

# The Warwick School

## Curriculum Policy 2016 - 2019

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## **1. What is meant by the 'curriculum' at The Warwick School?**

The curriculum is the practical expression of the aims and values of The Warwick School. It includes all planned learning experiences for students both in and outside lessons. It also includes what may be called the 'hidden curriculum' of ethos, norms, values and relationships.

Some of the curriculum is statutory and some non-statutory (see Section 3 below).

This policy is primarily concerned with the formally organised curriculum. It must be consistent with the above and linked to other school and Governors' policies including:

### **Governors' policies:**

Assembly, including Collective Worship

Assessment, Recording and Reporting

Careers Education Information, Advice and Guidance

Equal opportunities

Health and Sex Education

### **School policies (in Staff handbook)**

Teaching and Learning

Gifted and Talented

Special Educational Needs

Assessment for Learning

Examinations

PSHE

Homework

Continuing Professional Development

Grouping policy

Standard Operating Procedures in the classroom

ICT

Target Setting

Quality assurance: monitoring policy

## 2. What are we trying to achieve?

The Warwick School curriculum should enable all young people to become:

a) Successful learners who enjoy learning and make progress and achieve.

Successful learners:

- have the essential learning skills of literacy, numeracy and information and communication technology
- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future.

b) Confident individuals who are able to live safe, healthy and fulfilling lives.

Confident individuals:

- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- have secure values and beliefs and have principles to distinguish right from wrong
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices
- are physically competent and confident
- take managed risks and stay safe
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities
- are open to the excitement and inspiration offered by the natural world and human achievements.
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c) Responsible citizens who make a positive contribution to society.

Responsible citizens:

- are well prepared for life and work
- are enterprising
- are able to work cooperatively with others
- respect others and act with integrity
- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peaceably with others
- sustain and improve the environment, locally and globally
- take account of the needs of present and future generations in the choices they make
- can change things for the better
- are able to handle the conflicting values they encounter in society

### 3. How do we organise learning?

a) Statutory and non-statutory requirements of the curriculum.

i) Statutory

Key Stage 3: art and design; citizenship; design and technology; English; geography; history; information and communication technology; mathematics; modern foreign languages; music; physical education and science. Careers education, sex education and religious education are also statutory.

Key Stage 4: citizenship, English, mathematics, science and physical education. The teaching of sex education and religious education together with career information advice and guidance is also statutory.

ii) Non-statutory

Key Stage 3 and 4: there are 'required' non-statutory programmes of study for religious education (based on the Surrey Agreed syllabus); 'personal wellbeing' (including the requirements for sex and relationships education and drugs education) and 'economic wellbeing and financial capability' (which includes the requirements for careers education). In addition we teach drama and PSHE as a vehicle for much of the above.

Key Stage 4 entitlement: at Key stage 4 students are entitled to follow a course of study within each of the four entitlement areas. These are:

- arts (comprising art and design, music, dance, drama, media arts)
- design and technology
- humanities (comprising geography and history)
- modern foreign languages

In addition all students have a statutory entitlement to have access to a course of study leading to at least two science GCSEs.

b) General curriculum requirements.

There are general requirements that apply across the curriculum in the following areas:

i) including all learners: schools have a responsibility to provide a broad and balanced curriculum for all students. There should be an 'entitlement to a range of high quality teaching and learning experiences irrespective of social background, culture, race, gender or differences in ability and disabilities'. Specifically we must plan for the needs of Gifted and Talented; learners with learning difficulties and disabilities, learners with English as an additional language, the different needs of boys and girls, children who are in care and learners with social, emotional and behavioural difficulties.

ii) use of language across the curriculum: students should be taught in all subjects to express themselves correctly and appropriately and to read accurately with understanding.

iii) use of ICT: students should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.

iv) health and safety: applies to design and food technology, science, ICT, art and design and P.E.

c) The timetable and the school day. The current timetable runs over a two week cycle and contains five one hour lessons per day. The lesson times are:

