

Curriculum Policy



We believe that all students should be provided with a curriculum that:

- Meets the needs of all students so that they are able to realise their potential
- promotes their spiritual, moral, cultural, mental and physical development
- prepares them for the opportunities, responsibilities and experiences of later life in modern Britain.

The curriculum extends beyond the formal provision of learning in the School. It is evident informally in what is often described as the 'hidden curriculum'. This encompasses the relationships, attitudes, behaviour and the general quality of life in the school community as a whole, thus involving values and attitudes. The School has identified these key features within its 'Core Values'.

Aims

Our aim is that the curriculum should help students to:

- Take responsibility for their own learning, through a variety of different opportunities.
- Develop lively, enquiring minds, the ability to question rationally, confidence, self-respect and a thirst for learning.
- Acquire and apply knowledge and skills relevant to the rapidly changing world in which they live.
- Make progress in all areas of their learning and to remain motivated and engaged in order to achieve high standards.
- Appreciate and understand fundamental British core values and acquire a set of attitudes, tolerances and beliefs including a respect for and understanding of other races, religions and cultures.
- Develop self-respect for others.
- Appreciate human achievement and aspirations in areas such as art, music, science, technology and literature.
- Become well-rounded citizens.
- Make successful transitions through each stage of their education, from primary school, through Key Stages 3, 4 and 5 and on to employment, further training, further education or higher education.
- Develop knowledge, skills and understanding useful in work, using the context of the world of work.

Principles

Our curriculum is planned and organised on the following foundation principles:

- All students have an entitlement to the whole curriculum provision – irrespective of their ability, gender, ethnicity, culture or social or economic factors.
- The curriculum is broad and balanced and contributes to the education of the whole child.
- The curriculum is filled with rich first-hand experiences and is flexible and responsive to individual needs and interests.
- The School's long-standing 'Core Values' are implicit within the culture of the school. The curriculum actively promotes the fundamental values of British citizenship; democracy, the

rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

- The curriculum encourages all students to be responsible for their own learning and to engage in a variety of learning experiences.
- The School focuses on ensuring that all students make progress in reading, writing and mathematics.
- The curriculum promotes the differentiation of learning and teaching through the setting and grouping of students according to ability and prior attainment.
- Teachers have high expectations of all students and plan lessons to support yet challenge and stretch all learners. Targets are set which task all students to achieve.

Guidelines

- The curriculum in Key Stage 3 and Key Stage 4 includes all core and foundation subjects of the national Curriculum.
- All students participate in a daily act of reflection, through either a year-based assembly or a 'thought for the day' delivered in form time. All students in Key Stage 3 and Key Stage 4 are taught Religious Education.
- All students follow a programme of sex education through the 'sex and relationships' programme, 'Health Conferences' and taught elements of the National Curriculum.
- Students requiring learning support are entitled to receive the full range of the curriculum, and are provided with support as required and reasonable. The SEN Code of Practice is fully implemented and individual needs are supported.
- The Personal, Social, Health and Economic Education programme provides all students, in Key Stage 3 and Key Stage 4, with opportunities to acquire knowledge, skills and understanding in the areas covered by the non-statutory frameworks of the National Curriculum. The statutory requirements of the Programmes of Study for Citizenship are covered partly within the PSHEE programme, partly in dedicated Citizenship activities, partly elsewhere in the taught curriculum and partly within the School's additional enrichment activities.
- Students in Key Stage 4 have an entitlement to study subjects from each of the statutory entitlement areas (the arts, design and technology, the humanities and modern foreign language).
- The curriculum in years 12 and 13 allows for the development of all students at Level 3.
- The curriculum encourages strong links with parents, neighbouring primary and secondary schools, industry, higher education, and other external agencies.
- There is robust AIG available to ensure successful transitions through each stage of every student's education, from primary school, through Key Stages 3, 4 and 5 and on to employment, further training, further education or higher education. There is independent and impartial careers guidance for all students in years 8 – 13.
- There are numerous activities arranged to support the curriculum, such as theatre trips, geography fieldwork, University visits and visiting speakers.
- There is a vast array of extra-curricular activities arranged on a daily, weekly or annual basis, from sporting clubs to inter-school competitions to cultural exchanges and foreign holidays. There are numerous musical and drama performances and the school boasts an exceptional large Duke of Edinburgh cohort each year.
- The curriculum in each individual subject reflects the various entitlement areas such as Citizenship, Language & Literacy, Numeracy & Mathematics and Work Related Learning.

