners at Seaford Head School. It is used to:

- develop reading and numeracy skills.
- recall and retrieve prior learning.
- allow students to engage creatively with the curriculum
- consolidate learning.
- deepen and extend learning

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These features enable students to effectively retain knowledge and apply it with increasing confidence.

Key Stage 3	Lessons per fortnight
English	7
Mathematics	7
Science	6
Digital Literacy	2
Ethics	2
PSHE	2
Physical Education	4
Art	2
Music	2
Drama	2
Design and Technology: Food; Resistant Materials and Graphics product	2
Geography	4
Languages (French or Spanish)	4
History	4

Key Stage 4- Current Year 2024-2025	Lessons per fortnight (Y9)	Lessons per fortnight (Y10)	Lessons per fortnight (Y11)
English language/ English Literature	8	8	9
Mathematics	8	8	9
Triple Science	10	11	12
PE	3	2	2
Ethics (taken at the end of Year 10)	4	2	
PSHE	2	1	
Option A (taken at the end of year 10)	6	6	
Option B	3	4	6
Option C	3	4	6
Option D	3	4	6



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Key Stage 5

At KS5, students follow a challenging curriculum of level three qualifications (A-Levels and BTECs) that serves to prepare them for the world after sixth form. Our curriculum supports students in achieving their long-term goals, whether that be employment, setting up a business, starting a higher apprenticeship or studying at university.

Students may begin the programme of study with three or four subjects (which can be a mixture of A-Level and BTEC qualifications where appropriate). A-Levels follow a linear course and are examined at the end of Year 13. Some A-Level subjects include a non-examined assessment (NEA) which is worth 20% of the overall mark. BTEC subjects are usually two thirds coursework and one third examination and have exams which can be taken in January and June throughout the course. If necessary, students will have the opportunity to retake their GCSE English and Mathematics

Tutor Programme

Tutors deliver the pastoral programme through weekly, one-hour tutor sessions throughout Years 12 and 13. The programme aims to prepare them for the adult life of further education and work, at the same time challenging their ideas about current affairs and developing study skills and oracy. The tutor programme covers the following:

- Communication and oracy
- Time management and action planning
- Leadership
- Aspirational thinking
- Self-awareness and personal growth
- Driving safely
- Health and well-being
- UCAS and Post-18 destinations
- Revision planning and techniques
- Working with others
- Personal finance
- Budgeting
- Independent living
- Leading a healthy lifestyle

Work Experience

In the Summer term, all Year 12 students complete a five-day Work Experience Placement, organised by students, with support from the sixth form. The purpose of these placements is to gain valuable skills, provide experience for future applications and to help them to decide on their future career aspirations. We feel strongly that Work Experience in Year 12 is an essential part of the sixth form programme and we are proud of all of the excellent feedback our students receive.

Through Enrichment

Students' development is both inside and outside of the classroom. We believe that the enrichment opportunities not only support the learning inside the classroom but enhances it. We provide a breadth and depth of extra-curricular opportunities directly in school and further afield. We offer the Duke of Edinburgh Award Scheme for students from Year 9 upwards which allows them to challenge themselves personally, as well as working in our local community. World Challenge is another opportunity enabling students to travel the world and support other communities.

We have a history of being successful on the sporting field, both locally and regionally. Students are able to access this, whether they are national performers or just want to recreationally take part. Performing Arts in both Drama and Music are incredibly well represented, with a performance schedule taking place within the Choir, Orchestra, Jazz Orchestra and the school Musical. Drama and Dance have their own shows throughout the year.

It is not only these opportunities, where students can access enrichment, but also across the academic curriculum, whether in Geography or Modern Languages. The subjects across the school host a number of supporting activities including STEM club, The Eco Club and the Debating Society.

There are a number of competitions and opportunities open to the whole school community. These include our Photography and Art's competitions, jointly run by the Art Department and Seaford Rotary



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Club and get themselves in our Young Musician of the Year. Another favourite is our Great Seaford Bake Off competition which is unsurprisingly popular amongst staff and students.

We pride ourselves on being inclusive and the LGBTQ+ group meet regularly to support each other and develop the school community in having a proactive approach to equality and inclusion.

We complement the curriculum fully with our enrichment offer, enabling all students to access opportunities which will further enhance their holistic education.

Sixth Form Enrichment

During Year 12, students spend an hour every week on enrichment activities. These may be extra-curricular or super-curricular. Students have the opportunity to develop independent thinking, teamwork, communication and other specific skills through a range of enrichment activities, which take place on a Wednesday afternoon:

- Extended Project Qualification
- Duke of Edinburgh's Award
- Cooking for University
- Sport and Exercise
- Dance
- Eco-Schools
- Netball
- Football
- Musical theatre
- Teacher support in Key Stage 3 Lessons
- Young Enterprise
- Debate Club
- MOOCs / online courses

Through Transition

We have an incredibly strong programme that supports students with their transition from Year 6 to Year 7 and throughout Year 7. The format of our transition programme enables us to develop strong relationships and personal knowledge of all our students. We have a member of SLT who is responsible for the transition programme and they work closely with the Head of Year 7, Assistant Head of Year 7 and the Inclusion Team of staff, to provide support and encouragement for students, parents and carers. We have a non-teaching transition co-ordinator, responsible for supporting Year 6 students as they transition into Year 7. We meet with key staff and students at the primaries throughout Terms 5 and 6 which provides us with knowledge of individual students and their needs. Those identified as more vulnerable are given bespoke transition with individual/small group visits.

As well as visiting primary classes to present to them and answer any questions the students and staff may have, we also offer a one-week transition at our school. This enables students to undertake their timetable for a week, as well as making friends, familiarising themselves with staff and to orientate themselves with their surroundings. By providing a range of experiences during this week, we ensure that all of our new Year 7 students already know our standards and expectations, having worked with many of their teachers and support staff.

