

# **Curriculum policy**



## **Parrs Wood High School**

## Curriculum POLICY

### Approval History

Approved By:	Date of Approval	Version Approved	Comments
Standards Committee LGB	17/1/18		

### Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor

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## 1. Introduction & Rationale

At Parrs Wood High School we believe in having a Curriculum that allows all children to fulfil their potential. We believe in a creative Curriculum allowing for a range of pathways, enabling our students to develop their knowledge in a range of areas, as well as improving key skills, which will allow them to be life-long learners. As part of the Greater Manchester Learning Trust we foster the core values of Creativity, Community and Achievement. These values are at the core of our curriculum. We aspire for all of our students to leave us with the necessary skills to make a positive contribution to society.



## 2. Aims

Our curriculum aims to:

Provide a broad and balanced education for all students

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Support pupils' spiritual, moral, social and cultural development (SMSC)

Support pupils' physical development and responsibility for their own health, and enable them to be active

Promote a positive attitude towards learning

Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals

Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## 3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study, which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of the governing body set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association

## 4. Roles and responsibilities

### 4.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The amount of time provided for teaching the curriculum is adequate

All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 4.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school with a focus on creativity, community and achievement, and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The procedures for assessment meet all legal requirements and students and their parents/careers receive regular information to show how much progress the students are making, how they compare with school or national expectations and what is required to help them improve

The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing body is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy in particular **Heads of department/ Middle Leaders will:**

- Ensure that students are adequately prepared for their examinations
- Ensure that the members of staff are delivering the agreed curriculum

## 5. Organisation and planning

The Curriculum is organised with a strong emphasis on the core subjects of English, Maths and Science, whilst retaining the creative subjects such as Drama, Art and Technology (see Curriculum maps for more detail). Subjects are taught where possible in blocks to allow for setting or banding dependant on the individual subject. We have a one week timetable with 6 fifty minute lessons per day.

Key Stage 3 students (year7-9) have the opportunity to take a wide variety of subjects, which will deepen their understanding of the world around them whilst informing their Choices at Key Stage 4. The Curriculum at Key Stage 3 is extremely challenging to reflect the increased demand nationally. In year 9 in English, Maths and science GCSE courses commence.

In the second half of year 9 students choose their subjects for Key Stage 4. There are 2 main pathways a traditional English Baccalaureate (Ebacc) pathway and a more vocational 'Apprenticeship' route. The Traditional Ebacc route students studies the core subjects as well as at least 2 of the nominated EBacc subjects.

A student on the Apprenticeship pathway chooses only one of the Ebacc subjects alongside a more vocational subject. (see the year 9 Choices sheet for more detail –Appendix C). All the students then can select a further 2 subjects of their choice from a wide selection of subjects.

At Key Stage 5 students choose up to 4 subjects for year 12 and this is specifically to allow the students time to explore different areas before taking 3 subjects for A-Level in year 13. There are 5 pools from which to select subjects.

### **5.1 Personal Development Curriculum Time (PDC)**

From year 7-13 there is a designated tutor led programme covering a wide of topics including British values, alcohol abuse, sexual health, drug awareness, bullying etc. This is supplemented by our strong themed assemblies led by various SLT or student leaders covering a variety of pastoral areas. We have a theme for the week, which links to FRED.

### **5.2 British Values (FRED)**

British Values is taught partly through the medium of FRED (Fairness, Respect, Equality and Dignity) as well as in PSHE lessons. The FRED acronym originates at the United Nations, and it sets out the expectations for all human beings. Celebrating our common British Values in our diverse school community is crucial to the successful development of our students and ultimately our society as a whole. This 'What would Fred do?' approach encourages the students to think about various situations and how as British Citizens we ought to act. We have developed strong partnerships with many external organisations including the Foundation of Peace.

### **5.3 Spiritual, Moral, Social and Cultural development (SMSC)**

SMSC is taught via timetabled lessons at Key Stage 3. Students are taught about various religions and encouraged to consider other points of view. All subjects contribute by ensuring their schemes of work are mapped against the core SMSC values. In addition, we regularly organise deeper learning experiences, on topics such as E-safety, homophobic bullying and Spiritual Awareness day in the Sixth Form. We regularly map and assess the SMSC provision in our school.

### **5.4 Literacy and Numeracy**

Literacy and Numeracy is the responsibility of all teachers with specific guidance provided on how to assess these key skills. In year 7 be-spoke lessons are delivered to those students who are below the nationally expected standard. Other intervention and supportive strategies occur in other year groups. We currently use Accelerated Reading and Numeracy programmes for all students to assess their progress. The school is committed to developing these key skills and as such has

appointed whole school Literacy and Numeracy coordinators. Computing is taught at Key Stage 3 to all students and offered as an option choice at Key Stage 4 as well as the enrichment coding clubs.