Curriculum Model 2017 -2018

The School operates a 2-week timetable consisting of 50 one-hour periods and associated registration periods. Students are taught PSHEE in form groups for one hour per fortnight.

For most subjects, Key Stage 3 is defined as years 7, 8 and 9, although year 9 is seen as a transition year between the two key stages, with some Key Stage 4 subjects starting their programmes of study in year 9.

Key Stage 3 year 7 year 8 year 9

Key Stage 4 year 10 year 11

Key Stage 5 year 12 year 13

Key Stage 3

- In Key Stage 3, each year is split into two, roughly equal, populations, L and M.
- In year 7 and 8 English, Geography, History, Languages and Religious Education are setted together and Art, IT, Mathematics, Music, Performing Arts and Science are setted together.
- In year 9 Art, English, Geography, History, Languages, Music and Religious Education are setted together and IT, Mathematics and Science are setted together.
- Technology and PE are grouped separately.
- The first modern foreign language is French. The majority of students in years 8 and 9 take a second modern foreign language, this is Spanish.

The following tables shows the time allocation for each subject (based on a 50 hour 2-week cycle), and the percentage of curriculum time per subject.

Year 7

	Hours
English	8
Mathematics	7
Science	6
Art	2
Geography	3
History	3
ICT	2
Languages	4
Music	2
PE	4
Performing Arts	2
PSHCEE	1
RE	2
Technology	4

Year 8

There are two curriculum structures in year 8. The majority of students (6 sets) follow programme A; the other 3 sets, those with lower prior attainment, follow programme B, which means that they have additional English lessons in place of the additional modern foreign language.

Programme A	Hours
English	7
Mathematics	7
Science	6
Art	2
Geography	3
History	3
ICT	2
Languages	5
Music	2
PE	4
Performing Arts	2
PSHCEE	1
RE	2
Technology	4

Programme B	Hours
English	7
Mathematics	7
Science	6
Art	2
Geography	3
History	3
ICT	2
Languages	3
Music	2
PE	4
Performing Arts	2
PSHCEE	1
RE	2
Technology	4
Literacy Curric.	2

Year 9

There is an additional teaching group in each population in year 9 in order to allow for smaller teaching groups. The majority of students (8 sets) follow programme A; the other 3 sets, those with lower prior attainment, follow programme B.

Programme A	Hours
English	7
Mathematics	7
Science	6
Art	2
Geography	3
History	3
ICT	2
Languages	6
Music	2
PE	4
PSHCEE	1
RE	3
Technology	4

Programme B	Hours
English	7
Mathematics	7
Science	6
Art	2
Geography	3
History	3
ICT	2
Languages	4
Music	2
PE	4
PSHCEE	1
RE	3
Technology	6
Literacy Curric.	2

Key Stage 4

- In Key Stage 4, each year is split into three populations, L, M and B.
- EBacc and Broad split

- All students study English, Mathematics, Religious Education, Science and Core PE. Students are given individual advice and guidance to choose 4 options (L&M pop) or 3 options (B pop). In 2014-2015 the following subjects have been available through the options; Art & Design, Business Studies, Catering, Computing, Dance, Drama, Electronics, Expressive Arts, French, Geography, History, IT, Media Studies, Music, Product Design, Psychology, Science, and Textiles.
- Where students have opted for the separate sciences, this creates a stand-alone group within core science. These students have 14 lessons of science.
- Pathways have been created to support particular groups of students. Students are directed, with appropriate advice, towards the pathway that is most suited to them.
- Students in Key Stage 4 have an entitlement to study subjects from each of the statutory entitlement areas (the arts, design and technology, the humanities and modern foreign language).

