

WYVERN COLLEGE POLICY NUMBER 7 CURRICULUM POLICY

PURPOSE

The purpose of this policy is to provide the framework within which Wyvern College will carry out its responsibility to provide a curriculum for all its students.

RESPONSIBILITIES

The responsibility for the Curriculum is shared between four parties:

- Secretary of State for Education
- Wyvern College Governing Body
- The Headteacher of Wyvern College
- The teachers of Wyvern College.

RELATED DOCUMENTS

The link below details the National Curriculum in England: Secondary Curriculum; Statutory Guidance as set out by the DfE

<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

Summary notes as follows:

This is the statutory secondary national curriculum, including programmes of study and attainment targets for all subjects at key stages 3 and 4.

It is issued by law; you must follow it unless there's a good reason not to.

All state funded schools in England must teach these programmes of study, with the exception of key stage 4 English, maths and science.

All state funded schools in England must teach key stage 4 programmes of study for English and maths to pupils in year 10 from September 2015, and pupils in year 11 from September 2016.

All state funded schools in England must teach the new key stage 4 programme of study for science to pupils in year 10 from September 2016, and to all key stage 4 pupils from September 2017.

The individual programmes of study for key stages 3 and 4 are also available for each subject:

RATIONALE:

It is a legal responsibility for schools to have a Curriculum Policy. This Policy sets out the principles which guide the College's efforts to promote the spiritual, moral, cultural, intellectual, social, mental and physical development of all students and prepare them for the opportunities, responsibilities and experiences of adult life and describes the organisational structures and procedures which support this.

The Vision & Values of Wyvern College provide the framework within which the curriculum operates.

Wyvern Vision Statement:

To inspire all students to have the highest aspirations; to encourage them to be independent, resourceful and resilient with a passion for lifelong learning in the 21st Century

Wyvern's vision statement is supported by the following value statements:

- *Ambition – we have the ambition to aim high*
- *Aspiration – we aspire to make the most of our opportunities*
- *Confidence – we have the confidence to try new things*
- *High Achievement – we are high achieving and proud of our success*
- *Inspiration – we share experiences which inspire us all*
- *Responsibility – we have the resilience to persist even when faced with challenges*
- *Support – we support each other, we support our community*
- *Work Ethic – we are ready for the world beyond our college*

CURRICULUM AIMS:

- To develop students' confidence, independence and self-respect;
- To encourage each student to realise their full academic potential;
- To have an expectation that high standards in all aspects of college life are the norm;
- To provide equal opportunities for each student to grow and develop socially, culturally, creatively, academically and physically;
- To provide high quality teaching and learning opportunities which enable students to have a broad, balanced curriculum by means of a personalised approach in a stimulating and happy atmosphere;
- To develop in all members of Wyvern College a sense of responsibility for their environment at college, in the community and on a world scale.

The Whole Curriculum at Wyvern College

The college's curriculum is built on the statutory requirements, together with additional experiences determined as appropriate to the needs of our students.

High-quality learning and teaching are the aims of the college. Students need to have challenges and have their individual needs met. Our curriculum requires students to be reaching their potential and, as such, high expectations are a prerequisite.

What will Wyvern College endeavour to do for each student?

- develop lively, enquiring minds through questioning, investigating, arguing rationally and applying themselves to learning;
- develop interests and skills which will enable them to enjoy and make the best use of leisure time;
- develop a wide range of physical skills and an understanding of the need for a healthy lifestyle;
- enable them to communicate effectively, both orally and in writing;
- enable them to use number and technology confidently;
- develop personal, social, moral, spiritual and cultural values, including respect for others and their beliefs, and for the environment;
- help them to explore and understand the world in which they live and the interdependence of individuals, groups and nations;
- prepare them for the opportunities, responsibilities and experiences of life, including parenting and employment, as a participating and contributing adult in a continuously changing world; help them to express themselves creatively and enjoy the contribution of the arts and the humanities to the quality of life;
- enable them to celebrate global human achievement and aspirations and recognise the contribution made by science, mathematics and technology to the quality of life; teach them how to study both independently and collaboratively;
- enable them to see learning as an enjoyable, purposeful activity which continues throughout life;
- ensure that they set high personal standards of achievement and striving for excellence in all things.