In September, our students arrive, feeling confident and secure in Year 7, having already had experience of working together in their new environment with students from both our school and our partner primary schools. At KS3 we offer a broad and balanced curriculum where students are able to undertake a language in either French or Spanish. Those students who would benefit from extra support during Year 7 will be offered the opportunity to work within our Evolve provision, which offers a smaller teaching group and a more tailored curriculum.



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Through Inclusion Provision Pathways

The Evolve programme is a bespoke, five-year pathway for SEND students to integrate successfully into secondary school with an individual, personalised curriculum that allows flexibility to blend mainstream and specialised classes, with opportunities to flow between both, according to need. As students grow through the provision and school, a specific options pathway is provided for Key Stage 4.

At Key Stage 3, specialist timetabled Numeracy and Literacy interventions are delivered by skilled practitioners, to support the development of core skills for those learners highlighted with significant cognition and learning needs. Evolve learners in Year 7 receive additional English support through a specific class, running parallel to the mainstream curriculum. Learners with communication and interaction difficulties who require targeted support will receive specific intervention.

At Key Stage 4, students engage in an alternative vocational option to develop their confidence, resilience, team working and communication skills. These options are run in smaller classes by specialist teaching staff. Students will develop their core skills, as part of the Evolve programme, with Entry Level Mathematics and English qualifications completed by Year 10 and additional literacy and numeracy skills development, guided revision sessions and a rolling programme of personal development.

Through Personal Development

Our Personal Development curriculum includes assemblies, dedicated personal development time in tutor groups every morning and additional opportunities that are available to students within and beyond their lessons.

The development scheme links into our PSHE curriculum careers programme and SMSC opportunities. Personal development across the school is closely linked to our Keys to Success.

The overarching aim of the personal development curriculum is to help students develop into positive members of society who are motivated, ambitious, respectful and knowledgeable about society and culture. We consider what has happened in the past and what is happening now; we learn about issues that affect people locally and around the world; we introduce inspiring people who have overcome challenges, advanced equality or enhanced life for others.

Through the content, we provide a weekly opportunity to reflect on the qualities and experiences that make each of us unique and we promote diversity as essential to humanity. We seek to encourage students to reflect on their own ideas and beliefs, to understand and appreciate contributions from people who are different to them and to learn how to co-operate with others peacefully and effectively. The content provides opportunities to learn from inspiring people who have lived before us, to find out about career opportunities, to reflect on ways in which to keep ourselves healthy, physically and mentally, and to appreciate the freedoms and laws that we have.

Each week content around a relevant theme will be explored through; Assemblies, Votes for Schools, Literacy Activities, PSHE and Careers activities

In Personal Development Time sessions throughout the week, students are expected to:

- discuss and ask questions about the theme of the week
- participate in activities to deepen their knowledge and understanding of our key values by considering current affairs locally and globally
- enhance their knowledge and understanding about careers and further education
- extend their knowledge of mental and physical health and learn strategies to keep themselves healthy
- enjoy reading literature as a shared experience within the tutor group
- develop oracy skills through debate and literary exploration
- develop an appreciation of art, dance, music and theatre

Personal Development is an intrinsic thread across the school community, evident holistically and specifically to support the development of student's character and culture. One element of personal



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development is through SMSC, an important part of the school's curriculum and wider provision; it is also a requirement for schools to deliver.

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society*
- *prepares students at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the [2002 Education Act](#) and the [2010 Academies Act](#)

SMSC (Spiritual, Moral, Social and Cultural) is about developing the whole child. It combines with other elements, through the school climate and ethos towards the development of our students, into mature, confident young people ready for the wider world. SMSC runs through all curriculum areas and, together with PSHE and Ethics lessons, enables them to develop spiritual and moral reasoning, alongside personal, social and health development. Student engagement and leadership opportunities deliver these opportunities and elements of personal development can be seen in the following:

- SMSC across a range of different subjects
- tutor sessions, assemblies and Vote for Schools.
- extra-curricular trips, events and opportunities
- the school's behaviour policy, including rewards and sanctions
- interventions, pastoral and therapeutic support
- Generic and targeted careers information, advice, and guidance.

PSHE delivers a significant contribution towards personal development. The nature of the course encourages discussions, listening to others' views and exploring perceptions from different cultures or groups in society. It uses controversial and sensitive issues which promote engagement and deeper thinking about moral and social issues. Further specific information about our PSHE curriculum and SMSC can be found on the school website

Through Carers Guidance

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner. The aims of the policy are to help students make the most of themselves and their opportunities. In particular, it aims to help them:

- extend their understanding of opportunities in learning and work
- make good use of information, advice and guidance
- develop and use their self-knowledge when thinking about and making course and other choices
- develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition
- assess their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them
- explore careers through the provision of a wide range of resources: computer software, the STEPS careers education programme (Years 9-11), the Which Way Now programme for Year 8 option choices, the sixth form careers programme, books and leaflets, posters,
- access to impartial careers guidance and a whole school careers fair
- take part in work place experience in Year 12, via Work Experience week
- take part in independent investigation through the use of www.careerscompanion.co.uk, the virtual careers library
- manage progression planning through the provision of impartial Information and Guidance (IAG) including via a qualified careers adviser.



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Curriculum Impact

The impact of the school's curriculum is measured through several means:

- Outcomes for students at GCSE in Year 11 and A- Level in Y13
- Progress and attainment data for current year groups
- Destinations data
- Attendance data
- Behaviour logs.
- Engagement in enrichment activities
- Student voice
- Progress towards the Gatsby benchmarks