



PENWORTHAM GIRLS' HIGH SCHOOL

Curriculum Policy

(October 2023)

**Updated Annually
Next review: Autumn 2024**

THE MISSION

To prepare
Articulate, Questioning, Tolerant and Independent Women
for the future.

1.0 Curriculum Intent

1.1 At Penwortham Girls' High School, our **values** shape everything we do. These are:

- **Curiosity**
- **Compassion**
- **Ambition**
- **Resilience**
- **Dignity**
- **Social Responsibility**

By equipping our students with these values, we can help them to fulfil our **Mission Statement**:

To prepare articulate, questioning, tolerant and independent women for the future.

1.2 At PGHS, students will access a curriculum that is...

- Broad, deep, ambitious and engaging
- knowledge rich
- designed to develop high-level communication and numeracy skills
- inclusive and bespoke to our students

...and will...

- be shaped by our core values and mission statement
- develop talent and personal growth beyond the classroom
- prepare our students for the next stage of an ever-changing future.

1.3 *A curriculum that is broad, deep, ambitious and engaging*

Our curriculum is necessarily ambitious, reflecting the aspirations and destinations profile of our students. We have the full range of abilities, including some students who were academically unable to access the KS2 SATs. The challenge we face is delivering a curriculum that is appropriate for all abilities, even where the size of the cohort is very small, including those with special educational needs. The ambition of our inclusive, not exclusive, curriculum model is reflected in the outstanding outcomes achieved routinely at the end of KS4 and begins before students start PGHS.

As a girls' school we actively promote a curriculum where every subject is a 'girls' subject'; there is no 'glass ceiling' restricting what they can achieve. Our high Ebacc rates and large number of separate scientists are

testament to this, as well as the significant number of girls who leave us to study maths, engineering, and science.

We deliver the National Curriculum in a 3-year Key Stage 3, ensuring our curriculum stays as broad as possible for as long as possible. This ensures a firm grounding in a wide range of subjects, leading to more informed choices at Key Stage 4. Life Skills (PSHE) is delivered as a discrete subject, as is Computing. Additionally, Drama is delivered as a discrete unit by English teachers.

At KS4 all our students, continue to study the statutory subjects of Computing, PE, RE and PSHE (RSE, Citizenship). These are delivered through a mixture of timetabled lessons and strategically planned drop-down activities as part of our co-curriculum.

All our students, including SEND, can pursue qualifications in each of the four National Curriculum entitlement areas. Most of our students pursue the English Baccalaureate because we believe it matches both theirs and our aspirations, placing them on level terms with high-performing students elsewhere.

Our ambition for our students is shown through the broad curriculum we offer at KS4:

- Separate Sciences
- Nine GCSEs studied by the vast majority of students
- High value vocational qualifications, where appropriate
- A breadth of subjects to cater for individual students' needs, including GCSEs in Music, Dance, Drama, Photography, as well as BTEC Tech Awards in Enterprise and Health & Social Care.

1.4 A knowledge-rich curriculum

Using the National Curriculum and GCSE / BTEC specifications as their frameworks, curriculum leaders, together with their teaching staff, have carefully considered what students need to know, remember and understand. They have identified the most powerful knowledge and the keystone words that underpin all units of work that are taught.

Curriculum end points are challenging; individual components are logically structured and gradually build the knowledge required to reach each curriculum goal. Our subject teachers are experts in their field and have carefully planned the order in which topics are taught to ensure that students' build-up their knowledge and use it to help them understand their future work.

Teachers plan the learning so that students can embed and recall knowledge through a range of techniques including spaced curricula, elaboration, interleaving and retrieval practice.

1.5 A curriculum designed to deliver high level communication and numeracy skills

Developing high-level communication and numeracy skills lies at the heart of our curriculum because we know how crucial they are, both across the curriculum and in later life. Our students live in an information-rich age and we teach them how to make sense of it. Our students are taught to read, write, discuss and

debate confidently and fluently. Structured reading is embedded within curriculum plans, as well as regular opportunities to promote both high quality talk and writing. The explicit teaching of academic and subject vocabulary, and the fostering of ‘word consciousness’ by sharing the etymology and morphology of words, are also incorporated into all curriculum plans.