### **5.5 Careers** (IAG- Future Choices)

Careers guidance is embedded into the PDC curriculum from year 7-13. Work related learning weeks also occur at Key Stage 3. Ensuring our students develop an understanding of the world of work and have the necessary skills to move on in their journey are at the core of our curriculum. We have a variety of activities that support the students including Work Experience, UCAS days, Interviews and Young Enterprise challenges. We have our own lead on IAG within school but we ensure that the children receive independent advice in accordance with statutory guidance.

### **5.6 Teaching and Learning**

Our Subjects have centralised Schemes of Work mapped to the National Curriculum. This ensures that the students are taught the national expectations. Teachers are expected to adapt and differentiate these lesson plans in their planning as be-fits the class. Subject leaders are supported by having allocated budgets of which they are the designated budget holders. We have worked with our colleagues in Key stage 2 to ensure we provide a wide range of collaborative activities with year 5&6 children. We have also worked with our KS2 colleagues in English, Maths and Science to ensure a more challenging curriculum at Key Stage 3.

### **5.7 Enrichment**

We recognise that for students to be successful they need to develop other skills outside of the classroom environment. As a result, we have an extensive enrichment programme from year 7-13 enabling students to access team and individual sports, ICT coding clubs, homework clubs, language clubs, film clubs, debating, singing, bands, drama performances and a host of other activities. We host enrichment fairs to share these opportunities with the students. We also have a substantial number of trips across all subject areas. We have developed strong links with the local Universities to encourage our students to raise their aspirations. At Sixth Form, enrichment is compulsory for all of our students on a Wednesday afternoon.

## **6. Inclusion**

Ensuring all of our students have access to a curriculum that is relevant to them is very important to us. We set challenging targets for all our students. Our Transition model from year 6-7 supports our most vulnerable students on entry. This ensures that the students in year 7 are supported academically, socially and pastorally. Other supportive measures include a specific EAL area in school with specialist teachers, 1-2-1 sessions to support Numeracy and Literacy development, a range of enrichment activities that allow focus on areas such as confidence building, mindfulness and a growth mindset and the facility in G12 which is a nurturing environment used by students from KS3 to KS4. We have weekly Gifted and Talented sessions, STEM activities and the more able students in Sixth Form have a be-spoke IAG programme.

As a school we have designated leaders to oversee the progress, support and curriculum of various cohorts including, Pupil Premium, Gifted and Talented, Pupils with English as an additional Language (EAL). Having such a diverse school community ensures that all members of staff are aware of the different needs of the students. We have an experienced SENCO and Inclusion team that regularly liaise with both teaching staff, parents, outside agencies and senior leadership thus ensuring that those students with SEN are adequately catered for.

Teachers set high expectations for all pupils and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged/Pupil Premium backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will use to seating plans in lessons.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## **7. Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- All faculties will have linked Governors who will visit the school at least once a year
- Scrutinising performance data of cohorts and subjects at the Standards and Achievement Meetings
- Reviewing how targets are set
- Reviewing the Curriculum policy in line with the proposed cycle

Senior Leadership will review the curriculum by:

- Designating a Deputy Headteacher to be responsible for the Curriculum
- Quality Assurance discussions with The School Improvement Partner
- Linked SLT to faculty areas and regular meeting with the Director of faculty
- Reviewing progress data from screening reviews and results
- Faculty/Cohort reviews including learning walks, student voice, leadership meetings, teaching and learning reviews and observations to be undertaken as appropriate

Directors of Faculty, Subject/Key stage leads and other middle leaders monitor the way their subject is taught throughout the school by:

- Book reviews
- Reviewing planning when appropriate including schemes of work
- Staff, parental and student voice activities
- Learning walks
- Scrutinising performance data after screenings/results

Directors of faculty also have responsibility for monitoring the way in which resources are stored and managed i.e. coursework and controlled assessments.

This policy will be reviewed annually by the Standards and Achievement committee. After every review, the policy will be shared with the full governing body.



