

King Charles I School

Curriculum Policy 2018/19

Version Control

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Version	Date	Details
1.0	24 th Sept 2018	General updates to reflect the curriculum changes for 2018/19

The prime aim of King Charles I School is to support successful futures. Our vision is that all students should have the opportunity to attend the top universities and we believe the best way to do this is to offer a curriculum that:

- supports students' academic success by promoting knowledge based learning.
- is academically challenging and rigorous.
- is broad and balanced offering both breadth and depth.
- promotes students' social, moral, spiritual and cultural development.
- offers high quality enrichment, broadening students' horizons.

Our courses in Years 7 to 11 comply with the requirements of the National Curriculum. The curriculum is reviewed each year.

Key Stage 3 (Years 7 and 8)

- At Key Stage 3 we provide a broad curriculum designed to develop students' knowledge and understanding in a range of subjects.
- The Key Stage 3 curriculum is developing with a focus on mastering knowledge. Through teaching and independent study, students are taught how to memorise and recall key subject specific and broader contextual knowledge.
- Subjects build upon the key stage 2 curriculum.
- Knowledge and concepts are interleaved in that content is spaced and reviewed throughout the year to ensure mastery.
- Assessment is regular and formative focussing on students' retention of knowledge.
- The subject content is challenging.
- Literacy is a focus across the curriculum through being promoted in all subjects as well as explicitly during reading lessons and tutorials.
- Students are taught in form groups for the majority of their subjects: computer science, art, music, geography, history, RE, reading lessons and PSHE. Form groups are mixed ability with the exception of two higher ability groups.
- English, mathematics, science, modern foreign languages and technology set their classes at Key Stage 3.
- The PSHE programme and collective worship tutorials are designed to develop students' social, moral and cultural development as well as understanding British values and culture.
- Students' spiritual development is delivered through RE, PSHE and collective worship tutorials.
- The extra-curricular programme enriches students learning, opening opportunities to experiences that broaden students' horizons.

The timetable for Key Stage 3 is based on a two-week cycle and comprises of a 25 period week with 5 periods per day (3 in the morning and 2 in the afternoon). Each period lasts one hour. Lessons are scheduled as one hour sessions and are taught as mix of double or single periods where appropriate for the subject.

Subject	Y7	Y8
Art	2	2
Computing	2	2
Design & Technology	3	3
English	7	7
Geography	4	4

History	4	4
Mathematics	7	7
MFL	6	6
Music	1	2
PE	3	3
PSHE	1	1
RE	2	2
Reading	2	1
Science	6	6

Rationale for a three-year Key Stage 4

The three-year Key Stage 4 is to support students' academic success on a very challenging pathway. 90% of students will study an EBacc Key Stage 4 curriculum. We believe that studying the EBacc qualifications will considerably enhance students' life chances as they facilitate the greatest flexibility both into A-Level and University courses. The Key Stage 3 and Key Stage 4 curriculum offer is very wide and diverse including two languages (French and German) and two humanities (history and geography). At Key Stage 4 students have choice of one or both languages and one or both humanities along with two additional subject choices. This gives the students opportunity to specialise in the subjects that are of most interest to them. All subjects at Key Stage 4 are not constrained by the examination specification. Each subjects' curriculum offers a deeper approach to the subject, offering a wide range of content that we deem is important for life-long learning. We aim to devote time to these key ideas and content that enhance the students' understanding of the subject area. Appropriate time must be given to these subjects to allow the full delivery of the syllabi and wider domain subject content to all students. This can be done by increasing the contact time for these subjects at GCSE (subsequently narrowing the options available) or by increasing the length of time to study.

By extending the length of GCSE subjects (rather than altering contact time) we can continue to offer four subject option choices for KS4. These options subjects are broad and maintain a balanced curriculum. Options blocks are constructed so that there is flexibility in option pathways. We can also continue to include physical education and PSHRE within the curriculum.

Extending the length of GCSE subjects also allows for improved opportunities for enrichment activities through the "broadening horizons" programme. This programme is designed to promote improvements in students' social mobility. Work experience is very important as it gives students an opportunity to gain practical experience, develop workplace skills, increase self-confidence and prepare them for their future choices. Extending the GCSEs to three years allows us to continue to promote a work experience week in Year 10.

Key stage 3 remains broad and balanced. Students are allocated sufficient curriculum time to study national curriculum courses. There is less benefit for the students to continue to study these subjects for a further year.

Student behaviour is vital to successful learning. Previous Year 9 cohorts have recorded more behaviour incidents than other year groups. By focussing the students on their GCSE pathway subjects this will improve their behaviour and attitude in lessons.

We are a split site school. The site geography lends itself perfectly to a 3 year GCSE course on the Hillgrove site.

Key stage 4 options

Year 8 students complete their Key Stage 3 courses and express a preference about which Key Stage 4 courses they will study in Years 9, 10 and 11.

Students consider which subjects they would like to study based on their preferred way of learning, interests, ability and future aspirations. Students and parents/carers are given clear information, advice and guidance throughout the options process. Teachers and tutors are supportive in guiding students onto pathways that maximise students' chances of success.