At PGHS, we recognise the strong links between reading and curriculum access. In English at KS3, consideration has been given to selecting reading texts that incrementally increase in challenge throughout the year / key stage, balanced against the desire to motivate and engage students and the need to introduce literary heritage texts and influential texts that deal with significant issues or events.

A common approach is taken to the teaching of numerical skills across a range of subjects beyond maths. This has included CPD from maths staff to ensure key mathematical skills and concepts are taught consistently across the curriculum (e.g. Standard Form).

1.6 *An inclusive curriculum, bespoke to the needs of our students*

Our curriculum is both shaped by, and designed to serve, the emerging needs of all our students.

From Year 7 onwards, we deliver a bespoke programme of additional English and maths-related skills which aims to ensure that all learners can access the broadest suite of subjects at Key Stage 4. In English this involves a 5-year plan whereby students’ progress through Step up Silver and Gold, Entry Level and Functional Skills. In maths, bespoke Entry Level components have been designed for Years 7 and 8, followed by the external Entry level units and then Functional Skills.

The Indirect Dyslexia programme, as well as Bedrock (a programme to develop academic vocabulary) are also utilised to support students with lower levels of literacy.

A small number of students who have very low chronological reading ages are strategically withdrawn from their normal timetable to take part in a time-measured, goal-focused phonics programme called Thinking Reading. This is delivered by English specialists who have been trained to deliver the programme.

At Key Stage 4, a very small number of our students will be advised* to study extra English and Maths – referred to as English and Maths Study Plus. This is in place of two GCSE options – currently a language and a humanities subject - meaning they will study for 7 qualifications in total. We recognise the enduring value of English and maths qualifications and our ambition for them is to achieve the highest outcomes when their prospects of success are at their best.

Some students may be advised to take just one of these courses, meaning they will still study for 8 qualifications. A further cohort will be advised to study a ‘top up’ of English and maths referred to as Minglish - in place of one of their GCSE options. Carefully selected vocational qualifications will be offered to some of our students, where these provide a clear pathway to further education, an apprenticeship or employment.

A further cohort of SEND students who have profound barriers to learning will be advised to study for the ASDAN qualification. This qualification enable identified students to progress to appropriate pathways at Key Stage 5 and employment in later life. This will be complemented by the study of English, maths, Science, English and Maths Study Plus and an option subject of their choice.

*NB. A student who does not wish to take up extra English and maths will not be made to do so. It is solely a recommendation made to them and their parents.

Our KS4 curriculum is reviewed and amended annually so that it meets the academic profile as well as individual needs of the new Year 10 cohort, following the completion of an options 'shadow survey'. We use this information to then create a curriculum tailored to their needs, which can have as many as 6 different pathways. However, the expectation is that the vast majority study the EBacc suite of subjects.

Crucially, our desire to promote social justice means that our disadvantaged and SEND students are not held back by the curriculum. SEND students are given the same options as students of similar ability. Where appropriate, alternative courses / providers (see Alternative Provision policy) may be considered for a student with specific learning needs, however, these bespoke curriculum pathways will be agreed in partnership with the pupil and their parents.

1.7 A curriculum shaped by our values and Mission statement

The core purpose of our curriculum is to nurture and instil the core values of curiosity, compassion, ambition, resilience, dignity and social responsibility, as well as the qualities outlined in our Mission Statement; to prepare articulate, questioning, tolerant and independent women for the future. We have an aspirational, high achievement culture and every teacher and every subject has a part to play in enabling our students to be a success. Our school community, like our country, is diverse and our students are taught to respect that. Our students are not merely well equipped for external examinations, they are also empowered to be active, engaged, and resilient citizens in modern Britain.