Curriculum characteristics:

It is the intention of our curriculum to be:

Broad - consequently, Wyvern students will be offered experiences beyond the National Curriculum (e.g. STEM week, Arts week). A variety of opportunities will be provided, whenever and wherever possible, outside of the classroom. These will include field studies, off-site visits and the chance to have a residential experience.

Balanced - every area of our curriculum deserves sufficient time and resources to provide worthwhile experiences for students. The times allocated at Key Stage 3 and 4 are the result of considering statutory requirements.

At Key Stage 4 a balance is intended within statutory requirements, whilst aiming to accommodate individual interests. The college is mindful of both academic and vocational pathways, both within Key Stage 4 and beyond. At all times Wyvern will endeavour to provide a curriculum which will deliver a combination of subjects to enable students to access the next phase of their life whether that be in education, employment or training. This will often reflect the performance measures applied to schools and the admission criteria set out by Post 16 providers.

Relevant - continuity of learning for each student is essential. Wyvern aims to maximise the potential of each student, and endeavours to motivate by building in relevance to their past experiences and future roles in adult society.

Accessible - all students are treated as individuals. The curriculum is guided by the Wyvern College Equality Policy – Teaching and Learning: Students (Policy Number 24A).

Differentiated - it is our intention to match learning objectives to the needs of all students. To this end, activities, teaching styles, resources and the pace of lessons are always carefully considered.

Coherent - fragmented and isolated experiences are not to the benefit of our students. It is our intention to avoid them and to ensure a planned and co-ordinated curriculum experience for our students. Coherence is encouraged by the application of Curriculum Dimensions as outlined in the National Curriculum.

Continuous - our curriculum is seen as an important part of each student's learning experience. Wyvern's curriculum is planned to provide progression for the individual and also acknowledges the important part played by parents and society in general.

Vocational – the ability of the student to see how their learning in school reflects or links into the world of work is of increasing importance and the curriculum is developing to offer an increasing number of students meaningful vocational experiences.

CURRICULUM ORGANISATION

The Headteacher is responsible to the Governing Body for the curriculum. A Deputy Headteacher has delegated responsibility for curriculum matters and works closely with a senior member of staff who constructs and maintains the timetable.

Each curriculum area has a leader appointed to provide leadership, and to ensure that the curriculum provided in their area meets the Statutory National Curriculum. In addition, the leader must ensure the curriculum supports the ethos and aims of the college. The college operates a mentor system to support curriculum areas. Each member of the senior management team acts in this mentoring capacity.

The curriculum contact time is as follows:

Key Stage 3:	25 hours (excluding home learning time)
Key Stage 4:	25 hours (excluding home learning time).

The curriculum is delivered in a 25 period week. Each day consists of five 60 minute periods.

Disapplication from the National Curriculum is considered according to the merits of each case. The Headteacher sanctions all disapplication procedures. Usually this involves students attending an alternative provision provider for one day per week, a modern apprenticeship or extended work placement.

Details of curriculum time breakdown are shown in Appendix 1.

ENGLISH BACCALAUREATE

The 2010 White Paper introduced the English Baccalaureate which is achieved by a student who attains all of the following GCSEs at C grade or better (moving to Grade 5 in future years)

- English
- Mathematics
- Science – Double Award or at least two from Biology, Chemistry or Physics – but not Applied Science
- History or Geography
- A modern foreign language

The core timetable and options programme ensures that the English Baccalaureate is available to every student at Wyvern.

As a College we believe that a significant proportion of our students are suitable to study the E-Bacc suite of subjects. To this end any student who meets a set criteria will be allocated a GCSE in the MFL they have studied in Year 7 and Year 8 and have a choice of History or Geography, in addition to two further 'free' options choices.

