

Claverham Community College

Curriculum Policy



September 2020 - July 2021

Approved:

Date:

Reviewed:

CLAVERHAM COMMUNITY COLLEGE

CURRICULUM

College Ethos and Values

At Claverham Community College, we offer our students a high-quality education allowing them to reach their full potential, in a safe, secure and caring environment. We endeavour to instil a love of learning, a sense of fairness and an appreciation of the importance of full participation.

We strive to develop students who, through their determination and resilience, reach their highest levels of academic and personal development. We insist upon consideration towards others and the maintaining of polite attitudes and manners, allowing all members of our community to take pride in their surroundings, behaviour and personal achievements. We believe in the value of positive contributions to our society both locally and nationally, aiming to support all students in their desire to become responsible citizens who will shape the future.

We also encourage the acceptance of personal challenges, helping to ensure that students make decisions that benefit themselves and the wider community.

Curriculum Policy Statement (Intent)

In education, the 'curriculum' is broadly defined as the 'totality of pupil experiences that occur in the educational process'. At Claverham Community College we have interpreted this as the educational experiences offered, in and beyond the classroom.

Our aim as a College is to:

- develop aspirant individuals who are learning to be successful; academically, emotionally, physically and socially. To develop self-respect, self-discipline, resilience, adaptability, concern for others and the ability to live as independent adults making a positive contribution to the community and become confident young people who are able to live safely, healthily and have fulfilling lives.

To support and achieve this our curriculum:

- must offer a broad and balanced range of opportunities and experiences which are truly comprehensive and accessible, enabling all our pupils to be successful.
- must enable pupils to be committed to learning whilst at school but also in preparation for the next stage of their education and life beyond.
- will afford opportunities for all pupils to develop a high level of literacy and numeracy required for success in the wider curriculum and in adult life.
- must expand the pupils' perspectives and understanding of human activities and achievements through a range: artistic, musical, engineering, economic, political, social, spiritual, moral and cultural opportunities to promote their sense of moral and social responsibility.
- must maintain a breadth and balance to ensure that our pupils can continue to be a success at post-16 whether they gain employment, training or continue with their education at a sixth form college, an agricultural college, as an apprentice, a school sixth form, or a Grammar school sixth form.
- must be designed using a spiral model of learning which builds on the work of KS2 and facilitates the introduction, revision and the expansion of skills, knowledge, concepts and understanding needed for KS3, KS4 and beyond.
- will ensure that our pupils develop the knowledge, concepts, understanding, skills and practical abilities that they will use in the following areas of experience: scientific, technological, mathematical, linguistic, aesthetic, creative, commercial, moral, spiritual, economic, political, extra-curricular, enrichment and recreation activities.

To achieve the curriculum intent our teachers will drive pupil development, learning and progress through the relentless drive and implementation of our '5 Principles of Learning':

1. Challenge and Engagement
2. Explanation, Modelling and Exploration
3. Participation and Practice
4. Questioning and Thinking
5. Dialogue and Feedback

Implementation

In order to deliver the curriculum intent we ensure the College's curriculum is underpinned by the following key principles at Key Stage 3 and Key Stage 4:

- a curriculum that is ambitious for all our pupils
- a curriculum that is coherently planned and sequenced
- a curriculum that is successfully adapted, designed and developed for our pupils with special educational needs and/or disabilities
- a curriculum that is broad and balanced for all our pupils
- a curriculum that prepares our pupils for college and adult life

Key Stage 3

The whole school curriculum is carefully designed to ensure pupils are provided with a broad and balanced curriculum. To achieve this, Key Stage 3 is distinct from Key Stage 4 and follows the National Curriculum Programmes of Study. In addition it recognises the importance of preparing pupils for KS4 and life in the future.