All aspects of SMSC are embedded in our comprehensive Life Skills programme, which is taught discretely to all year groups (1 hr per week). SMSC is also covered through our high-quality assembly programme and tutor time, which includes the 'Question of the week' and 'Culture and Current Affairs' activities that provide valuable opportunities to discuss and reflect on spiritual matters, current affairs and culture. An annual provision mapping exercise ensures that all statutory elements of the 2020 SRE framework, as well as Citizenship and Computing at KS4, are delivered via Core subjects, Life Skills lessons, or strategically placed drop-down sessions (delivered during the three annual, themed festivals).

Students are encouraged to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. This is delivered through key curriculum subjects (including Life Skills, PE, Science and Food Science), as well as through our wider curriculum and pastoral support. For example, all students in KS3 are required to complete an 'expedition' of increasing difficulty as part of their Passport to Success in Years 7-11 and many students will be encouraged to achieve the Bronze D of E Award in Year 10.

Our science and community studies curriculums ensure all students understand healthy relationships. This is enhanced further through our assembly programme.

1.8 A curriculum beyond the classroom

Our co-curriculum is strategically planned on an annual basis and closely compliments learning in the classroom. A major focal point for this aspect of the school's provision is an exciting programme of annual 'themed' festivals, occurring termly:

Autumn Term - Festival of Literature and Languages

Spring Term – STEM Festival
Summer Term – Performing Arts Festival

During each festival, a drop-down day is calendared, enabling students to develop their cultural capital, their understanding and appreciation of Fundamental British Values, and their character.

These festivals enable students’ personal growth and development. Countless opportunities exist for all our students to be creative, to participate, to give something back, to have fun or try something new. We strive to ensure that every one of our students benefits from taking part.

Each subject area has an annual enrichment programme consisting of a minimum offer for all students as well as additional enrichment opportunities. Participation rates are carefully monitored by an AAHT. We vehemently believe in making our enrichment programme as inclusive as possible and therefore offer a wide range of activities in which all students can participate.

The ‘Passport to Success’ remains our main measure of participation. Completion of the passport requires students to participate in extra-curricular and community events, as well as having great attendance and meeting medal milestones.

Beyond the classroom, our students raise significant amounts for various charities throughout the year and perform for local community groups, including senior citizens and primary schools. This community-focused voluntary work is the major focus of the Buddy Forms. Here, students can work alongside students of different ages on a project designed to improve the lives of others in our local community.

We are also very proud to have the very first Soroptimisses group in the country, which works with the local Soroptimists to improve the lives of women and girls in local communities and throughout the world. One way in which we do this is by fundraising enough money each year to support the secondary education of two girls in Swaziland.

Students are encouraged to discuss and debate issues and ideas in a considered way. Examples include the use of collaborative learning structures within the classroom and ‘question of the Week’ during tutor time. We have a very active school council and Student Leadership Team but will also look for opportunities to develop the oracy skills of some of our more vulnerable groups. For example, the SEND team have weekly ‘circle time’ activities and The Haven uses talking therapies to support students with emotional wellbeing issues. They also run the ‘Forest school’, which promotes environmental awareness, as well as encouraging some of our more vulnerable students to be active citizens.

1.9 A curriculum that will prepare students for the next stage of an ever-changing future

Learning at PGHS is never left to chance and as an all-girls school, we ensure our students understand there are no limits to what they can achieve, from scientist to engineer, entrepreneur to CEO. Every door is open. Within our inclusive environment, we offer a curriculum that fits every student, which is reviewed annually. We are driven by a desire to ensure our students have the best possible life chances, enabling them to pursue their chosen career route.

An expanded programme of careers education has been embedded into the Life Skills curriculum, giving every student 15 hours of dedicated careers lessons over Years 7 to Year 11. Extensive opportunities are

made available to students to learn about their futures in terms of different pathways. These include regular employer contacts, often occurring during our festivals.

