



The Astley Cooper School

Part of the East Dacorum Co-operative Learning Trust

PROSPECTUS

Aspiration • Determination • Integrity

The Curriculum 2021 - 2022

At The Astley Cooper School, we strive for the very best for all our students. We are committed to ensuring that when students leave, they have become successful, well rounded and confident individuals prepared to succeed in the modern world. Our core values of Aspiration, Determination and Integrity underpin our curriculum.

We achieve this by delivering the highest possible academic standards and offering students a wealth of opportunities within and beyond the national curriculum to develop their talents.

The School Day (Example for Year 8)

Morning

8.25	Staff and students to tutor bases
8.30 - 9.00	Registration and Assembly
9.05 - 10.05	Period 1
10.10 - 11.10	Period 2
11.10 - 11.30	Break
11.30 - 12.30	Period 3
12.35 - 13:35	Period 4

Afternoon

13.35 - 14.10	LUNCH
14.15 - 15.15	Period 5

Curriculum Aims

Our curriculum is created using our core values. We want to create:

- **Aspirational** individuals who go above and beyond and lead safe, healthy and fulfilling lives
- **Determined** learners who enjoy learning, make progress and achieve
- Students who have **integrity** and make a positive contribution to society

The progressive curriculum we deliver at The Astley Cooper School ensures students have the skills, concepts and knowledge to progress successfully through the Key Stages.

The curriculum is built to ensure the knowledge and skills learned in Key Stage 2 continue to be developed further through Key Stage 3, Key Stage 4 and Key Stage 5. Departments' Schemes of Learning are carefully planned to ensure skills and techniques are developed each year and built on prior knowledge.

Students' Spiritual, Moral, Social and Culture awareness are also planned for throughout the curriculum as well as set lessons on Personal, Social and Health Education, including promoting citizenship to all our students. Our Religious Education programme is taught throughout the school unless parents/carers exercise their legal right to withdraw students on religious grounds.

The school ensures all aspects of The National Curriculum are met as well as furthering students' education with additional activities beyond The National Curriculum. This includes Dragons' Apprentice, Interact Club, Speak Out Challenge, Sports Clubs, Drama and Dance Clubs, University of Hertfordshire Aspire Higher Programme and The Duke of Edinburgh Award Scheme.

Subject Number of hours per fortnight

	Year 7
English	8
Mathematics	8
Science	7
Art	2
Computing	1
Drama	2
Geography	3
History	3
Spanish	3
Music	1
Physical Education	5
Dance	1
PSHE/RSE*	2
RE**	2
Technology	2
Total	50

- * Personal, Social and Health Education
 ** Religious Education

Year 6 Transition

For a small number of students, we ease their transition from primary school by replicating their KS2 classroom in our nurture group. This is to ensure all students have the opportunity to develop and recall the skills needed in Key Stage 3 and Key Stage 4. The transition groups are identified using information provided by our feeder schools. This programme is further supported in Year 8 and 9 to ensure all students have the ability to go above and beyond.

Key Stage 3 (Years 7, 8 & 9)

Students follow a linear curriculum in Year 7 with students studying in their form group for a majority of classes. Setting occurs in Year 7 in core subjects midway through Year 7.

In Key Stage 3 all students study:

- English
- Mathematics
- Science
- Religious Education
- Physical Education
- Art
- Character Education
- Computer Science
- Dance
- Design & Technology
- Drama
- Food Studies
- Geography
- History
- Modern Foreign Languages
- Music
- Physical, Social and Emotional Education
- Relationship and Sex Education

Key Stage 4 (Years 10 & 11)

Students embark upon courses leading to GCSE, BTEC and other qualifications in Year 10. We provide an element of choice in their study programmes. All students in Key Stage 4 are required to study English Language, English Literature, Mathematics and two sciences within their core programme. For further development, students study PE, PRE (Philosophy, Religion and Ethics) and PSHE throughout Key Stage 4.

The Key Stage 4 option blocks are created with the abilities and talents of each cohort in mind as well as ensuring that we meet accessibility requirements of the Humanities, MFL and the Arts combination.

Students and parents are provided with an options survey to ensure the option blocks are most appropriate to each year's cohort. This is then followed by interviews with a member of staff to determine appropriate option choices for each individual student.

The subjects available in Key Stage 4 are:

- English Language GCSE (Compulsory)
- English Literature GCSE (Compulsory)
- Mathematics GCSE (Compulsory)
- Physical Education (Compulsory & GCSE)
- Physical, Social and Emotional Education (Compulsory)
- Science GCSE Double Award (Compulsory)
- Art GCSE
- ASDAN Programme
- Hospitality & Catering Eduqas
- Business BTEC
- Computer Science GCSE
- Dance BTEC
- Drama BTEC
- Geography GCSE
- History GCSE
- Film Studies GCSE
- Music BTEC
- Production Arts BTEC
- Religious Education GCSE
- Resistant Materials GCSE
- Spanish GCSE
- Sport GCSE & BTEC
- Triple Science GCSE

The school week is divided into 25 periods and the timetable runs on a fortnightly cycle.

Subject Number of hours per fortnight

	Year 10
English	9
Mathematics	9
Science	9
Physical Education	3
Option 1	5
Option 2	5
Option 3	5
Option 4	5
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Total	50

All of our curriculum maps are available on our website and detailed syllabuses and schemes of work may be examined on application to the school.

Mr T Lally, *Assistant Headteacher*
Headteacher

Support for Learning (SEND Special Educational Needs & Disabilities)

Astley Cooper School is an inclusive school which values each and every member of the school community, whilst striving to raise aspirations and attainment in partnership with all stakeholders. The Inclusions and Achievement Centre is an integral and vitally important part of the school. It is staffed with teachers and teaching assistants who work closely with the teaching staff, pastoral team, students and parents. Working together, we aim to meet the learning, communication, physical, emotional and social needs of students who need extra support to unlock their true potential.

One of the main strengths of the department is that all support staff know the students well and treat them as individuals in order to make them independent and successful learners.

How do we do this?

- Working within subject areas modifying, differentiating and extending materials to meet the wide range of needs within the school. We advise on the needs of individuals and strategies for supporting the students
- Close liaison with parents/carers of students with Special Educational Needs and Disability (SEND).
- Liaison with outside agencies as and when considered necessary in order to address the educational needs of individual students
- Screening all Year 7 students on entry – cognitive ability test. These results then ascertain current work levels and put in place extra provision if necessary

- In class support or withdrawal for specific interventions as listed below, are all provided if the need arises:-
 - ❖ as a short term measure for a particular concern
 - ❖ long term as specified in a particular students Educational, Health Care Plan (EHC)
 - ❖ general for groups with a small number of students who need extra help
- Consistent monitoring, assessment and observation of individual students causing concern to main stream staff
- Close liaison with local primary schools and the pastoral team to support the transition from Key Stage 2 to Key Stage 3 in the summer prior to entry

SENDCo/Inclusion & Achievement,
Mrs L Lakhani & Mrs N Fraser