Subjects taken by all pupils in Key Stage 3 are:

Art	Classics / Latin (En set 1 in Y8 and Y9)
Design Technology	Drama
English Language and Literature	Food Technology
French, German or Spanish	Geography
History	I.C.T.
Mathematics	Music
Physical Education	
Personal, Social, Health Education (incl CEIAG)	
Science	Worldviews

The Organisation of Teaching Groups: KS3

Most subject teaching is carried out within a system of mixed ability. After an extremely long legacy of classes being taught in sets SLT analysed the performance data of pupils in KS3, investigated the research about mixed ability and consulted with all the HoS regarding changing to mixed ability groupings. After an extended period of research and consultation we took the decision to move to mixed ability for the following reasons:

- To support the transition from KS2 to KS3 for all our pupils but particularly for our pupils from small primary schools (we often deal with 30+ primary school)
- To prevent the predetermination of KS3 or 4 outcomes based on KS2 data; 'a fresh start and a time to shine' approach
- To prevent the creation of low ability sets with low aspirations and / or behaviour challenges
- To prevent low expectations of pupils by staff teaching the lower sets
- To gain greater equality of workload regarding marking and planning as classes would be more equal in size

In year 7 all subjects are mixed ability except English and Mathematics which are set. In Year 8 and Year 9 MFL and Science move to operating in sets. Mixed ability classes are organised according to data and information provided by our partner primary schools. Mixed ability classes are reorganised for the start of every academic year. English and mathematics set placements are made by reference

to information provided by our partner primary schools, SATs and reading assessments. Pupils can be in different sets for English and mathematics depending on their ability. For example, a pupil might be in Set 1 for English but Set 4 for mathematics. These set placements are reviewed on a regular basis and pupils can, therefore, move between the sets according to their progress. Such an arrangement enables us to respond to the needs and develop each child individually.

As set out in our Teaching and Learning Policy a variety of teaching styles are used, ranging from formal class lessons to group work and including individual assistance where appropriate. In Years 7 and 8 pupils are divided into two parallel equal ability bands of four classes each, with a transition group making the ninth set. In Year 9 pupils are divided into two parallel equal ability bands of five classes each.

Key Stage 4

At Key Stage 4 we aim to provide a personalised and well balanced curriculum which gives breadth and balance to the programme of study and allows pupils access to the widest range of future opportunities at post-16. There are two curriculum pathways currently offered, these are;

- 1) Principally Academic
- 2) Mix of Academic and Vocational.

The choice of options is guided by the College and is based on a rigorous analysis of the past and current performance of each pupil alongside our knowledge of the pupils strengths and weaknesses, interests and future plans.

All pupils take English, Mathematics, Science, a PSHE Programme (including Careers and Citizenship modules), Physical Education and Worldviews.

Principally Academic

The principally academic curriculum involves each pupil opting for at least one subject from each of the following areas of the curriculum, being:

- 1) Languages: French; German; Spanish; Latin.
- 2) Humanities: Geography; History.
- 3) Creative/Technology: Art (Fine Art); Art (Photography); Art (Textiles); Creative iMedia; Computing, Dance; Design & Technology; Drama; Food & Nutrition; Media Studies; Music; Physical Education.

To give pupils a chance to make the most of their strengths and interests, there is an additional choice of subject:

- 4) Free Choice: All of the above subjects as well as Psychology or Religious Studies.

Mix of Academic and Vocational

The mix of academic and vocational curriculum involves pupils selecting one level two vocational subject from:

Business & Enterprise Studies, Child Development, Creative iMedia, Music Technology and/or Btec Sport.

In addition pupils select a subject from 'list 2,3 and 4' above, (Humanities, Creative/Technology, Free Choice).

The Organisation of Teaching Groups: KS4

Most subject teaching is carried out within a system of setting according to ability in each separate subject. These placements are made by reference to information provided by our Key Stage 3 data. Pupils can be in different sets for different subjects depending on their ability. For example, a pupil might be in Set 1 for English but Set 4 for Mathematics and a set 2 for Geography. These set placements are reviewed on a regular basis and pupils can, therefore, move between the sets according to their progress. Such an arrangement enables us to respond to the development of each child individually. A variety of teaching styles are used, ranging from formal class lessons to group work and including individual assistance where appropriate. In Years 10 and 11 the year group is divided into two parallel bands (S and N) for English, Mathematics and Science but for all other subjects they are timetabled according to option blocks.