TIMES	PERIOD
08:45	Warning Bell
08:50 – 0915	Tutor Time / Assembly and am Registration
09:15 – 10:15	Period 1
10:15– 11:15	Period 2
11:15– 11:35	Morning Break
(11:30)	Warning Bell
11:35 –12:35	Period 3
12:35 – 13:35	Period 4 and pm Registration
13:35 – 14:15	Lunch
(14:10)	Warning Bell
14:15 – 15:20	Period 5

d) Time allocation for subjects in the curriculum

Key Stage 3

	Y7			Y8			Y9		
Subject	Lessons per fortnight	Minutes per fortnight	%	Lessons per fortnight	Minutes per fortnight	%	Lessons per fortnight	Minutes per fortnight	%
<b>En</b>	8	480	16	8	480	16	7	420	14
<b>Ma</b>	7	420	14	7	420	14	8	480	16
<b>Sc</b>	6	360	12	7	420	14	7	420	14
<b>DT</b>	3	180	6	3	180	6	3	180	6
<b>Ar</b>	2	120	4	2	120	4	2	120	4
<b>Mu</b>	2	120	4	2	90	4	1	60	2
<b>Dr</b>	2	120	4	2	90	4	2	120	4
<b>It</b>	2	120	4	1	120	2	2	120	4
<b>MfL</b>	3	180	6	4	240	8	4	240	8
<b>Hi</b>	3	180	6	4	240	8	4	240	8
<b>Gg</b>	4	240	8	3	180	6	3	180	6
<b>Re</b>	3	180	6	3	180	6	3	180	6
<b>PE</b>	3	180	6	3	180	6	3	180	6
<b>Literacy</b>	1	60	2						
<b>PSHE</b>	1	60	2	1	60	2	1	60	2
	50	3000	100	50	3000	100	50	3000	100

## Key Stage 4

2013-15	Y10			Y11		
Subject	Lessons per fortnight	Minutes per fortnight	%	Lessons per fortnight	Minutes per fortnight	%
<b>En</b>	7	420	14	7	420	14
<b>Ma</b>	7	420	14	7	420	14
<b>Sc</b>	9	540	18	9	540	18
<b>Opt A</b>	5	300	10	5	300	10
<b>Opt B</b>	5	300	10	5	300	10
<b>Opt C</b>	5	300	10	5	300	10
<b>Opt D</b>	5	300	10	5	300	10
<b>Re</b>	2	120	4	2	120	4
<b>It</b>	2	120	4	2	120	4
<b>PE</b>	2	120	4	2	120	4
<b>PSHE</b>	1	60	2	1	60	2
	50	3000	100	50	3000	100

e) Key Stage 4: Course choices.

At Key Stage 4 students follow a Core Curriculum comprising:

- English Language 1 GCSE
  - English Literature 1 GCSE
  - Mathematics 1 GCSE
  - Double Science 2 GCSEs
- Or**
- OCR National (BTEC Y10 2013) Science 2 or 4 GCSEs (Equivalent)
  - Physical Education
  - Philosophy and Ethics 1 GCSE
  - ICT Cambridge National 1 GCSE

Totalling 7 or 9 GCSEs depending on Science course followed

This allows students to choose a further four subjects from a list of 26 options which include GCSEs, Practical GCSEs, BTECs, NVQs and Entry level GCSEs. Refer to Options Book for further details.

f) College Links. We have links with Reigate Sixth Form College which provides two BTEC courses in Health and Social Care and Public Services for Key Stage 4 students. We also combine with East Surrey College who also provide courses for Key Stage 4 students in Motor Vehicle Engineering, Hair and Beauty and Building and Construction.

g) Other routes.

i) Year 7: the Transition Group. To support the successful transition into secondary school of students identified as being vulnerable in the move to secondary education, a small group of

Year 7 students will be taught a foundation curriculum with one teacher in a dedicated room. These students will have been identified through links with primary schools while in Year 6. They will be in tutor groups with their peers. The students will attend science, ICT, art, drama, music, and technology in specialist rooms with the Transition Group teacher and subject specialist teachers. Other aspects of the curriculum (English, maths and humanities) will be taught in a more integrated way by the Transition Group teacher. This is known as a Foundation Studies programme. As these students move through Year 7 they will either be moved from the Transition Group into other classes or increasingly integrate with other Year 7 classes (for ICT, Drama, Music and Art for example which are taught in tutor groups).

ii) Key Stage 4: Route 4. The Warwick School has established a course based at Bletchingley for Key Stage 4 students who have been identified as unlikely to access and succeed in the main school Key Stage 4 curriculum. The curriculum at Route 4 is practically based, orientated towards the students' preparation for working life and combines work experience with GCSEs, OCR qualifications, ASDAN and other qualifications through the Open College Network.

