



Rationale

The curriculum is at the heart of our school.

The curriculum is based upon the requirements of the National Curriculum at Key Stage 3, using the small amount of flexibility to build upon our own strengths and appeal to students' interests. At Key Stage 4, the curriculum again adheres to National Curriculum requirements, has a strong linguistic element to reflect our status as a language college and ensures all students have a broad and balanced curriculum. Our Key Stage 5 curriculum offers a broad range of A-level subjects as well as a small vocational offer which gives our students a local offer which meets their needs. At all key stages the curriculum is coherently planned and designed to give all learners the knowledge, skills and cultural capital to succeed in life.

Aims

The Governors' objective is to provide a planned, ambitious, broad, balanced and relevant curriculum that prepares our students for adult life, and is flexible, so that it can be taught to match the needs of individual students. We do not narrow the curriculum. We aim to maintain the breadth for as long as possible to allow students to discover and pursue particular passions and areas of interest. In particular, we aim to enable students to:

- Acquire the knowledge and skills, both intellectual and physical, appropriate to their individual needs at school and to their future role as citizens of both Great Britain and the wider world.
- Be able to adapt and apply their understanding, knowledge and skills in a variety of situations.
- Develop an independence of thought that encourages self-reliance and flexibility and allows them to play a full part in society.
- Develop a reasoned set of attitudes, personal and moral values and beliefs that leads to respect, tolerance and understanding of people from our own country, Europe and the wider world.
- Acquire an understanding of current issues and what it means to be a global citizen.
- Communicate with people through the learning of Modern Foreign Languages throughout their time in our school.
- Understand the nature of human achievement in all fields and to experience achievement for themselves.
- Evaluate continually their own performance and to set themselves realistic targets for improvement.
- Acquire the self-motivation to be able to continue the learning process throughout adult life.

Leaders provide a planned thoughtful, sequenced curriculum – intent.

The curriculum is taught by expert staff, with a design that assists their knowledge and learning of the content. The assessment for learning process is undertaken in a variety of ways: whiteboards, think pair share, cold calling etc, thereby **not** providing an unnecessary burden on staff. All staff are expected to be teachers of reading, developing enjoyment and confidence – implementation.

The impact is learners achieve and are ready for the next stage of their education.

Key procedures to support the curriculum aims

To support the above aims, the curriculum at Key Stage 3 (years 7, 8 & 9) includes the following subjects, with an indication of the time allocation for each over a two-week cycle:

Subject	Year 7	Year 8	Year 9
ENGLISH	6	6	6
MATHS	6	6	7
SCIENCE	6	6	7
MODERN FOREIGN LANGUAGES	4	4	5
DESIGN TECHNOLOGY	4	4	2
PHYSICAL EDUCATION	4	4	4
HISTORY	4	4	4
GEOGRAPHY	4	4	4
RELIGIOUS EDUCATION	2	2	2
ART	2	2	2
MUSIC	2	2	1
INFORMATION TECHNOLOGY	2	2	2
PERFORMING ARTS	2	2	2
VALUES AND ETHICS	2	2	2
TOTAL per 10 days	50	50	50

Citizenship and Personal & Social Education topics/issues and religious education are delivered weekly via Values & Ethics lessons.

While this curriculum is common to all students, the approach to it is adapted to the needs and aptitudes of each child, an approach which evolves as our students mature e.g.

- On entry to year 7, students are placed in mixed-ability and mixed-age Mentor groups, where they will remain with the same Mentor and same Director of Studies throughout their time in the school.
- Mentor groups are divided into two “bands” of equal ability, labelled according to the foreign language they study, Spanish or French.
Students are taught in mixed attainment groups in all subjects at the start of year 7.
- Following assessments in the first half term students are streamed in Modern Foreign Languages.
- Students who are identified as requiring additional support in English and Mathematics are supported through a well-planned intervention programme.

The curriculum at Key Stage 4 (Years 10– 11) allows a range of pathways to GCSE and other equivalent examinations. The following subjects are compulsory:

	Hours in each year
ENGLISH	8 8
MATHS	7 7
SCIENCE	8 9
MODERN FOREIGN LANGUAGES	6 6
PHYSICAL EDUCATION	4 3
RELIGIOUS STUDIES AND VALUES & ETHICS	2 2
TOTAL	35 35

In addition, there is a range of optional subjects from which students must make choices to take their total number of lessons per fortnight to 50. These choices include the traditional GCSE subjects and a variety of BTEC, CNAT and VTCT qualifications. The mix of optional subjects may vary from year to year according to trends, and changes in Government policy. All proposed revisions to choices available will be approved by the Governors Curriculum, Teaching and Learning Committee. The detail regarding the option choices available for any given year can be found in the choices booklet and on the school website.

The curriculum at Key Stage 5 enables students to select up to four main subjects which they intend to study for two years. Each subject has nine taught hours per fortnight plus three dedicated study periods each fortnight. In addition to their core subjects, students are invited to complete an EPQ on a topic of their choice which does not overlap with their core study programme. All students also have dedicated guidance times with their personal tutor and participate in a careers programme which supports their sixth form studies as well as preparing them for their future.

Cross-curricular themes

The weekly Values & Ethics lesson is the vehicle for the delivery of Sex Education, Drug & Health Education, Economic & Industrial Understanding, Equality and Diversity and Environmental Education. This lesson, enhanced with a whole-school Citizenship Day each year, is when a programme of personal and social education is also delivered. Careers Education is also delivered through the same programme, with some additional lessons at specific stages in Years 8, 9, 10 & 11. Careers lessons are taught by the specialist Careers Coordinator.

Monitoring

Monitoring of curriculum provision, its relevance and appropriateness, is led annually by the Deputy Head (Curriculum) and the Leadership Team. There will be a review and evaluation of the success of various courses, a response to current initiatives, and recommendations to adopt new courses where appropriate. Recommendations will be taken to the Governors' Curriculum, Teaching and Learning Committee for approval, with subsequent recommendation to the Full Governing Body.