## **8. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Pupil Premium plan
- SEN policy and information report
- Sex and Relationship policy
- Equality information and objectives
- Individual curriculum guides can be found on our website

# ***Appendix A***

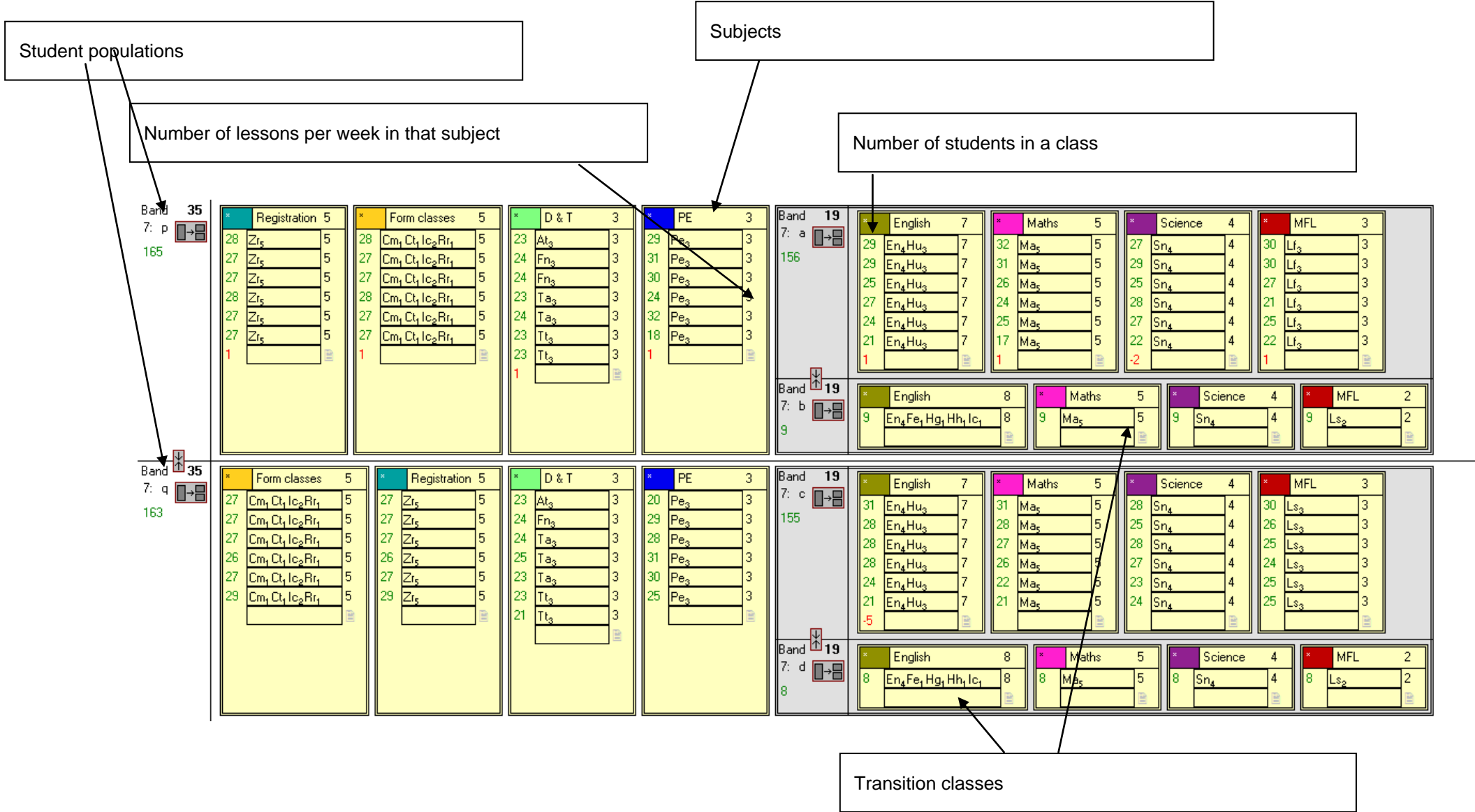
## **Parrs Wood Curriculum Model**

Students have 30 lessons per week each lesson lasts 50 minute. They have 6 lessons per day. It is a one week timetable.

We teach in this way, as it reduces the length of double lessons and allows for more flexibility. It also allows us to increase challenge and pace within lessons.

## **Year 7 Curriculum**

- The year group is split into 2 distinct equal student populations each consisting of 165 students: P and Q.
- Some Subjects (Music, Computer Science, PSHE, Drama) are taught in form groups.
- Technology has an extra class (7 instead of 6) due to Health and Safety regulations, and are on a carousel, changing every 8 weeks; food tech, art, textiles, woodwork. These Technology lessons are taught in double lessons,
- PE is taught in half year populations.
- English is taught in broad ability sets and Humanities lessons are linked to English.
- Maths and Science are also taught in sets.
- Maths is taught every day.
- MFL is taught in ability sets.
- The Transition classes have smaller class sizes and are taught together in one room for Maths, English, Languages and Humanities. They are taught with their form groups in all other lessons.
- Teaching subjects in bands allows us to move students up and down as required.
- Students in year 7 are set based on their KS2 scores.
- We usually do not move students until after Christmas as it takes time for children to acclimatise to a new Secondary school.