Extra-Curricular and Enrichment Programme

At KS3 subjects plan a wide range of enrichment and extra-curricular activities and events which serve to support, reinforce, stretch and challenge pupils' knowledge, skills, understanding and educational/life experiences beyond the classroom.

Art
Design Technology
Drama
English Language and Literature: *Theatre trips (locally and London), working with authors*
Food Technology
Geography
History: *Collaborative projects with English Heritage, working with authors who publish historical literature*
I.C.T.
Latin (En set 1 in Y8 and Y9)
Mathematics
Modern Foreign Languages
Music: *Choir, chamber choir, rock bands, opera master classes (Glyndebourne)*
Personal, Social, Health Education and Careers
Physical Education: *Football, Rugby, Dance, Table tennis*
Science
Worldviews

Teaching and Learning at Claverham

All staff are responsible, collectively and individually, for the delivery of lessons where both the teaching and learning are of the highest quality and the learning needs of all pupils are met. We recognise that continued professional development (CPD) at whole school, department and individual level is essential to enable all colleagues to develop and improve the quality of their teaching and deliver the highest quality learning experiences for our pupils. There is no explicit requirement for teaching staff to teach in any specific way, although there are some essential best-practices that Claverham believes underpins high quality learning. These are known as the 'College's 5 Principles of Learning':

6. Challenge and Engagement
7. Explanation, Modelling and Exploration
8. Participation and Practice

9. Questioning and Thinking
10. Dialogue and Feedback

Every pupil is entitled to experience, and enjoy, the challenge presented by a variety of learning and teaching styles. These styles will enable them to achieve their full potential. We aim to develop the whole child and enable our pupils to become lifelong learners.

Planning

Subject planning provides pupils with opportunities for knowledge acquisition and development and as such the College has adopted a **spiral model of learning** to support revisiting, deepening and broadening understanding of key concepts, knowledge and skills throughout the keystage. The subject curricula will develop concepts, knowledge and skills required across KS3 whilst preparing our pupils for Key Stage 4 and future life.

With this in mind, across the subjects taught at KS3, departments must ensure that their curriculum:

1. Provides a wide range of subject specific opportunities to help pupils acquire knowledge, understanding, concepts and skills
2. Provides a broad and balanced Scheme of Learning that is truly comprehensive and is accessible to all pupils.
3. Delivers opportunities for students to learn to be successful, gain useful and transferable skills whilst also acquiring relevant knowledge.
4. Provides an appropriate range of opportunities and experiences to inspire pupils to succeed at KS3 and in the next stage in their education.
5. Affords opportunities for all pupils to develop a high level of literacy and numeracy required for success in the wider curriculum and in adult life.
6. Expands students' perspectives through a range of spiritual, moral, health, social and cultural opportunities to promote their sense of moral, personal and social responsibility where it is appropriate to do so across the curriculum.
7. Ensures that all pupils are able to learn to care not only for their personal well-being, but also for the wellbeing of their friends, families, communities and the planet itself.
8. Ensures that all pupils are safe and understand how to stay safe.
9. Fosters a strength of character, and resilience that will help pupils to cope with choices and overcome the challenges they are likely to encounter in life.

Each subject area will have planned and produced collaboratively, an overview for the key stage and this will map out the knowledge, understanding, skills and concepts covered and revisited for the whole key stage.

Each subject area will have planned and produced collaboratively, an overview for each year group (7, 8 and 9) in the key stage and this will map out the knowledge, understanding, skills and concepts covered and revisited for the whole year. It will also show how the learning builds or revisits; broadening and deepening prior learning.

Each subject area will have planned and produced collaboratively, each scheme of work/learning within the key stage and these will map out the knowledge, understanding, skills and concepts covered and revisited for the whole key stage. It will also show how the learning builds or revisits; broadening and deepening prior learning. The scheme of work/learning must ensure that all pupils can access it and as such must meet the needs of our SEND pupils. Schemes of work/learning will

include planned homework activities (please see Homework Policy) and it will also detail a range of intervention strategies and activities available for staff to use as and when it is appropriate to do so.

