

Curriculum statement 2018-19

Vision

All children, irrespective of their abilities, are entitled to a broad and balanced curriculum. We offer a curriculum which will enable all students to reach their potential and develop the skills, knowledge and qualities for whatever they choose to do in the future.

Overview

We have a 2 week timetable which allows us greater flexibility in timetabling courses.

We run a 3 year Key Stage 4 curriculum starting in Year 9 rather than a 2 year curriculum in Years 10 and 11. We believe this is required to support students with the higher demands of the new Key Stage 4 curriculum. We foresee this will change in the future to a 2 year curriculum once the demands of the new primary curriculum catches up with secondary curriculum. We review this each year.

Over 60% of our students in 11 study the group of qualifications which lead to the English Baccalaureate (EBacc) (English, mathematics, two sciences, one humanities subject (history or geography) and a modern foreign language). This is significantly higher than the national average for 2018 of 35%. This figure reflects the high number of students in Year 11 who are doing a modern foreign language of French or Spanish. We encourage our students to take a language, in particular our more able students.

At KS4 students have a choice of academic and vocational subjects. Students can choose subjects where the majority of the course is assessed externally by examinations or through coursework. This allows students to work to their strengths. For example, we run 2 different PE courses, GCSE PE and BTEC Sports studies and also 2 different business courses, Business Studies GCSE and BTEC Enterprise. Our KS4 curriculum is designed around the abilities of the cohort. For example, in Year 11 we run GCSE Music whereas in Year 9 we run BTEC Music which meets the different needs of the students in the different year groups.

In Year 11 there are opportunities for additional English and mathematics for the students who need it. This is at all ability levels.

Special Educational Needs is a priority in the school so that students with additional needs are supported to meet their potential.

Attendance is also a priority and we set high attendance targets and intervene and support students and parents to meet and exceed them.

Homework and independent study are also very important for students to be successful. We expect all students to complete homework to a high standard and to meet deadlines. Departments run homework detentions for Years 7 to 10. Compulsory 'Catch-up' sessions take place at the end of each day for students who do not meet these standards in Year 11.

Religious Education/SMSC

As part of our commitment to spiritual, moral, social and cultural development (SMSC), and personal, social, health and economic education (PSHEE) students study Religious Education and PSHEE from Year 7 to 11. In Years 7 and 8 students have 2 RE lessons and 2 PSHEE lessons each fortnight. In Year 9 students have 2 lessons each fortnight covering RE or PSHEE, the subjects alternate each half term. Students also experience SMSC and PSHCE across the curriculum.

In Years 10 and 11 students have one lesson each fortnight covering RE or PSHEE. This alternates each half term. We have also introduced a financial content from the London Institute of Banking and Finance as part of the PSHEE curriculum. PSHEE is also covered in form time and in 2 PSHEE days each year. The focus of these days are Sex and Relationships and Health and Wellbeing. PSHEE and SMSC are promoted in assemblies.

British Values

The British values of; Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs, permeate through the entire curriculum and in the core values of the school. For example, in History Individual Liberty is taught through Slavery in Year 7 and Civil Rights and the Suffragette Movement in Year 8.

Personalisation through Setting

Students are placed in sets in the core subjects (English, mathematics and science) according to their abilities. The SoW are modified for each group so that every student is challenged and supported to reach their potential. Where there are different tiers of examination (Higher and Foundation) decisions about which tier students are entered for are made as late as possible in Year 11 so that students are stretched.

Enrichment

There are many enrichment opportunities including; sports, strategy club, DoE, residential and performing arts. We have expanded our extra-curricular activities considerably this year and currently run 37 different activities for students to take part in.

Key Stage 3

In Years 7 and 8, students study a broad and balanced curriculum which includes; Core subjects (English, mathematics and science), Humanities subjects (history and geography), MFL (French and Spanish), Creative subjects (art and design technology), and IT, RE, PSHEE and PE.

We run a 2 year KS3 in Years 7 and 8. We meet the requirements of the KS3 National Curriculum in different ways depending on the subject, for example in history some topics are taught in depth and others as overviews and in MFL students are taught at a quicker pace.

Key Stage 4

Students start studying GCSE or equivalent courses in Year 9 which includes; English (including English Literature), mathematics and combined science (which includes physics, chemistry and biology), PE and Citizenship (which includes RE, PSHEE and Finance).

Students also choose 4 further Guided Choice courses at the end of Year 8. Students are expected to take a humanities (geography or history) and more able students are encouraged to take a MFL (French or Spanish).

Students receive guidance about their choices. The Directors of Studies for Years 8 and 9 ensure the courses are appropriate for the students and will allocate students to courses where necessary.

All students do combined science at KS4. This allows students to progress to take A level Biology, Chemistry or Physics or level 3 BTEC science courses at Post 16. We currently do not offer separate sciences as a guided choice in Year 9. We review this each year.

Post 16

At Post 16 we work in a Confederation with two other local schools (Co-op Academy Priesthorpe and Crawshaw Academy). This allows the school to offer a wide range of level 2 and 3 academic and vocational courses at Post 16. All students in Year 11 have a Post 16 interview to determine the right progression for them.

Students who have not achieved a grade 4 or higher in GCSE English or mathematics are required to continue studying the subject to achieve the qualification.

Students receive guidance on their choice of courses at Post 16 to maximise the progression opportunities into higher education, apprenticeships or employment.

Enrichment opportunities include Prince's Trust and DoE Gold.