**Year 8 Curriculum**

The curriculum model is very similar to year 7. The Transition classes continue to be taught in a discrete group within English, Humanities and MFL lessons but have re-joined the main populations in Maths and Science.

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Languages has been introduced for G&T students in the top 2 sets (120 students).

**Year 9**

The curriculum model in year 9 is very similar to years 7 & 8. The setting system is based on ability bands and progress within the key stage so far. The transition students are now taught in mainstream classes. The top ability students still receive 2 lessons of each language and we also introduce Urdu for some students (Lu).

The year 9 students complete a BTEC in an ICT based subject, as a result they receive an extra lesson in this subject, 3 instead of 2.

The students commence their GCSE work in the later half the year in English, Maths and Science.

Band	Registration	Form classes	D & T	Maths	PE	English	Science	MFL	PE
35 9: p 165	28 ZI <sub>5</sub> 5 28 ZI <sub>5</sub> 5 28 ZI <sub>5</sub> 5 27 ZI <sub>5</sub> 5 27 ZI <sub>5</sub> 5 27 ZI <sub>5</sub> 5	* 28 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 28 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 28 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 27 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 27 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 27 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6	* 24 At <sub>3</sub> 3 24 At <sub>3</sub> 3 24 Fn <sub>3</sub> 3 24 Ta <sub>3</sub> 3 23 Ta <sub>3</sub> 3 23 Tt <sub>3</sub> 3 23 Tt <sub>3</sub> 3	* 24 Ma <sub>4</sub> 4 24 Ma <sub>4</sub> 4 24 Ma <sub>4</sub> 4 24 Ma <sub>4</sub> 4 23 Ma <sub>4</sub> 4 23 Ma <sub>4</sub> 4 23 Ma <sub>4</sub> 4	* 28 Pe <sub>2</sub> 2 28 Pe <sub>2</sub> 2 28 Pe <sub>2</sub> 2 27 Pe <sub>2</sub> 2 27 Pe <sub>2</sub> 2 27 Pe <sub>2</sub> 2	* 24 En <sub>4</sub> 4 24 En <sub>4</sub> 4 24 En <sub>4</sub> 4 24 En <sub>4</sub> 4 23 En <sub>4</sub> 4 23 En <sub>4</sub> 4 23 En <sub>4</sub> 4	* 24 Sn <sub>4</sub> 4 24 Sn <sub>4</sub> 4 24 Sn <sub>4</sub> 4 24 Sn <sub>4</sub> 4 23 Sn <sub>4</sub> 4 23 Sn <sub>4</sub> 4 23 St <sub>4</sub> 4	* 28 Hu <sub>3</sub> Lf <sub>2</sub> Lg <sub>2</sub> 7 28 Hu <sub>3</sub> Lf <sub>2</sub> Lg <sub>2</sub> 7 27 Hu <sub>3</sub> Lf <sub>2</sub> Ls <sub>2</sub> 7 27 Hu <sub>3</sub> Lf <sub>2</sub> Ls <sub>2</sub> 7	
35 9: q 165	28 ZI <sub>5</sub> 5 28 ZI <sub>5</sub> 5 28 ZI <sub>5</sub> 5 27 ZI <sub>5</sub> 5 27 ZI <sub>5</sub> 5 27 ZI <sub>5</sub> 5	* 28 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 28 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 28 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 27 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 27 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6 27 Cm <sub>1</sub> C <sub>1</sub> Lc <sub>3</sub> Rt <sub>1</sub> 6	* 24 At <sub>3</sub> 3 24 At <sub>3</sub> 3 24 Fn <sub>3</sub> 3 24 Ta <sub>3</sub> 3 23 Ta <sub>3</sub> 3 23 Tt <sub>3</sub> 3	* 24 Ma <sub>4</sub> 4 24 Ma <sub>4</sub> 4 24 Ma <sub>4</sub> 4 24 Ma <sub>4</sub> 4 23 Ma <sub>4</sub> 4 23 Ma <sub>4</sub> 4	* 28 Pe <sub>2</sub> 2 28 Pe <sub>2</sub> 2 28 Pe <sub>2</sub> 2 27 Pe <sub>2</sub> 2 27 Pe <sub>2</sub> 2 27 Pe <sub>2</sub> 2	* 24 En <sub>4</sub> 4 24 En <sub>4</sub> 4 24 En <sub>4</sub> 4 24 En <sub>4</sub> 4 23 En <sub>4</sub> 4 23 En <sub>4</sub> 4 23 En <sub>4</sub> 4	* 24 Sn <sub>4</sub> 4 24 Sn <sub>4</sub> 4 24 Sn <sub>4</sub> 4 24 Sn <sub>4</sub> 4 23 Sn <sub>4</sub> 4 23 Sn <sub>4</sub> 4 23 St <sub>4</sub> 4		
7 9: a 110								* 28 Hu <sub>3</sub> Ls <sub>3</sub> 6 29 Hu <sub>3</sub> Ls <sub>3</sub> 6 29 Hu <sub>3</sub> Ls <sub>3</sub> 6 29 Hu <sub>3</sub> Ls <sub>3</sub> 6 29 Hu <sub>3</sub> Ls <sub>3</sub> 6 29 Hu <sub>3</sub> Lu <sub>3</sub> 6	* 30 Pe <sub>1</sub> 1 29 Pe <sub>1</sub> 1 29 Pe <sub>1</sub> 1 29 Pe <sub>1</sub> 1 29 Pe <sub>1</sub> 1 29 Pe <sub>1</sub> 1
7 9: b 175								* 15 Hu <sub>3</sub> Ls <sub>2</sub> Mn <sub>1</sub> 6 15 Hu <sub>3</sub> Ls <sub>2</sub> Mn <sub>1</sub> 6 15 Hu <sub>3</sub> Ls <sub>2</sub> Mn <sub>1</sub> 6	* 15 Pe <sub>1</sub> 1 15 Pe <sub>1</sub> 1 15 Pe <sub>1</sub> 1

