

The Sandon School



CURRICULUM POLICY

Last Adoption Date: December 2016

Next Review Date: Autumn 2019

Aims

The Sandon School aims to be a learning organisation in which an effective learning environment and a caring, supportive community promotes the spiritual, moral, cultural, mental and physical development of all students. Every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables students to fulfil their potential and prepare them fully for the opportunities, responsibilities and experiences of adult life.

As a learning organisation, the school aims to:

- focus on achievement for all
- promote lifelong learning for students, staff, parents, governors and the community
- maximise results at all levels by enabling good teaching and learning to flourish
- recognise and celebrate all achievements for all learners
- set clear targets for every learner in a spirit of continuous improvement
- provide a purposeful education in preparation for adult life

The annual cycle of School Improvement planning supports the review and development of the school's curriculum and of the framework within which it is managed. This process emphasises the importance of:

- planning to take into account statutory requirements and national guidelines
- providing resources informed by the School and Area Improvement Plans for curriculum team capitation, curriculum enhancement and independent or personalised learning
- developing a flexible curriculum promoting new learning pathways
- allocating appropriate timetable time to cover courses and programmes of study
- providing training and development opportunities for Curriculum Team Leaders and their teams to enhance delivery of the curriculum and the assessment of students' performance
- recruiting well qualified subject specialists to deliver the curriculum
- planning of curriculum delivery using a range of appropriate teaching and learning strategies, including the use of homework
- differentiating schemes of work to ensure equal opportunities for access to the curriculum
- enabling curriculum areas to group students appropriately depending on the requirements of the subject being taught
- providing support for students on the school's Special Educational Needs and Disabilities Register
- providing for high achievers through a differentiated curriculum and extra-curricular opportunities
- providing opportunities to develop independent learning, research and other transferable skills
- delivering a high quality Citizenship and Personal, Social and Health Education programme
- enriching the curriculum through provision of extra-curricular activities and structured use of tutor time
- using assessment information to inform curriculum planning, to set targets and to help students make progress with their learning
- using the systems of monitoring, evaluation and improvement planning to ensure effective and consistent delivery of the curriculum

Curriculum Organisation

Key Stage 3: The following subjects are taken by all students:

- Art
- Drama
- English
- Geography
- History
- Information Technology
- Learning to Learn (Year 7 only)
- Mathematics
- Modern Foreign Languages*
- Music
- Physical Education
- PSHE/Citizenship
- Religious Education
- Science
- Technology

- * All students take French in Year 7 and Spanish as a second language in Year 8, studying both languages until the end of Year 9.
(In current year 9 (2016-17) a minority of students do not study Spanish. These students study the International Communication Award alongside French. This course aims to raise awareness of international aspects in a number of European countries whilst further developing and reinforcing literacy skills.)

Our curriculum is designed to provide challenge for students of all abilities. Students showing a specific aptitude and ability for a subject are provided with a significant number of enrichment activities aimed to develop higher order thinking and learning skills in preparation for advanced GCSE study.

In Science all students complete their KS3 programme of study in a two year period. They begin a GCSE foundation programme in Year 9, before moving on to the appropriate Level 2 course (Triple science or Trilogy (double award) Science in Year 10.

Citizenship and Personal, Social, Moral and Health Education is delivered through the Citizenship/PSHE lesson, Religious Education, assemblies and through events such as theatre-in-education performances, workshops and guest speakers. These events take place throughout the year and the timetable may be suspended to facilitate them.

Key Stage 4: The following subjects are taken by all students:

- English (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Physical Education
- Religious Education (GCSE)
- Science ** (GCSE)

** The majority of students study a double science award at GCSE – this course is called “Trilogy”. Students making significant progress in Years 7 and 8 will have the opportunity to study the three separate sciences – Biology, Chemistry and Physics.

Citizenship and Personal, Social and Moral and Health Education is delivered through the Citizenship/PSHE lessons, Religious Education, assemblies and through events such as theatre-in-education performances, workshops and guest speakers. These events take place throughout the year and the timetable may be suspended to facilitate them.

In addition, students can choose up to four subjects from:

GCSE

- Art and Design
- Business Studies
- Computer Studies
- Drama
- Food and Nutrition
- French
- Geography
- History
- Media Studies
- Music
- Physical Education
- Product Design
- Sociology
- Spanish

Vocational Courses

Business Studies (BTEC Level 2 First Award)
Health and Social Care (BTEC Level 2 First Award)
ICT (BTEC Level 2 First Award)
Performing Arts (BTEC Level 2 First Award)

Vocational Curriculum Studies

At the end of Year 9 a small number of students are selected to follow the VCS programme. This is a bespoke programme that considers the needs of the students and is developed to support these individuals to ensure that they can truly fulfil their potential and be prepared to take their place in the adult world of work.

The school programme will always include study for qualifications in English Language, English Literature, Mathematics, Science and RE, as well as recreational PE.

Depending on individual needs students may have the opportunity of studying 2 options of their choice and 2 options focusing on Preparation for Working Life and Life Skills (incorporating a range of modules that are compiled based on the needs and interests of the students). Alternatively they may have the opportunity to spend one day at college each week, studying for a GNVQ qualification or equivalent in a vocational subject of their choice.

Post 16 Students are able to choose from the following subjects

- Art
- Biology
- Business Studies
- Chemistry
- Computer Studies
- Design and Technology
- Drama and Theatre Studies
- Economics
- English Language and Literature
- English Literature
- French
- Geography
- History
- Law
- Mathematics
- Media Studies
- Music
- Physics
- Psychology
- Religious Education
- Sociology
- Sports Studies
- Spanish

Vocational Awards

- Business Studies (BTEC level 3 certificate – single award)
- Health and Social Care (BTEC level 3 Certificate- single award)
- ICT (BTEC level 3 Certificate- single award)

In Year 12, all students follow an enrichment programme offering a wide range of practical activities including Community Sports Leaders Award, recreational sport, art and photography, cooking for university and business enterprise. Citizenship and Personal, Social, Moral and Health Education is delivered through tutorials, Religious Education, assemblies and through events such as theatre-in-education performances, workshops and guest speakers. These events take place throughout the year and the timetable may be suspended to facilitate them.

Student Grouping Arrangements

- We aim to provide all students with a learning environment which will meet their needs, within the context of available resources (refer to The Learning Support Policy available in the Policy Handbook and kept updated on receipt of information from the Local Authority).
- On entry to the Sandon School students are arranged into tutor groups which aim to reflect a range of academic abilities. These groups are designed to create a secure and social base for the students. Students meet in tutor groups for registration, assemblies and the PSHE programme throughout their school career.
- In years 7-9 students are taught in these mixed ability tutor groups, with the following exceptions where students are set according to ability

English	Years 7 - 11
French	Years 8 - 9
Mathematics	Years 7 - 11
PE	Years 7 - 10
Science	Years 8 - 11
Spanish	Years 8 - 9

Some option subjects are set for GCSE, but this varies annually depending on the numbers choosing them.

The Sandon School is committed to following advice and guidance issued from time to time by the Government on Curriculum Matters. We will comply with present and future legislation. This policy will be easily accessible and well publicised. This policy was adopted on 5 December 2016 and will be reviewed every three years.