

# CURRICULUM POLICY



## CURRICULUM AIMS

To establish and deliver an aspirational curriculum that enables young people to be successful. Academic pathways are designed to provide high quality learning opportunities which will enable all students to maximise their individual potential.

The principle of our curriculum design is to use effective data to establish pathways that cater for students on intake and at transitional stages during their learning journey. The curriculum is also shaped by the local and national context, which is currently in the midst of a period of sustained reform regarding the content and assessment of qualifications.

Our curriculum therefore aims to:

- offer a broad, balanced, relevant, differentiated and inclusive curriculum to all students
- conform to statutory National Curriculum requirements
- reflect the English Baccalaureate range of subjects meaning that most students will take at least one Modern Foreign Language and either History or Geography at GCSE level
- engage parents and students in decisions regarding guided choices
- promote a positive attitude towards learning, so that students enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so
- create and maintain an exciting and stimulating learning environment where all students embrace challenges in their learning

The implementation of this curriculum policy is the responsibility of all teachers and learning support staff. It is monitored through whole school, faculty and achievement team quality assurance procedures (QA). Formal assessments of student learning are conducted according to our Assessment Policy.

## CURRICULUM STATEMENT

### How does it work?

The Year 7 curriculum builds upon student's knowledge, skills and understanding from Key Stage 2 yet provides appropriate levels of challenge and engagement for all students. English and maths groups are set, with pupils taught in mixed ability teaching groups for other subjects.

From Year 8 onwards the challenge is to provide a curriculum which offers breadth and relevance. Setting takes place across the curriculum. Students at the end of Year 8 will elect to study either geography or history in Year 9.

At the end of Year 9, student preference is taken into account and students are able to make choices about the subjects that they wish to study for their formal GCSE qualifications. However, the teaching of the GCSE content does begin in Key Stage 3 for most subjects in order to prepare students fully for the demands of the new linear qualifications.

Although setting is used across Year 7 to 11 ensuring that the work covered is appropriate for their ability, differentiated work is still provided in all classes to ensure that the needs of all students are met.

## **The Timetable**

The school operates a 25 lesson per week, 2 week timetable. Following consultation with all Curriculum Areas it was agreed that one hour lessons are the most appropriate length for most subjects. Where possible Week A and Week B are identical and will normally only differ where curriculum time demands it. It is envisaged that the school, will move towards a one week timetable from September 2019.

## **Curriculum Overview**

The school meets statutory curriculum requirements.

Students are taught about the issues of E-Safety through their first computing project in Year 7 and are continually reminded of these issues throughout Years 8 & 9. This is reinforced through assemblies, the tutor programme and touring theatre group performances.

All curriculum areas seek to broaden the cultural awareness of students within the context of their own curriculum. There is a focus on British values and this is enhanced through the citizenship strand of the PSHCE programme and through termly Immersion Days. Through a carefully co-ordinated tutor programme, students in Years 10 and 11 also study for a qualification in personal finance whereby they learn about budgeting, consumerism and property purchasing.

All students in Years 7 to 9 follow a PSHCE/Ethics course for one hour each week in addition to religious, spiritual and ethical topics that are delivered in humanities across both Key Stage 3 and Key Stage 4. Religious, spiritual and ethical topics are also delivered as part of comprehensive tutor programmes.

Students in Years 7 to 9 follow a discrete computing course for one hour each week. In Years 10 & 11 students may choose to follow a GCSE in computing or creative I –media. All students in Year 10 & 11 develop ICT skills through the use of ICT across the curriculum.

In Years 7 and 8 all students receive one hour of PE and two hours of performing arts. In Year 9 all students have one hour of PE per week but can also elect to study performing arts or undertake an additional lesson of PE. From Year 10 and 11 all students receive a compulsory lesson of PE, however, there is an option to take GCSE PE, BTEC PE or performing arts as part of our pathways programme.

Students in Years 7 to 9 study a range of technology and arts courses. In Year 8 all students study art for a year alongside product design and food nutrition which are on a six month rotation. In Year 9 students can select up to two technology subjects that they wish to specialise in studying.

In Year 7 the majority of students study a Modern Language, although a few students are withdrawn from this for additional literacy support. In Years 10 & 11 students who have the aspiration of further education and eventually university or who are more able, study a modern language.

In Year 9, all students commence studying the GCSE combined science trilogy course, which is a combination of biology, chemistry and physics. This is worth two GCSE qualifications. In Year 11 the most able scientists will progress onto studying the three separate science disciplines in depth: biology, chemistry and physics. This will provide them with an opportunity to obtain three distinct GCSE qualifications.

In Years 12 & 13, most students will study 3 A Level or BTEC subjects. All students in Year 12 and 13 have the opportunity to choose from a range of enrichment courses.