Every student has completed a career profile and written a personal statement and CV. From Year 9 onwards, every student has a one-to-one guidance interview with our Careers Adviser. In Year 10, all students are given the opportunity to complete a week of work experience. Furthermore, in Year 10, every student will visit at least two FE institutions to explore a range of pathways, including apprenticeships.

Furthermore, each curriculum area has its own Futures programme, complementing the taught curriculum. These include a range of carefully planned opportunities to experience both FE and HE, as well as further employer encounters. Each curriculum area has designed lessons with a distinct careers focus, as well as planning and delivering at least one tailored careers session during one of the festivals.

In 2022-23, the school achieved all 8 Gatsby Benchmarks.

2.0 Curriculum Implementation

2.1 Quality-first teaching always has been, and always will be, our top priority.

At whole-school level, curriculum planning takes place annually and in response to each cohort, as well as consideration of school accountability measures, the staffing profile and local and national priorities. The Senior Leadership Team keep an eye on the curriculum horizon, engaging in professional research and remaining alert to the emerging challenges and demands of the examinations that our students must navigate. Equally important, through close partnership with our feeder schools, we are aware of the needs and starting points of our students when they join us.

2.2 Regular CPD and external training ensures our Middle Leaders are equipped to design, implement and evaluate their curricula. The CPD Programme is reviewed annually, in response to a range of internal and external factors, including emerging data from the QA cycle, pupil voice, pupil outcomes, staff needs and the changing staff profile. Training around pedagogy is informed by developments nationally and research carried out by organisations including the EEF, Ofsted, Alex Quigley and the Chartered College of Teaching.

2.3 Curriculum leaders, supported by their subject teachers, design schemes of learning and assessments that promote rapid and sustained progress for all students of all abilities. A clear assessment framework is underpinned by a rationale that is understood by both teachers and students. Our assessments are:

- Used to provide diagnostic data regarding student/cohort performance to inform future teaching
- Used, alongside other data, to measure the effectiveness of curriculum design and inform carefully planned curriculum developments
- Carefully planned, calendared and sequenced, with clearly articulated rationale included
- Primarily formative, using a What Went Well/Not Yet format with 'My Response Is' tasks set so the student can improve and / or refine a subject-specific aspect of their learning.
- Regular and low-stakes in nature, to ensure that knowledge is transferred to long-term memory.

2.4 At the classroom level, all teachers receive training in how best to teach their subject, their students and how our students learn. They engage in professional research, drawing on the PGHS CPD Hub and peer review. Mastery of a defined core of knowledge and skills that are routinely re-visited to secure

understanding is the end point upon which all curriculum planning is focused and is a key benchmark of effective practice set out in the PGHS Excellent Lesson:

- Lesson intent is clearly defined and articulated
- Clear expectations
- Stretch and challenge
- Modelling and scaffolding
- Collaborative structures
- Retrieval practice
- Explicit teaching of academic vocabulary and numeracy skills
- Adaptive teaching
- Independent work
- Progressive development of communication skills
- Focus on the most useful knowledge
- Appropriate use of technology
- The promotion of wider reading and development of reading strategies
- Responding to feedback

Where needed, bespoke, personalised intervention is provided to ensure all students, including our most vulnerable, do not fall behind their peers.

2.5 The Key Stage 3 Curriculum (Years 7 – 9)

In Years 7, 8 & 9 our students follow a common curriculum, based upon the National Curriculum. It includes English, maths, Science, Technology, Computing, Dance, History, Geography, RE, French, German, PE, Art, Music and Life Skills.

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) is delivered through Life Skills Lessons, as well as through a series of drop-down days that are designed by staff and external partners (as appropriate to the theme).

To introduce greater breadth, challenge and cultural capital into the Key Stage 3 curriculum, we have introduced a course called Essential Knowledge, commencing in September 2022. This is delivered as part of a carousel of subjects, with each year group receiving 18 hours of lessons in on one of the following courses:

Y7 – Arts Award Bronze

Y8 - LAMDA (Grade 2 Speaking Verse and Prose)

Y9 – CREST Award (STEM)

Upon successful completion of the courses, students will receive external accreditation and certification.