The following tables shows the time allocation for each subject (based on a 50 hour 2-week cycle), and the percentage of curriculum time per subject/option.

Year 10 & 11

	Hours L&M	Hours B
English	7	8
Mathematics	7	8
RE	3	3
Core & Additional Science	9	9
PE	3	4
PSHCEE	1	1
Option A	5	6
Option B	5	6
Option C	5	6
Option D	5	n/a

Year 10 will follow the curriculum outlined above, but as the students move into year 11, they will study additional English, Maths and RE and the option lessons will reduce to 4 hours each per fortnight.

Key Stage 5

- The post-16 curriculum is reviewed annually to ensure that we best meet the needs of our students. Students follow study programmes based on their prior attainment at Key Stage 4 and focused on ensuring that courses match student's abilities, career aspirations and/or university choices.
- A comprehensive programme of individual advice and guidance is offered to ensure that each student opts for the course that is most suited to them.
- The school has a long established collaborative arrangement with the two neighbouring high schools. Two of the four options are timetabled at the same time across the three schools resulting in an increased level 3 provision (over 30 different level 3 courses each year) and greater flexibility of course choices.

- GCSE English and GCSE Mathematics are provided for those students who have not already achieved grade A* to C.
- There are two level 3 pathways available for post-16 learners, designed to support individual needs. The traditional A level pathway enables students to choose from over 30 different courses within 4 options, and to select from a range of Enrichment Core Studies. The bespoke vocational pathways route allows students to study either Digital Media or Health & Social Care alongside a full day of work experience.
- A level courses on offer at Deyes High School in 2014-2015 are Art & Design, Biology, Business Studies, Business Applied, Chemistry, Computing, English Literature, French, Further Mathematics, Geography, History, ICT (Cambridge Tech), Photography, Physical Education, Physics, Product Design, Psychology, Pure Mathematics with Mechanics, Pure Mathematics with Statistics, Religious Education (Morals & Ethics) and Sociology. Many of these courses are also available through the collaborative but in addition in 2014-2015, the following courses will be on offer; Dance, Engineering, English Language & Literature, Forensic Science, Government & Politics, Health & Social Care, Music Technology, Spanish, Sport, Textiles, Travel & Tourism and Theatre Studies. The facilitating subjects are available within each of the options.
- Enrichment Core Studies is timetabled each Wednesday afternoon and allows students to opt from a range of enhancement courses such as General Studies, Extended Project, SWIS, work experience, ECDL, sports leadership and leadership & management studies. Most of these courses are externally accredited.

The following tables shows the time allocation for each subject (based on a 50 hour 2-week cycle), and the percentage of curriculum time per subject/option.

Year 12 and 13

A and AS levels	Hours	%
Option A	9	18%
Option B	9	18%
Option C	9	18%
Option D	9	18%
Core Studies	4	8%
Tutorial	1	2%

GCSE English and GCSE Mathematics are available to those students who have not yet achieved A* - C

Year 12 Packages	Hours	%
Digital Media or Health & Social Care	27	54%
Work Experience	10	20%
Tutorial	1	2%

The following table shows the qualifications that available for students in Key Stage 4 and Stage 5

	Year 10	Year 11	Year 12	Year 13
Business Studies	GCSE AQA	GCSE AQA	GCE AS AQA	GCE A AQA
Business Studies (Applied)			GCE AS AQA	GCE A AQA

Business Education	Health & Social Care			OCR Di 3	GCE A AQA
	Psychology	GCSE AQA	GCSE AQA	GCE AS AQA	GCE A AQA
	Sociology		GCSE AQA	GCE AS AQA	GCE A AQA
	Travel & Tourism				BT Di 3

		Year 10	Year 11	Year 12	Year 13
English	English	GCSE AQA	GCSE AQA		GCE A AQA
	English Literature	GCSE AQA	GCSE AQA	GCE AS AQA	GCE A AQA
	Media Studies	GCSE WJEC	GCSE WJEC	OCR Ce 3	GCE A OCR