h) Opportunities Week. This event is aimed at Year 9 and Year 10 students and is designed to raise awareness of the opportunities available to students in the field of Science and Engineering. Our students will have the opportunity to work with over 100 people from outside of school, including Science Ambassadors and local employers. All Year 9 and Year 10 students will have the opportunity to work with employers from local businesses and find out more about their chosen area of work. On our Renewable Energy Project all Year 9 students work with a Science Ambassador and build large scale models of devices used to harness energy from renewable sources.

i) Work related learning and Enterprise education. This is currently achieved through the PSHE programme, work experience, Opportunities Week, other STEM events and most subjects address work related issues. Enterprise education has been offered in Opportunities Week and through links with Young Enterprise South East.

i) Careers education and Guidance. All our Year 9 and Year 10 students have an opportunity to interview local employers about the skills and attributes necessary to gain employment as well as find out more information about areas of work that they are interested in.

All Year 9 students have access to our Careers Information, Guidance and Advice interview with our Student Pathways Manager during the Options process. All Year 11 students have an individual interview with our Student Pathways Manager relating to progression post 16 and in support of college applications.

There are two non-statutory programmes of study for 'personal wellbeing' and 'economic wellbeing' which draw together PSHE, sex education, careers education, enterprise, financial capability and work-related learning (but NOT Citizenship).

#### **4. How well are we achieving our aims?**

**The Warwick School** curriculum must be monitored and evaluated to ensure that it is meeting the aims and statutory requirements above. This means evaluating the impact as well as the structure of the curriculum. It requires clear roles, responsibilities, monitoring and lines of accountability (below) which involve Governors, the Headteacher and Senior Leadership Team, Heads of Faculty and Heads of Department, Teachers, students and their parents or carers.

i) Governors. The Governors' Curriculum Committee will meet at least once per term and request and receive regular reports on the structure and evaluation of the curriculum (including examination results) and briefings on current and future curriculum developments. The Committee will report its findings and observations to the full Governing Body. Individual Governors will link up with specific

departments in order to gain first hand experience and understanding of the work of these departments and some in-depth knowledge of the curriculum in their linked area.

ii) Headteacher and Senior Leadership team. The Headteacher and SLT will allocate responsibilities for different aspects of the curriculum. They will be accountable to Governors through the Committee structure and ensure that Governors are fully informed of curriculum developments and the performance of the curriculum. They will ensure the co-ordinated development of the curriculum through The Warwick Improvement Plan – its writing, implementation and evaluation.

The SLT is responsible for monitoring the impact of the curriculum by the collection and analysis of data: specifically external and internal exam results (contextualised by progress towards targets), attendance data, lesson observation analysis and other relevant information, e.g. department reviews, surveys. They will also line manage Heads of Faculty in order to monitor and support them in fulfilling their curriculum leadership, management, monitoring and evaluation roles. The SLT will line manage those administrative staff with a direct impact on the curriculum, e.g. the Exams Officer, PSHE and Student Pathways Manager.

iii) Heads of Faculty, Heads of Department and Heads of Year. These are responsible for effective curriculum provision in their subject areas. They must ensure that schemes of work are up to date, in operation, fully resourced and compliant with government (statutory and non-statutory) and school requirements, e.g. literacy, assessment, health and safety. They must also ensure that proper Performance Management procedures have been followed and that their colleagues are supported by Continuing Professional Development.

Heads of Faculty are expected to monitor the performance of their colleagues in line with the whole school schedule and approach by routinely observing lessons, examining teachers' planners, mark books and sampling students' work. Teachers' reports to parents have to be checked by Heads of department / faculty not only for quality but also to evaluate curriculum delivery. They must also assess the impact of their curriculum area by tracking student progress towards targets and ensure that assessment for learning and summative assessment inform any evaluation of the delivery of their curriculum area. They are responsible for the grouping of students in each year group and the implementation of the homework policy.

Heads of Year are responsible (via their tutors) for the accurate collection of attendance data at registrations, effective use of tutor time, the quality of assemblies and (in co-operation with the PSHE Co-ordinator) the effective delivery of the PSHE programme in their year group. Year teams will also manage intervention strategies involving parents and (where necessary) other external agencies to promote each students' welfare.