

Claverham Community College

Curriculum Policy



February 2015

Approved:

M.Whitehead – Chair of Governors'

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CURRICULUM POLICY 2014/15

The Aims of the College

The Curriculum supports all of the Aims of the College by:

1. the promotion of individual academic, emotional, physical and social potential of all pupils;
2. the development of self respect, self discipline, adaptability, concern for others and the ability to live as independent adults making a positive contribution to the community;
3. the acquisition by pupils of conceptual insight, knowledge, skills and practical abilities and the will to use them in the following areas of experience: scientific, technological, mathematical, linguistic, aesthetic, creative, commercial, moral, spiritual, economic, political and recreational;
4. the development of the appreciation by pupils of human activities;
5. the acquisition by pupils of an understanding of the social economic and political order and a reasoned set of values, attitudes and beliefs;
6. the preparation of pupils for adult lives at home, work, leisure and their being able to make a full contribution to society.

Key Stage 3 Curriculum

At Key Stage 3 the aim is to provide a broad and balanced curriculum for all pupils. Subjects taken by all pupils in Key Stage 3 are:

Art	Classics / Latin (an option in year 9)
Design Technology	Drama
English Language and Literature	Food Technology
French, German or Spanish	Geography
History	I.C.T.
Mathematics	Music
Personal, Social, Health Education	Physical Education
Religious Studies	Science

Key Stage 4 Curriculum

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 for the widest possible future opportunities. There are two curricula offered, the choice being made by the College, based on each pupil's past and current performance:

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

All pupils take English, Mathematics, Science, a PSHE Programme (including Careers and Citizenship), Physical Education and statutory Religious Studies.

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

- 1) Languages: French; German; Spanish.
- 2) Humanities: Geography; History.
- 3) Creative/Technology: Art; Design & Technology (Food or Product Design); Drama; Information and Communication Technology; Computing, Media Studies; Music; Textiles.

Pupils who opt for Information Communication Technology are offered a course which is equivalent to GCSE, but more practically based, or are guided towards the Computing GCSE course.

To give pupils a chance to make the most of their strengths and interests, there is an additional choice of subject which can be taken from one of the lists above or one of Dance, Latin and examination Physical Education.

The mix of academic and vocational curriculum involves pupils selecting two level two vocational subjects from:
Business Studies; Child Care, Learning and Development; Information and Creative Technology, examination Physical Education.

In addition pupils select a subject from 'list 3' above, (Creative/Technology) and a further subject from this list or 'list 2' (Humanities).

The Organisation of Teaching Groups

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 partner primary schools together with Cognitive Ability Tests. 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. 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. At Key Stage 3 pupils are divided into two parallel equal ability bands of four sets each, with a transition group making the ninth set.

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.)	8	6h 40min	13.3
Mathematics	8	6h 40min	13.3
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. / I.C.T. Careers	2	1h 40min	3.3
P.S.H.E.	2	1h 40min	3.3

R. S. / I.C.T. Careers: Religious Studies is taken in year 10, the second and final year of a G.C.S.E. course. Non examination Careers taught through the medium of I.C.T. is taken in year 11.

Year 11 – 'Mix of Academic and Vocational' [this pattern will cease in Summer 2015]

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English (inc.Lit.)	10	8h 20min	16.7
Mathematics	10	8h 20min	16.7
Science	8	6h 40min	13.3
Vocational Course (1)	6	5h	10
Vocational Course (2)	6	5h	10
Creative / Technology Option	6	5h	10
Option Choice inc. Humanity	6	5h	10
Physical Education	4	3h 20min	6.7
R. S. / I.C.T. Careers	2	1h 40min	3.3
P.S.H.E.	2	1h 40min	3.3

Non examination Careers is taught through the medium of I.C.T..

Year 10 – 'Mix of Academic and Vocational' [the KS4 pattern from Autumn 2015]

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English (inc.Lit.)	8	6h 40min	13.3
Mathematics	8	6h 40min	13.3
Science	12	10h	20
Vocational Course (1)	6	5h	10
Vocational Course (2)	6	5h	10
Creative / Technology Option	6	5h	10
Option Choice inc. Humanity	6	5h	10
Physical Education	4	3h 20min	6.7
R. S. / I.C.T. Careers	2	1h 40min	3.3
P.S.H.E.	2	1h 40min	3.3

R. S. / I.C.T. Careers: Religious Studies is taken in year 10, the second and final year of a G.C.S.E. course. Non examination Careers taught through the medium of I.C.T. is taken in year 11.

Year 9

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English (inc.Drama)	8	6h 40min	13.3
Mathematics	8	6h 40min	13.3
Science	8	6h 40min	13.3
Languages	6	5h	10
Geography	3	2h 30min	5
History	3	2h 30min	5
Religious Studies	5	4h 10min	8.3
Art	4	3h 20min	6.7
Music	3	2h 30min	5
I.C.T.	2	1h 40min	3.3
Design Technology	3	2h 30min	5
Physical Education	5	4h 10min	8.3
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 G.C.S.E. course leading to taking French and their second language in year 11.

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

Religious Studies: year 9 is the first year of a two year core G.C.S.E. course.
 English, Mathematics and Science: pupils are placed in groups for the start of their G.C.S.E. courses. In Science this means determining for the start of the year which pupils take separate Biology, Chemistry and Physics G.C.S.E.s or Combined Core and Additional G.C.S.E.s to Higher or Foundation level.

Year 8

<u>Subject</u>	<u>Lessons / Fortnight</u>	<u>Time / Fortnight</u>	<u>Percentage</u>
English (inc.Drama)	8	6h 40min	13.3
Mathematics	8	6h 40min	13.3
Science	8	6h 40min	13.3
Languages	6	5h	10
Geography	3	2h 30min	5
History	3	2h 30min	5
Classics	1	0h 50min	1.7
Religious Studies	3	2h 30min	5
Art	4	3h 20min	6.7
Music	3	2h 30min	5
I.C.T.	2	1h 40min	3.3
Design Technology	3	2h 30min	5
Physical Education	5	4h 10min	8.3
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 (inc.Drama)	8	6h 40min	13.3
Mathematics	8	6h 40min	13.3
Science	8	6h 40min	13.3
French	3	2h 30min	5
2nd Language	3	2h 30min	5
Geography	3	2h 30min	5
History	3	2h 30min	5
Classics	1	0h 50min	1.7
Religious Studies	3	2h 30min	5
Art	4	3h 20min	6.7
Music	3	2h 30min	5
I.C.T.	2	1h 40min	3.3
Design Technology	3	2h 30min	5
Physical Education	5	4h 10min	8.3
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

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

Some trips are annual, others biannual.

September: Outdoor Pursuits Trip to Lake District or Snowdonia

October: Science Trip to West Coast USA

October: Iceland, year 10

February: Ski Trip to European destinations

February: College Trip to Kenya

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