		Year 10	Year 11	Year 12	Year 13
Expressive & Performing Arts	Art	GCSE WJEC	GCSE WJEC	GCE A OCR	GCE A OCR
	Dance	GCSE WJEC	GCSE WJEC		GCE A AQA
	Drama	GCSE Edexcel	GCSE Edexcel		
	Expressive Arts	GCSE AQA	GCSE AQA		
	Music	GCSE AQA	GCSE AQA		
	Performing Arts				
	PE	GCSE Edexcel	GCSE Edexcel	GCE AS WJEC	GCE A WJEC
	Photography			GCE A OCR	GCE A OCR
	Sport				BT Di 3

		Year 10	Year 11	Year 12	Year 13
Humanities	Geography	GCSE Edexcel	GCSE Edexcel	GCE AS AQA	GCE A AQA
	History	iGCSE Cam	iGCSE Cam	GCE AS AQA	GCE A AQA
	RE	GCSE AQA	GCSE AQA	GCE AS Edexcel	GCE A Edexcel

		Year 10	Year 11	Year 12	Year 13
ICT	Computing	GCSE OCR	GCSE OCR	GCE AS WJEC	GCE A WJEC
	Is Single Cam Nat L2	OCR Ce2	OCR Ce2		
	It	GCSE OCR	GCSE OCR		
	It Cambridge Tec L3			OCR Ce 3	OCR Di 3
	ECDL GCSEF			BCS	BCS

		Year 10	Year 11	Year 12	Year 13
Languages	French	GCSE Edexcel	GCSE Edexcel	GCE AS WJEC	
	Spanish	GCSE Edexcel	GCSE Edexcel		

	Year 10	Year 11	Year 12	Year 13
Mathematics	Mathematics	GCSE Edexcel	GCSE Edexcel	GCSE Edexcel
	Mathematics & Mechanics			GCE AS AQA
	Mathematics & Statistics			GCE AS AQA
	Further Mathematics			GCE AS AQA

	Year 10	Year 11	Year 12	Year 13
Science	Biology	GCSE AQA	GCSE AQA	GCE AS WJEC
	Chemistry	GCSE AQA	GCSE AQA	GCE AS AQA
	Physics	GCSE AQA	GCSE AQA	GCE AS Edexcel
	Medical Science			BT Ce 3
	Science	GCSE AQA	GCSE AQA	
	Science BTEC		BT Ce 1/2	

	Year 10	Year 11	Year 12	Year 13
Technology	Catering	GCSE WJEC	GCSE WJEC	
	Electronics	GCSE AQA	GCSE AQA	
	Product Design	GCSE AQA	GCSE AQA	GCE AS OCR
	Resistant Materials		GCSE AQA	
	Textiles	GCSE AQA	GCSE AQA	

Deyes High School - Curriculum Model 2014 - 2015

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 13	Tutor	Option A					Option B					Option C (collaborative option)					Option D (collaborative option)					Enrichment / Work Experience		Study periods																										
Year 12	Tutor	Option A					Option B					Option C (collaborative option)					Option D (collaborative option)					Enrichment / Work Experience		Study periods																										
		Vocational Package															Work Experience					Study/GCSE En/GCSE Ma					Stud y																							
Year 11 personalised pathways	SMSC	English Language and English Literature			Mathematics			Science			RE		PE		Option A		Option B		Option C		Option D																													
Year 10 personalised pathways	SMSC	English Language and English Literature			Mathematics			Science			RE		PE		Option A		Option B		Option C		Option D																													
Year 9	SMSC	English			Mathematics			Science			Art	Geograph y	History		ICT	French		Spanis h	Musi c	PE		RE		Technology																										
		English			Mathematics			Science			Art	Geog	Histor y	ICT	French		Expressive Arts		PE		RE		Technology																											
Year 8	SMSC	English			Mathematics			Science			Art	Geograph y	History		ICT	French		Spanis h	Musi c	PE		PA	RE	Technology																										

		English	Mathematics	Science	Art	Geography	History	ICT	French	Musi c	PE	PA	RE	Technology
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Year 7	SMSC	English	Mathematics	Science	Art	Geog	Histor y	ICT	French	Musi c	PE	PA	RE	Technology
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