## GCSE curriculum and pathways

Our Key Stage 4 curriculum consists of the following:

**ENGLISH LANGUAGE**  
**ENGLISH LITERATURE**  
**MATHEMATICS**  
**SCIENCE**  
**PHYSICAL EDUCATION**  
**HISTORY OR GEOGRAPHY**

All students must study either history or geography and will have selected their preference at the end of Year 8. Our curriculum model does provide students with the option to study both humanities subjects in Years 10 and 11.

Students in Years 10 & 11 will follow a pathway that has been identified appropriate to student ability and aspiration following consultation with parents and a senior member of staff. Below are some examples:

Students are advised to follow the first pathway, if they are projected to obtain 5+ in the core subjects and 7+ grades in science at the end of Key Stage 4. This is a typical Ebacc and Russell Group university pathway.

Students are advised to follow the second pathway, if in the future they are interested in studying at university, at a higher education level or gaining an apprenticeship post-16.

<b>1</b>	English Language and Literature	Mathematics	Combined Science/ Single Sciences	History or Geography	Core PE	French or Spanish	Option 1
	5 hours	5 hours	5 hours	3 hours	1 hour	3 hours	3 hours

<b>2</b>	English Language and Literature	Mathematics	Combined Science	History or Geography	Core PE	Option 1	Option 2
	5 hours	5 hours	5 hours	3 hours	1 hour	3 hours	3 hours

Certain students will have a curriculum pathway which is tailored to their specific needs which may include a support option whereby they will receive one to one help with all the subjects that they study.

All pathways are designed to provide appropriate and aspirational routes for all students through a range of subjects.

## **Sixth Form**

We offer a wide range of Level 3 courses in the Sixth Form which are clearly outlined in the document below:

[CURRICULUM POLICY - KS5](#)

The full list of subjects offered in the Sixth Form is available in Appendix B. Please note that a course will only run if there is sufficient student demand.

## **Assessment**

The school has developed a 9-1 assessment grading system for Years 7 to 9 which provides a seamless flightpath through to the new 9-1 grading system in Years 10 & 11.

In Years 7 to 9 students are assessed on current attainment and each assessment grade is divided into 5 subdivisions, for example grade 4 is divided into 4.0; 4.2; 4.4; 4.6; and 4.8. This provides greater accuracy of assessment and makes progress clearer to see.

In Years 10 & 11 students are assessed using predicted final grades. All subjects have now moved to the new 9-1 grading system but there are still a few subjects that still use A\*-G.

## APPENDIX A

### Year 10 Courses (2018-2019)

Course Title	Level and Qualification
English Language	Level 2 / GCSE
English Literature	Level 2 / GCSE
Mathematics	Level 2 / GCSE
Separate Science (Biology, Chemistry & Physics)	Level 2 / GCSE
Combined Science	Level 2 / GCSE
AIM Awards – Life Skills	Level 1 / SEFL
Art & Design	Level 2 / GCSE
Computer Science	Level 2 / GCSE
Creative I-media	Level 2 / GCSE
Drama	Level 2 / GCSE
Hospitality & catering	Level 2 / GCSE
French	Level 2 / GCSE
Geography	Level 2 / GCSE
Hair & Beauty Studies (Single and Double Option)	Level 2 / VTCT
Health & Social Care (Single and Double Option)	Level 2 / BTEC Certificate
History	Level 2 / GCSE
Music	Level 2 / GCSE
Performing Arts	Level 2 / BTEC Award
Photography	Level 2 / GCSE
Physical Education	Level 2 / GCSE
Product Design	Level 2 / GCSE
Spanish	Level 2 / GCSE
Sport	Level 2 / BTEC Certificate
Travel & Tourism	Level 2 / BTEC Certificate

## APPENDIX B

### Sixth Form Courses Offered (2018-2019)

Course Title	Level and Qualification
Art	Level 3 / GCE
Biology	Level 3 / GCE
Business Studies	Level 3 / GCE
Chemistry	Level 3 / GCE
Computing	Level 3 / GCE
Drama	Level 3 / GCE
Economics	Level 3 / GCE
English Language	Level 3 / GCE
English Literature	Level 3 / GCE
French	Level 3 / GCE
Geography	Level 3 / GCE
Graphics	Level 3 / GCE
Hair & Beauty	Level 2/3
Health & Social Care	Level 3 / BTEC Subsidiary Diploma
History	Level 3 / GCE
Creative I-Media	Level 3 / GCE
Mathematics	Level 3 / GCE
Music	Level 3 / GCE
PE BTEC	Level 3 / BTEC Diploma
PE GCE	Level 3 / GCE
Performing Arts (Dance)	Level 3 / BTEC Subsidiary Diploma
Photography	Level 3 / GCE
Physics	Level 3 / GCE
Politics	Level 3 / GCE
Product Design	Level 3 / GCE
Psychology	Level 3 / GCE
Public Services	Level 3 / BTEC Subsidiary Diploma
Science BTEC	Level 3 / BTEC Subsidiary Diploma
Sociology	Level 3 / GCE