We believe students learn best in groups appropriate to their ability and set them in the majority of subjects from the start of Year 7. Some students also benefit from additional literacy and numeracy support in Year 7 and Year 8. This is delivered by subject specialists. In Year 8, higher ability students begin studying a second language to give them a further language option choice at the end of Year 9.

Group sizes are typically between 30 and 32 students.

All lessons are 1 hour in length and there are 25 lessons per week. The school operates a fortnightly timetable (50 periods a fortnight).

Subject	Periods per week – Year 7	Periods per week – Year 8	Periods per week – Year 9
English	3	3	3
Maths	4	3	4
Science	4	4	3
Art	1	1	1
Computing	1	1	1
Technology / Essential Knowledge (rotation)	2	2	2
MFL (French / German)*	2	3	3
Geography	1.5	1.5	1.5
History	1.5	1.5	1.5
Music	1	1	1
PE	2	2	2
RE	1	1	1
Life Skills	1	1	1

**N.B. In Year 7, all students study one language. In Years 8 & 9, higher ability students study a second language.*

During Year 9, students choose their options with the support of their parents, form tutor, subject teachers and careers advisors as necessary.

2. 6 The Key Stage 4 Curriculum (Years 10 and 11)

The GCSE subjects offered meet the demands of National Curriculum as well as the UK Government's aspiration that 90% of students study the English Baccalaureate suite of qualifications by 2025. The subjects listed in bold are Core Subjects, whilst those in italics make up the rest of the EBacc suite. The subjects listed are aligned with local labour market needs, progression routes into FE, and are all delivered by subject specialists.

Core subjects are taught for 4 hours a week.

Option subjects are taught for 2.5 hours a week.

- **English Language and Literature**
- **Mathematics**
- **Combined Science**
- *Biology*
- *Chemistry*
- *Physics*
- *Geography*
- *History*
- *French*
- *German*
- *Computer Science*
- Art & Design
- Photography
- Food Nutrition and Preparation
- DT Product Design
- DT Textiles
- Music
- PE
- RE
- Dance
- Drama

In addition, two vocational courses are currently offered:

BTEC Health and Social Care

BTEC Enterprise

In line with National Curriculum Requirements at Key Stage 4, all students study 1 hour of PE and 1 hour of Life Skills per week. RE, SRE, PSHE are all incorporated into Life Skills.

2.7 The Options Process and Curriculum Pathways

Students are allocated to one of six pathways: P, G, H, S, J and F. This is determined by their Key Stage 2 scores and their performance in English and maths up to the end of Key Stage 3. Consultation takes place with the Heads of English and Maths to identify those students who need some additional support, and those who need extensive additional support to fulfil their potential in English Language and maths. Finally, parents and students are consulted regarding the recommended pathway.

The Key Stage 4 curriculum pathways are as follows:

Pathway P: (9 GCSEs)

These students, predominantly HA and some MA, will be strongly guided towards studying the English Baccalaureate suite of qualifications.

They can choose to study Geography or History, French or German with two free choices from a further range of subjects.

Pathway G: (8 GCSEs)

These students, predominantly MA, will be guided to study additional Maths and English (MEnglish), Geography or History and then two additional choices from range of subjects.

Pathway H: (7 GCSEs)

These lower ability students will study Maths and English Study Plus and will be given a further two choices.

Pathway S: (8 GCSEs)

These lower ability students will study English Study Plus and will be given a further three choices. They can choose to study a modern foreign language or a humanities subject, with two free choices from a further range of subjects.

Pathway J: (8 GCSEs)

These lower ability students will study Maths Study Plus and will be given a further three choices. They can choose to study a modern foreign language or a humanities subject, with two free choices from a further range of subjects.