Each teacher will plan ideally collaboratively, individual lessons using the schemes of work/learning to ensure that provision for all of their pupils is appropriate. Teachers must ensure that all pupils can access the learning in lessons and as such must meet the needs of our SEND pupils.

Homework

The demands made by homework increase as the pupil progresses through the College. The purpose of homework might be to extend upon or reinforce work done in class, or to research elements of the curriculum in more depth. Homework forms an integral part of the curriculum and there is an expectation that it will be completed. Each pupil has a homework timetable and a Homework Diary, parents are asked to inspect and sign this weekly and to co-operate with the teaching staff in ensuring that the work set is completed to a high standard.

Timing of the College Day

08.55:	Registration (and Assemblies on House and Year Group rotas)
09.15:	Period 1
10.05:	Period 2
10.55:	Break
11.15:	Period 3
12.05:	Period 4
12.55:	Lunch
13.40:	Period 5 (Registration for p.m. session)
14.30:	Period 6
15.20	End of day

Appendices

Appendix 1 - Subject Time Allocations

Years 11 and 10 – ‘Principally Academic’

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English (inc.Lit.)	9	7h 30min	15
Mathematics	9	7h 30min	15
Science	12	10h	20
Language Option	6	5h	10
Humanity Option	6	5h	10
Creative / Technology Option	6	5h	10
Free Option Choice	6	5h	10
Physical Education	4	3h 20min	6.7
R.S. / ICT Careers	1	50 min	1.6
P.S.H.E.	1	50 min	1.6

Non examination Careers taught through the medium of I.C.T. is taken in year 11.

Years 11 and 10 – ‘Mix of Academic and Vocational’

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English (inc.Lit.)	9	7h 30min	15
Mathematics	9	7h 30min	15
Science	12	10h	20
Humanity Option	6	5h	10
Vocational Course	6	5h	10
Creative / Technology Option	6	5h	10
Free Option Choice	6	5h	10
Physical Education	4	3h 20min	6.7
R. S. / ICT Careers	1	50 min	1.6
P.S.H.E.	1	50 min	1.6

Year 9

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English	9	7h 30min	15
Mathematics	9	7h 30min	15
Science	8	6h 40min	13.3
Languages	6	5h	10
Geography	3	2h 30min	5
History	3	2h 30min	5
Religious Studies	3	2h 30min	5
Art	3	2h 30 min	5
Music	3	2h 30min	5
I.C.T.	2	1h 40min	3.3
Design Technology	4	2h 30min	5
Physical Education	5	4h 10min	8.3
Drama	1	50 min	1.6
P.S.H.E.	2	1h 40min	3.3

Design Technology: half year spent on each of Product Design and Food.

Latin is taken by some pupils (typically 25% of the year group), the time for this is taken from 1 lesson of Art and 1 lesson of Physical Education.

Most pupils in years 8 and 9 have opted for a single language. The two set 1 groups in languages take a dual language until the end of year 9.

The Transition Group takes no languages and has a reduced Humanities allocation; these are replaced by some practical, vocationally orientated subjects.

English, Mathematics and Science: pupils are placed in groups for the start of their G.C.S.E. courses. In Science pupils take separate Biology, Chemistry and Physics G.C.S.E.s and at the end of Year 9 a decision is made as to whether the pupils follow a separate science curriculum, which leads to 3 G.C.S.Es or Combined Science G.C.S.E.s to Higher or Foundation level, which is equivalent to 2 G.C.S.Es.