**Year 10 and 11**

The students are taught in ability groups in the core subjects English, Maths and Science.

They have 5 lessons of English and Maths a week, one a day in the morning. They complete their GCSE English Literature at the end of year 10.

They have 6 lessons of Science a week as the Science Curriculum has increased.

The students are still taught PE as it is a Core subject and PSHE in Registration time.

The students have selected 4 options and these are taught in broad ability groups, lessons are usually in the afternoon.

Band	10: p	150	Registration 5	English 5	Maths 5	Science 6	PE 2	A Option A 3	B Option B 3	C Option C 3	D Option D 3		
Band 35	10: p	150	Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	Bb <sub>3</sub> 3	Bb <sub>3</sub> 3	Bb <sub>3</sub> 3	Bt <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Cm <sub>3</sub> 3	19 Bt <sub>3</sub> 3	22 Cm <sub>3</sub> 3	25 Ha <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Ct <sub>3</sub> 3	19 Ft <sub>3</sub> 3	22 Ct <sub>3</sub> 3	25 Hg <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Dt <sub>3</sub> 3	19 H2 <sub>3</sub> 3	22 Ft <sub>3</sub> 3	25 Hg <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Em <sub>3</sub> 3	19 Ha <sub>3</sub> 3	22 Hg <sub>3</sub> 3	25 Hh <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Ft <sub>3</sub> 3	19 Hh <sub>3</sub> 3	22 Hg <sub>3</sub> 3	25 Hh <sub>3</sub> 3		
Band 35	10: q	150	Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 H2 <sub>3</sub> 3	19 Id <sub>3</sub> 3	21 Hh <sub>3</sub> 3	25 Im <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Hg <sub>3</sub> 3	19 Lf <sub>3</sub> 3	21 Hh <sub>3</sub> 3	25 Lf <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Hg <sub>3</sub> 3	19 Lg <sub>3</sub> 3	21 Id <sub>3</sub> 3	25 Ls <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Pe <sub>3</sub> 3	19 Ls <sub>3</sub> 3	21 Im <sub>3</sub> 3	25 Rp <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Rc <sub>3</sub> 3	19 Lu <sub>3</sub> 3	21 Ls <sub>3</sub> 3	25 Te <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	19 Rp <sub>3</sub> 3	19 P1 <sub>3</sub> 3	21 Rp <sub>3</sub> 3	25 Ty <sub>3</sub> 3		
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	18 Rs <sub>3</sub> 3	18 P1 <sub>3</sub> 3	21 Rs <sub>3</sub> 3			
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	18 Rx <sub>3</sub> 3	18 Rp <sub>3</sub> 3	21 T4 <sub>3</sub> 3			
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	18 Ta <sub>3</sub> 3	18 T4 <sub>3</sub> 3				
			Zr <sub>5</sub> 5	En <sub>5</sub> 5	Ma <sub>5</sub> 5	Sd <sub>6</sub> 6	Pe <sub>2</sub> 2	18 Te <sub>3</sub> 3	18 Ta <sub>3</sub> 3				