If students and parents wish to dis-apply from studying the E-Bacc they can write to the college using the standard letter provided outlining their reasons. Each case will be dealt with on its individual merits and the college reserves the right to prescribe the E-Bacc suite of subjects.

STUDENT GROUPINGS (See also Appendix 3)

To facilitate teaching and learning the college groups students in the following ways:

Key Stage 3

- In years 7 and 8 students are taught **predominantly** in 4 mixed ability bands
- Where students require special educational needs, support staff are placed into specific teaching groups to rationalise support.

Key Stage 4

- Students are taught in **a range of mixed and** ability groupings in English, Mathematics and Science. **Final decisions are made based on each unique cohort.**
- Option subjects group by ability where possible, although the option programme operates to fit students' choices as a first priority. This results in mixed-ability groupings in subjects where there is only one group within an option block.

Gender

- In Years 7 - 11 students are grouped by ability. Gender proportions should not exceed a 2:1 ratio. If this is impossible (e.g. Option constraints) this should be discussed with a member of Senior Leadership Team.
- PE is an exception to this and sports are often delivered by gender

- Banding reviews are held in the Autumn and Spring term

Assessment, recording, reporting and reviewing

This will be delivered in line with the College Assessment Policy (Number 9) and Marking Policy (Number 10). Students with special educational needs will be catered for in line with the college's Special Needs Policy (Number 16).

Subject organisation

All subjects are expected to have differentiated schemes of work in place. **Home learning** is an integral part of the college curriculum and is set in line with policy number 8.

The work of subjects is central to this curriculum policy.

CURRICULUM ENRICHMENT

Wyvern College is very fortunate in that it is able to offer its students a wealth of enriching activities outside the 'normal curriculum'. These are highly valued and include:

- Educational visits and foreign exchanges
- Performing Arts productions
- Musical experiences
- Teams and clubs of a sporting nature
- Duke of Edinburgh Award Scheme and other Outdoor Pursuits activities
- Information Technology
- Clubs & Societies bespoke to individual curriculum areas: e.g. 'Let's Get Cooking'
- A library and resource centre
- Support opportunities for coursework across the curriculum.
- Coursework catch-up classes

Students may also take advantage of the numerous opportunities offered by the Wyvern Community Enterprise.

CROSS-CURRICULAR RESPONSIBILITIES

It is the intention that core skills will be fostered and developed across the whole curriculum. These include communications, literacy, numeracy, problem-solving and Information Technology. Curriculum items such as careers education and guidance, sex education, citizenship, environmental education, decision-making, economic and industrial understanding, will be focused within schemes of work and also through RPS lessons.

MONITORING THE CURRICULUM

Every curriculum area will be monitored by the Quality Assurance process every two years, in line with the College Improvement Plan.

External advice may be sought where this is deemed a priority by the college. Internal monitoring will be undertaken by the head, deputies and Curriculum Leaders in line with the college's monitoring policy. The aim of this will be to share good practice. The governors will monitor the curriculum through visits to departments, policy reviews, the headteacher's report, Key Stage 3 results and GCSE results.

OTHER CURRICULUM ISSUES

The options process in Key Stage 4 ensures all students can access the E-Bacc. In addition, the options process ensures all students will achieve a complete Attainment 8 group of subjects with the exception of a small group of students who will be offered a vocational alternative.

Principles to be shared with students and parents prior to completion of the options process:

- Benefits of the English Baccalaureate
- Ensuring students and parents are aware of the Attainment 8 progress measures
- A Modern Foreign Language is a high value academic option
- History and Geography are high value academic options
- **Encourage students to consider selecting a Technology subject and an ICT qualification**
- **Triple Science will be available to the higher attaining students**
- A student should, as a general rule, be limited to two options from the same curriculum area; e.g. no more than two languages, ICT qualifications, Arts options, humanities, technologies

As a College we will review every student's option choices to ensure a 'broad and balanced' combination of subjects have been selected. Where this is not the case students will be interviewed with parents before final choices are allocated. In addition, we will exercise our judgement for individuals who will struggle to access a full GCSE options programme and reduce the number of courses studied and students will be guided into vocational courses such as PWL. During the course of KS4 we will amend individual timetables to ensure all learners are engaged and able to cope.