Year 8

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English	9	7h 30min	15
Mathematics	9	7h 30min	15
Science	8	6h 40min	13.3
Languages	6	5h	10
Geography	3	2h 30min	5
History	3	2h 30min	5
Religious Studies	3	2h 30min	5
Art	3	2h 30 min	5
Music	3	2h 30min	5
I.C.T.	2	1h 40min	3.3
Design Technology	4	2h 30min	5
Physical Education	5	4h 10min	8.3
Drama	1	50 min	1.6
P.S.H.E.	2	1h 40min	3.3

Design Technology: half year spent on each of Product Design and Food.

Most pupils in year 8 have opted for a single language. The two set 1 groups in languages take two languages. The Transition Group has Literacy Support in place of a second language.

Year 7

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English	9	7h 30min	15
Mathematics	9	7h 30min	15
Science	8	6h 40min	13.3
Languages	6	5h	10
Geography	3	2h 30min	5
History	3	2h 30min	5
Religious Studies	3	2h 30min	5
Art	3	2h 30 min	5
Music	3	2h 30min	5
I.C.T.	2	1h 40min	3.3
Design Technology	4	2h 30min	5
Physical Education	5	4h 10min	8.3
Drama	1	50 min	1.6
P.S.H.E.	2	1h 40min	3.3

Design Technology: half year spent on each of Product Design and Food.

All pupils follow French. Half of the pupils take German, the other half take Spanish. The Transition Group has Literacy Support in place of a second language.

Appendix 2 - Homework Allocations

Homework is set according to the Homework timetable.

Key Stage 4 pupils have two subjects per day, a maximum of 90 minutes per subject. Vocational courses do not have homework set. English, Mathematics and Science may have one or two homework tasks per week, depending on the need at the time, option subjects have one.

In Key Stage 3 English and Science set homework once a week, Mathematics once or twice a week according to need, all other subjects once a fortnight. The time spent on homework increases as pupils get older.

Year 9: 45 - 70 minutes per subject, except for Mathematics with a maximum 45 minutes if set twice in the week.

Year 8: 40 - 60 minutes per subject, except for Mathematics with a maximum 40 minutes if set twice in the week.

Year 7: 30 - 50 minutes per subject, except for Mathematics with a maximum 30 minutes if set twice in the week.

Appendix 3 - Extra Curricular Activities [This section not compiled by PA]

Art Club (for any pupil), after school.
Art Club for G.C.S.E. pupils in Art, Graphics, Media and Textiles, after school.
Christian Union, lunchtime.
Duke of Edinburgh Award Scheme.
Drama Club, lunchtime.
Homework Club, after school, four days per week.
Year 11 Study Club.
Games and Puzzles Club, lunchtime.
I.C.T. Club, lunchtime and after-school

Library, open break and lunchtime each day.

Music lunchtime and afterschool clubs are offered as follows:

Boys' Choir
Chamber Choir
Gifted & Talented Group
Girls' Choir
Musical Theatre
Orchestra
Samba Band

P.E. lunchtime and afterschool clubs are offered as follows:

Athletics
Badminton
Basketball
Cricket
Dance
Football (Boys)
Football (Girls)
Gymnastics
Handball
Hockey
Netball
Rounders
Rugby (Boys)
Rugby (Girls)
Softball
Stoolball
Table Tennis
Tennis
Trampolining

Ski Club, evening trips to a dry ski slope, approximately every half term

A wide variety of day trips and visits are available to students of all year groups across the course of each year. These cover a variety of subject areas and experiences. Some trips may be open to all students whilst some will be targeted at students studying specific subjects or in specific groups.

Appendix 4 - Residential Trips [This section not compiled by PA]

Some trips are annual, others biannual.

September: Outdoor Pursuits Trip to Lake District
September: Sri Lanka Trip
October: Science Trip to West Coast USA
October: Iceland, year 10
November: Spanish Exchange Trip, year 9 and 10
February: Ski Trip to European destinations
March: World War One Battlefields Trip or Normandy Battlefields Trip, year 9
May: Berlin History Trip, year 10
May: Art Trip to European destinations, years 8-10
July: German Exchange Trip, year 10
July: P.E. Camp, year 9

Reviewed	Interim review date	Final Review date	Responsible
July 2019	Jan 2020		T Smith