**Appendix B****Option Choices 2017/18 year 10**

<b>Code</b>	<b>Course Name</b>	<b>Number of students</b>	<b>Classes Req'd.</b>	<b>information</b>
Ha	Ancient History	43	2	
Ta	Art	55	3	
Bt	Beauty Cert- Vocational	22	1	2 classes required due to the course content
Bb	Business Stds	67	3	
T4	C & BE Dip BTEC	28	2	
Rc	Citizenship	16	1	
Im	Computer Science	42	2	
Cd	Dance	5	1	Not running
Dt	Design & Technology	11	1	Running, it is a new course
Id	Digital Applications Cert CIDA	32	2	
Ct	Drama	31	2	
Te	Engineering BTEC	38	2	
Rx	Ext Proj	10	1	For G&T students
Ft	Food Prep & Nutrition	47	3	
Lf	French	49	2	
Hg	Geography	159	6	Significant increase from 2016
Lg	German	26	1	
H2	Health & Soc Care BTEC	31	2	
Hh	History	135	5	

Em	Media Stds	11	1	Still running
<b>Code</b>	<b>Course Name</b>	<b>Main</b>	<b>Reqd.</b>	
Cm	Music	25	1	
P1	OCR National Sport	30	2	
Pe	PE	29	2	
Ty	Photography	13	1	Still running
Rp	Psychology	97	4	
Re	RE	9	1	Not running
Rs	Sociology	34	2	
Ls	Spanish	77	4	
Tt	Textiles	2	1	Not running
St	Triple Science	11	1	Not running
Lu	Urdu	12	1	
Total: 31				

- We have 31 subject choices.
- The vast majority of students were allocated their 4 choices.
- Some subjects RE, Textiles, Dance and Triple Science are not running as Options.
- Triple Science has 60 students taught in their science lessons.
- We reduced the number of options by one in order to reduce the final examination burden due to the new linear exams.



**Year 12**

Students choose 4 subjects in year 12 from 5 different pools. Students on the vocational (BTEC) pathway only choose 3.

They have 6 lessons per week in each subject and a further 2 Enrichment lessons.

Projected numbers look very similar to last year; however, there may be some variability due to the new GCSEs in English and Maths. We are reviewing our entry requirements.

There is a small number of re-sits in English and Maths. The numbers do not mean anything, as the classes have yet to be populated with students.

Band	<b>30</b>				
12: p					
200					

A	Pool A	6	B	Pool B	6	C	Pool C	6	D	Pool D	6	E	Pool E	6
17	B5 <sub>6</sub>	6	25	B5 <sub>6</sub>	6	19	Bb <sub>6</sub>	6	17	B5 <sub>6</sub>	6	19	B5 <sub>6</sub>	6
17	Be <sub>6</sub>	6	25	Bl <sub>6</sub>	6	19	Cm <sub>6</sub>	6	17	Eg <sub>6</sub>	6	19	Bb <sub>6</sub>	6
17	Ct <sub>6</sub>	6	25	H5 <sub>6</sub>	6	18	El <sub>6</sub>	6	17	Em <sub>6</sub>	6	18	El <sub>6</sub>	6
17	Eg <sub>6</sub>	6	25	Im <sub>6</sub>	6	18	Hh <sub>6</sub>	6	17	Hh <sub>6</sub>	6	18	Ha <sub>6</sub>	6
17	H5 <sub>6</sub>	6	25	Mc <sub>6</sub>	6	18	Ib <sub>6</sub>	6	17	Hg <sub>6</sub>	6	18	Hb <sub>6</sub>	6
17	Lf <sub>6</sub>	6	25	Rp <sub>6</sub>	6	18	Ls <sub>6</sub>	6	17	Ib <sub>6</sub>	6	18	Lg <sub>6</sub>	6
17	Mc <sub>6</sub>	6	25	Sb <sub>6</sub>	6	18	Mc <sub>6</sub>	6	17	Mc <sub>6</sub>	6	18	Mc <sub>6</sub>	6
17	Rp <sub>6</sub>	6	25	Sc <sub>6</sub>	6	18	Mf <sub>6</sub>	6	17	Rp <sub>6</sub>	6	18	Re <sub>6</sub>	6
16	Rs <sub>6</sub>	6				18	Pe <sub>6</sub>	6	16	Rs <sub>6</sub>	6	18	Rp <sub>6</sub>	6
16	Sb <sub>6</sub>	6				18	Rs <sub>6</sub>	6	16	Sb <sub>6</sub>	6	18	Sb <sub>6</sub>	6
16	Sc <sub>6</sub>	6				18	Sc <sub>6</sub>	6	16	Sp <sub>6</sub>	6	18	Sc <sub>6</sub>	6
16	Sp <sub>6</sub>	6							16	Ta <sub>6</sub>	6			