Pathway F: (PSD & ASDAN plus an appropriate number of GCSEs)

These SEND students with the most complex learning needs will follow a bespoke and suitably ambitious curriculum that has been designed to ensure that they are able to progress into an appropriate post-16 pathway.

2.8 Reading and Curriculum Access

At PGHS, we recognise the strong links between reading and curriculum access. In English at KS3, consideration has been given to selecting reading texts that incrementally increase in challenge throughout the year / Key stage, balanced against the desire to motivate and engage students and the need to introduce literary heritage texts and influential texts that deal with significant issues or events.

Whole-school strategies to support pupils with low reading / spelling ages.

There are a range of interventions that are underpinned by a clear assessment process to measure progress.

Thinking Reading at KS3 & KS4:

Thinking Reading is a strategy used to identify and support students who have gaps in their ability to decode text and therefore have not developed automaticity in reading. Students over 14 must be 3 or more years behind their chronological reading age to be suitable for the programme. Younger students are suitable for the programme if they are 2 or more years behind their chronological reading age. The

programme, when delivered effectively, aims to promote reading progress of up to 2 months per 30-minute session.

Study+ and MEnglish

At KS4, identified pupils have additional English lessons, instead of a 4th option. Catapult (a course for LA pupils), Bedrock (programme to develop academic vocabulary) and the teaching of Functional Skills are strategies used that have had a demonstrable impact on outcomes. Bespoke modules in both Functional Skills and Entry Level maths have been written for our lower attainers in maths, as bridging units for GCSE.

Bedrock

Bedrock has been rolled out to support the vocabulary and reading development of all students in KS3 and identified lower prior attainers in KS4. By completing at least 2 sessions a week, Bedrock ensures that students:

- engage with Tier 2 and 3 vocabulary - academic and aspirational vocabulary.
- read high quality fiction and nonfiction each week.
- access influential texts such as myths and legends, which also supports students' understanding of word roots and literary allegories (for high ability students).
- practice reading comprehension each week.

Each member of the English department is provided with a reporting function to allow them to monitor the engagement, progress and time spent of each student in their class. The English Curriculum Leader has a reporting function for the whole school. This can be used to provide bespoke reports on pupil groups: pp / non pp / SEN / EAL / transient.

Bedrock has introduced "Bedrock points" to provide a very simple rag-rating for parents, students and teachers to track their engagement. Bedrock has also introduced a Grammar programme to support students with their mastery of English grammar. Parental access codes have been generated and are being sent home so that parents can also have an insight into their daughter's progress.

When a student first logs onto Bedrock, they complete a baseline test to establish which learning 'block' they will start on. The student then works through the programme. At the beginning of each block, students are tested for vocabulary and comprehension; they then complete the tasks within that block and are retested at the end. Individual class teachers can track engagement and progress.

Each month, each class has a "Words we have been learning" report so that this can be followed up and reinforced during lesson. Bedrock is an adaptive piece of software and recognises words that students are not secure with. These are re-taught after a brief gap. We are assessing the effectiveness of Bedrock by using the NGRT to check that there is an increase in reading ages. Bedrock also provides usage reports and league tables that are published on social media - we have been recognised for having one of the highest rates of progress with PP students on Bedrock in the NW of England.

Reading Journey

Our Reading Journey is a carefully put together reading programme whereby texts that are used for class readers are selected in conjunction with the theme of the unit of work, but also provide challenge and enjoyment e.g., Y7 Myths and the History of the English Language – the class reader is Beowulf. Additionally, texts allocated to each unit are ranked according to reading age (SMOG tested). Beowulf is an example of a text we use in Y7 (Autumn Term) but have we 2 different versions: Michael Morpurgo re-write aimed at middle/ higher prior attainers and a Barrington Stoke version aimed at lower prior attainers. This ensures that all students have access to this text but in an adapted way.

The Reading Journey is present in every KS3 lesson (15-20 mins). The teacher will deliver the text initially, modelling good reading (pronunciation, punctuation etc) and then slowly introduce paired reading or

reading aloud (where students are confident). However, reading will always return to the teacher to maintain that example of good reading.