Key Stage 4 (Years 9, 10 and 11)

- At Key Stage 4 all our students study the core academic subjects at GCSE: English, English Literature, mathematics, sciences (combined or separate awards), history or geography and a modern foreign language. Achieving good passes in these subjects keep students' options open, and allow them to enter the widest ranges of careers and university courses.
- At Key Stage 4 students study a minimum of 9 subjects: the core academic subjects, and two option subjects. This is both academically challenging as well as offering a wide breadth of study.
- All courses at Key Stage 4 are challenging and rigorous following, and extending on, the awarding bodies' specifications.
- Students are well supported through the option process to ensure they are on pathways that allow the greatest chance of academic success.
- Students are appropriately guided to whether they study combined science or separate science. Both science pathways are delivered within the allocated core lesson time.
- Students are only set in ability groups in the following subjects: mathematics, English and science. For all other subjects students will be in mixed ability groups.
- The curriculum continues to be taught by promoting the mastery of knowledge through interleaving and regular formative assessment. At Key Stage 4 teaching also focuses on applying that knowledge to a range of contexts.
- Physical education (PE) and personal, social, health and religious education (PSHRE) teaching continue to promote students health and wellbeing.
- PSHRE teaching and collective worship tutorials continue to promote students' social, moral and cultural development.
- Students' spiritual development and understanding of British values and culture is delivered through PSHRE and collective worship tutorials.
- The extra-curricular programme continues to enrich students learning, opening opportunities to experiences that broaden students' horizons. The programme also includes GCSE support and exam preparation after term 1 in Year 11.

The timetable for Key Stage 4 is based on a two-week cycle and comprises of a 25 period week with 5 periods per day (3 in the morning and 2 in the afternoon). Lessons are scheduled as one hour sessions and are taught as mix of double or single periods where appropriate for the subject.

Subject	Y9	Y10	Y11
English	8	8	8
Mathematics	8	8	8
Science	9	9	9
French or German	5	5	5
History or geography	5	5	5
Option 3	5	5	5
Option 4	5	5	5
PE (core)	3	3	3
PSHRE	2	2	2

The full list of GCSE subjects available to the students are listed below:

GCSE	Vocational
Art & Design Biology Chemistry Computing D&T – product design D&T – textiles Drama English language English literature French Geography German History Mathematics Music Physical education Physics Religious education Science (combined award)	Business studies Catering Health and social care ICT Performing arts - dance Sports studies

In addition to the core subjects there will be opportunities to learn and put into practice the knowledge and skills related to work related learning and enterprise. These will take place across the curriculum within different subjects and activities. They provide students with an experience of working life and help them learn about working practices, the work environment and developing skills for working life. As a school we feel work experience is an essential aspect of students' development and aim to support them in an ever increasing competitive world of work. We strongly support and encourage our students to broaden horizons and pursue their dreams. Consequently, all Year 10 students have a week of work experience during the summer term.

The government has made changes to the raising of the participation age (RPA) which has now increased to 18. This means that students will be expected to remain in some form of education (school, college or apprenticeship) to age 18. This makes the need to achieve their potential in all their subjects including English and mathematics at Key Stage 4 even more vital

Key Stage 5 (Years 12 and 13)

- At Key Stage 5 students choose the most academic pathway in which they will be most successful in their A-levels.
- Students' pathways are designed to allow the greatest opportunity to attend students' first choice university.
- The curriculum continues to be taught by promoting the mastery of knowledge through interleaving and regular formative assessment. At Key Stage 5 teaching also focusses on the development and mastery of applying knowledge to a broad range of contexts.
- All courses at Key Stage 5 are challenging and rigorous following, and extending on, the awarding bodies specifications.
- Students are offered high quality enrichment that is designed to prepare students for future pathways, broaden their horizons and enhance their academic programme of study.
- Students social, moral, spiritual and cultural development is promoted through the 6th form enrichment programme.
- Students will sit terminal exams at the end of Year 13. Students will not be entered in Year 12 for any AS examinations.
- Study programmes require students that do not have a GCSE 9-4 in English and/or maths to work towards the achievement of these qualifications.
- Programmes also include work experience and other non-qualification activity to develop students' personal skills and prepare them for employment, training or higher/further education.

The timetable for Key Stage 5 is based on a two-week cycle and comprises of a 25 period week with 5 periods per day (3 in the morning and 2 in the afternoon). Courses are allocated 10 hours a fortnight.

Lessons are scheduled as one hour sessions and are taught as mix of single, double or triple periods where appropriate for the subject.

We currently offer a wide range of courses in collaboration with other local schools. The courses we offer are listed below:

A-Level subjects	Vocational subjects
Art and design Biology Business studies Chemistry Computing Design and technology English language and literature French Further maths German Geography History Law Maths Physical education Physics Psychology (at Haybridge High School) Religious studies Sociology	Health and social care Sports studies Textiles

Enrichment

Alongside the academic curriculum, we really value the development of the whole person and offer great opportunities to broaden students’ social skills and confidence.

Personal, Social, Health and Religious Education

The PSHRE curriculum incorporates sex and relationship, drugs education, religious education and citizenship education. It is taught through discrete curriculum provision in Years 7 to 10 and PSHRE focus opportunities throughout the academic year in Year 11. Key content is also promoted throughout the core curriculum. For example, sex education in science and healthy lifestyles in PE.

Religious Education

Religious Education is taught in accordance with the Worcestershire Agreed Syllabus for Religious Education. All our students are encouraged to participate in lessons. Parents/carers can withdraw their child from any aspect of RE, including collective worship by writing to Mr Butler (deputy headteacher). If parents/carers are not satisfied with the handling of a request to withdraw their son/daughter from RE or collective worship, they should use the school’s ‘Complaints Procedure’. The right of withdrawal does not apply to other areas of the curriculum where religious matters may be spontaneously raised by students or arise in other subjects such as history or citizenship.

Sex and Relationship & Drugs Education

We aim to provide students with accurate information, to help them clarify their own values and attitudes, to help them practice skills in communication and decision making, and to recognise the value of family life and parenthood. In accordance with the Sex Education Act, parents/carers have the right to withdraw their son/daughter from non-statutory aspects of sex education by writing to Mr Butler (deputy headteacher).