**Students Offered Places: 238**

**Students Offer Accepted: 236**

**PWHS Students: 190**

**Non PWHS Students: 284**

### Subjects at KS5

Subject and application numbers	Projected classes	
Ancient History 25	1	
Art & Design 21	1	
Biology 192	4	
Business BTEC 55	2	
Business Studies 84	2	
Chemistry 170	4	
Computer Science 61	1	
Drama 22	1	
Economics 55	1	
English Language 43	1	
English Literature 87	2	
French 14	1	
Further Maths 19	1	
Geography 36	1	
German 8	1	
Gov & Pols 48	1	
H & SC (Double) 10	1	Need to re-opt from single to Double H&Social
H & SC (Single) 34		
History 110	2	
ICT BTEC 34	1	
Law 88	2	
Mathematics 180	5	
Media Studies 26	1	
Music 9	1	
Photography 7	0	
Physical Education 19	1	
Physics 66	2	
Psychology 214	5	
Religious Studies 44	1	
Sociology 108	3	
Spanish 16	1	

Our Languages and Music numbers are low but these subjects are 'loss leaders,' in that the students who take languages are usually our G&T students. The ability to retain some of our brightest students in Sixth form is essential in securing other students to stay. It is also part of our overall in Curriculum design to create pathways from year 7-13.

- Students have one assembly per week and 2 formal registration times.
- There is a rolling programme of 1-2-1 sessions between the form tutor and the tutees.

**Year 13**

Year 13 students have 5 lessons per week and also timetabled intervention lessons in smaller groups.

There is no timetabled enrichment, however, Wednesday afternoons are dedicated for extra lessons and lectures. These are focused mainly in the 4 biggest subject areas Biology, Chemistry, Maths and Psychology.

Band 30  
13: p  
200

A	Pool A	5	B	Pool B	5	C	Pool C	5	D	Pool D	5	E	Pool E	5	*	Registration	4
23	B5 <sub>5</sub>	5	17	Bb <sub>5</sub>	5	15	Be <sub>5</sub>	5	20	Bb <sub>5</sub>	5	34	B5 <sub>5</sub>	5	19	Zr <sub>4</sub>	4
23	Em <sub>5</sub>	5	17	Bl <sub>5</sub>	5	15	Cm <sub>5</sub>	5	20	Be <sub>5</sub>	5	34	El <sub>5</sub>	5	19	Zr <sub>4</sub>	4
22	Ha <sub>5</sub>	5	17	Ct <sub>5</sub>	5	15	Eg <sub>5</sub>	5	20	Eg <sub>5</sub>	5	33	Hb <sub>5</sub>	5	18	Zr <sub>4</sub>	4
22	Hh <sub>5</sub>	5	17	El <sub>5</sub>	5	15	H5 <sub>5</sub>	5	20	Em <sub>5</sub>	5	33	Ms <sub>5</sub>	5	18	Zr <sub>4</sub>	4
22	Lf <sub>5</sub>	5	17	H5 <sub>5</sub>	5	14	Hg <sub>5</sub>	5	20	It <sub>5</sub>	5	33	Rp <sub>5</sub>	5	18	Zr <sub>4</sub>	4
22	Ms <sub>5</sub>	5	17	Im <sub>5</sub>	5	14	Ib <sub>5</sub>	5	20	Ls <sub>5</sub>	5	33	Sp <sub>5</sub>	5	18	Zr <sub>4</sub>	4
22	R5 <sub>5</sub>	5	17	It <sub>5</sub>	5	14	Lg <sub>5</sub>	5	20	Rp <sub>5</sub>	5				18	Zr <sub>4</sub>	4
22	Sc <sub>5</sub>	5	17	Re <sub>5</sub>	5	14	Mf <sub>5</sub>	5	20	Rs <sub>5</sub>	5				18	Zr <sub>4</sub>	4
22	Sp <sub>5</sub>	5	16	Rp <sub>5</sub>	5	14	Mp <sub>5</sub>	5	20	Sb <sub>5</sub>	5				18	Zr <sub>4</sub>	4
			16	Sb <sub>5</sub>	5	14	Ms <sub>5</sub>	5	20	Sc <sub>5</sub>	5				18	Zr <sub>4</sub>	4
			16	Sc <sub>5</sub>	5	14	Pe <sub>5</sub>	5							18	Zr <sub>4</sub>	4
			16	Ta <sub>5</sub>	5	14	Rp <sub>5</sub>	5							18	Zr <sub>4</sub>	4
						14	Rs <sub>5</sub>	5							18	Zr <sub>4</sub>	4
						14	Sb <sub>5</sub>	5							18	Zr <sub>4</sub>	4

**KEY STAGE 4 CHOICES Sheet**

NAME: .....