The Reading Journey allows and encourages students to develop a habit of reading for pleasure. However, it also runs alongside carefully prepared discussion questions about the text to test for comprehension as well as more complex concepts e.g., tracking character change, identifying foreshadowing etc.

Reading Club

A lunchtime club aimed at the weakest readers in Y8 and Y9. This is held in the Reading Snug in room 1 and is intended to provide the weakest readers with a 'safe-space' to read. They are read to and enjoy practising their fluency reading aloud. The aim of this intervention is to empower weaker readers to develop a love of reading stories, support them in being able to follow a story and develop confidence. As of Oct 22, 13 Year 8 are attending Reading Club and 9 in Year 9.

Peer Reading

Confident and empathetic students from Y9 are selected and trained to deliver peer reading sessions to Y7 students who require support in developing their fluency when reading. Peer readers read to students to model good reading and listen to students reading, giving gentle prompts, corrections and encouragement.

Microsoft Teams Reading Progress Fluency Checker - homework

Key texts from across each unit of work are uploaded onto this programme. This programme can be used as a diagnostic assessment tool. Students are asked to read the text aloud – it is recorded and analysed by the Microsoft reading programme. The results calculate fluency and identify words that students have struggled with. Students are then taught the vocabulary (meaning and pronunciation) via the programme. The class teacher can then identify where vocabulary needs to be revisited and or whether a text needs to be revisited or scaffolded to ensure students can access it.

Every lesson interventions:

- Pre-teaching vocabulary
- Pre-teaching context
- Who? What? Where? When? Why?
- Targeted questioning

3.0 Curriculum Impact

The success of our curriculum is measured primarily but not solely by students' performance across a range of measures, including their progress from relative starting points, their attainment and their post-16 destinations. Each year's results are analysed to ensure that there is parity across and within subjects and cohorts.

Student performance is then cross-referenced with in-year quality assurance data as part of the self-evaluation cycle. At the subject level, this includes:

- The annual Quality of Education Review
- Termly work scrutiny
- Termly lesson observations
- Weekly lesson walk-throughs

Areas for development in the curriculum are identified and included in the new School Improvement Plan.

Fundamentally, student outcomes are not the only way we measure the impact of our curriculum. We measure students' enjoyment and engagement through attendance, participation and their attitude to learning. At PGHS we say it is not merely what you learn that matters, but what you become as a result of that learning. Our students leave us self-assured, confident and ambitious for their future.

Our stakeholders provide us with critical insights; harnessed through regular pupil voice activities, Parent Council and Governors' meetings as well as professional conversations with colleagues. This feedback is vitally important in evaluating both the formal and informal curriculum; including the wider learning and personal development that takes place in assemblies, on educational visits and in form time. In this way, we can ultimately judge the effectiveness and success of our endeavours.

Appendix 1: Post-pandemic Educational Recovery and Curriculum Prioritisation

Additional literacy and numeracy intervention is offered in Yrs 7–11, where needed, including for catch-up, vulnerable pupils and others at risk of not making expected progress. Formative and summative assessments are used to ensure correct students are identified. NGRT tests also measure students' progress routinely (twice a year). These interventions are now complimented by the delivery of Humanities-focused AQA Entry Units (see above).

Our 'Tier 2' intervention strategy, implemented in 2022-23 (using our NTP funding) has been overwhelmingly positive (evidenced in completed staff evaluations). Teachers initially identified a maximum of 3 students (increasing to 6 later where needed) for 6 x 1hour intervention programmes, specifically aimed at addressing identified gaps in knowledge. All staff identified how impact would be measured and completed an evaluation at the end of the intervention. Although initially aimed at Year 11 and KS3 reading, this was rolled out to include Year 10 and, this year, will continue in its current format. KS4 and reading & numeracy at KS3 will be our priorities as we continue to reduce the impact of the pandemic.