CONCLUSION

Wyvern College's motto to '**ADVANCE**' will form the backbone of the curriculum. Students will be encouraged to **ADVANCE** in their learning as they pass through Wyvern and staff will work to ensure they achieve their maximum potential.

Reviewed: June 2019

Reviewer: Simon Stocks

Next Review Date: June 2020

Approved by Curriculum & Standards Committee on 1st July 2019

Ratified by Full Governing Body on 8th July 2019

PENDING MAJOR REVIEW IN ACADEMIC YEAR 2019-2020

APPENDIX 1 – Banding System

The class of 2023/2024 (Year 7 & Year 8 cohort in the calendar year 2019-2020) will be 'blocked' into groups called W, Y, V and N.

Students of all abilities will be proportionally distributed across the four blocks

Year 7&8 block	Number of students in block	Number of classes in block	For Maths	For all other subjects
W	60	2	Set W1 > W2	Mixed W1 = W2
Y	60	2	Set WY1 > Y2	Mixed Y1 = Y2
V	80	3	V1 > V2 > V3	Mixed V1 = V2 = V3
N	80	3	N1 > N2 > N3	Mixed N1 = N2 = N3

Year 9 – CLASS OF 2022

English, Maths and Science	RPS and PE	Option A	Option B	Option C	Option D	Enrichment PE/ English /Maths / Triple Science
J (3 groups)	10 groups	100%	100%	100%	100%	100%
K (4 groups)						
L (4 groups)						

Year 10 – CLASS OF 2021

English, Maths and Science	RPS and PE	Option A	Option B	Option C	Option D	Enrichment PE/ English /Maths / Triple Science
J (3 groups)	10 groups	100%	100%	100%	100%	100%
K (4 groups)						
L (4 groups)						

Year 11 Bands – CLASS OF 2020

English, Maths, Science	RPS and PE	Option A	Option B	Option C	Option D	Intervention PE/ English /Maths / Science / Triple Science
J (3 groups)	10 groups	100%	100%	100%	100%	100%
K (3 groups)						
L (4 groups / 5 in Science)						

Options supporting document:

Languages	Humanities	Arts
• French	• Citizenship	• Art

<ul style="list-style-type: none"> • German • Spanish 	<ul style="list-style-type: none"> • Geography • History • Religious Studies 	<ul style="list-style-type: none"> • Dance • Drama • Music • Photography • PE • Music Technology
ICT	Media	Technologies
<ul style="list-style-type: none"> • Computer Science • Creative i-media • ICT – Cambridge National • Music Technology 	<ul style="list-style-type: none"> • Creative i-media • Film Studies • Media Studies 	<ul style="list-style-type: none"> • Food & Nutrition • Music Technology • Technology

Notes:

Some subjects appear in more than one block. As a general rule students / parents are advised not to select more than two subjects from the same block.

APPENDIX 2 – Overview Help Sheet

OPTIONS 2019 YEAR 8	
Compulsory E-Bacc	Attainment8
<u>Assigned:</u> French	<u>Select one from:</u> Computer Science, French, Geography, History
<u>Select one from:</u> Geography, History	
	<u>Select three from:</u> Art or Photography, Citizenship, Computer Science, Creative i-Media, Dance, Drama, Electronic Products / Systems & Controls, Film Studies, Food & Nutrition, Geography, Graphics / Product Design, French, History, ICT, Media, Music, Music Technology, PE, Religious Studies, Textiles
<u>Select two from:</u> Art or Photography, Citizenship, Computer Science, Creative i-Media, Dance, Drama, Electronic Products / Systems & Controls, Film Studies, Food & Nutrition, Geography, Graphics / Product Design, French, History, ICT, Media, Music, Music Technology, PE, Religious Studies, Textiles	

June 2019