STUDENT SIGNATURE: .....

INTERVIEWED BY: .....

FORM: .....

**SECTION 1: CORE SUBJECTS**

Students will follow the following Core (compulsory) courses during Key Stage 4:

- English Language and English Literature GCSE
- Mathematics GCSE
- Combined Science & Triple Science GCSE
- Physical Education
- PSHE

**SECTION 2: Choose either the Baccalaureate or Apprenticeship Pathway****BACCALAUREATE PATHWAY – Choose two from this section - then go to Section 3**

Ancient History GCSE (Min Band 5s in English)	<input type="checkbox"/>	Geography GCSE	<input type="checkbox"/>	Spanish GCSE	<input type="checkbox"/>
Computer Science GCSE (Min Band 5s in Science & Maths)	<input type="checkbox"/>	German GCSE	<input type="checkbox"/>	Combined & Triple Science GCSE (Min Band 5s in Science & Maths)	<input type="checkbox"/>
French GCSE	<input type="checkbox"/>	History GCSE	<input type="checkbox"/>	Urdu GCSE	<input type="checkbox"/>

OR

**APPRENTICESHIP PATHWAY PART A - Choose one from this section - then go to Part B**

Construction BTEC	<input type="checkbox"/>	Food Preparation & Nutrition GCSE	<input type="checkbox"/>	ICT Certificate in Digital Applications	<input type="checkbox"/>
Engineering BTEC	<input type="checkbox"/>	Hair Dressing & Beauty Therapy VTCT Level 2	<input type="checkbox"/>	OCR National Sport	<input type="checkbox"/>
Fashion and Textiles (Technical award)	<input type="checkbox"/>	Health & Social Care BTEC	<input type="checkbox"/>		

**APPRENTICESHIP PATHWAY PART B - Choose one from this section - then go to Section 3**

Ancient History GCSE (Min Band 5s in English)	<input type="checkbox"/>	Geography GCSE	<input type="checkbox"/>	Triple Award Science GCSE (Min Band 5s in Science & Maths)	<input type="checkbox"/>
Computer Science GCSE (Min Band 5s in Science & Maths)	<input type="checkbox"/>	History GCSE	<input type="checkbox"/>		

**SECTION 3: OPEN CHOICES\* All Pathways– Choose two from this section (\*)**

Ancient History GCSE (Min Band 5s in English)	<input type="checkbox"/>	History GCSE	<input type="checkbox"/>	<b>BTEC Choices (You can only choose one BTEC/vocational subject)</b>	
Business GCSE	<input type="checkbox"/>	ICT - Certificate in Digital Applications	<input type="checkbox"/>	Construction BTEC	<input type="checkbox"/>
Citizenship GCSE	<input type="checkbox"/>	Media Studies GCSE	<input type="checkbox"/>	Engineering BTEC	<input type="checkbox"/>
Computer Science GCSE (Min Band 5s in Science & Maths)	<input type="checkbox"/>	Music GCSE	<input type="checkbox"/>	Fashion & Textiles (Technical Award)	<input type="checkbox"/>
Dance GCSE	<input type="checkbox"/>	PE GCSE / OCR National Sport	<input type="checkbox"/>	Hair Dressing & Beauty Therapy VTCT Level 2	<input type="checkbox"/>
Design & Technology GCSE	<input type="checkbox"/>	Psychology GCSE	<input type="checkbox"/>	Health & Social Care BTEC	<input type="checkbox"/>
Drama GCSE	<input type="checkbox"/>	Spanish GCSE	<input type="checkbox"/>	<b>Please select one reserve option:</b>	
Ethics & Philosophy GCSE	<input type="checkbox"/>	Sociology GCSE	<input type="checkbox"/>		
Extended Project GCSE (AS)	<input type="checkbox"/>	Triple Science GCSE (Min Band 5s in Science & Maths)	<input type="checkbox"/>		
Food Preparation & Nutrition GCSE	<input type="checkbox"/>	Urdu GCSE	<input type="checkbox"/>		
French GCSE	<input type="checkbox"/>	<b>Art &amp; Design choices (You can only choose one Art &amp; Design GCSE subject)</b>			

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Geography GCSE

Art & Design - Art GCSE

German GCSE

Art & Design - Photography GCSE