

THE ASTLEY COOPER SCHOOL



CURRICULUM POLICY

Updated June 2018

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CURRICULUM POLICY

Context

The aim of the policy is to provide a framework which translates the values and aims of the school into effective teaching and learning in order that students reach their full potential.

It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students. The curriculum embraces all that is learned and experienced through school, whether it be in lessons or part of informal learning within and beyond the school day.

At The Astley Cooper School, we want to ensure our curriculum builds on students' prior knowledge and is designed to ensure our students receive the highest education. Not only in an academic nature, but also students' spiritual, moral, social and cultural development.

Status

Statutory

Purpose

The curriculum should enable all our young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to lead safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

Relationship to other policies:

This policy embraces other school policies and procedures such as those for assessment, marking, SEND, sex education and equal opportunities.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher** will ensure that:

- all statutory elements of the curriculum are in place
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Curriculum and Welfare Committee regularly
- disapplication arrangements are in place where appropriate
- the procedures for assessment meet all legal requirements
- 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 statutory targets in order to make informed decisions

Other staff will ensure that:

- the school curriculum is implemented in accordance with this policy
- see details in Appendix A

The **governing body** will ensure that:

- it considers the advice of the Headteacher when approving curriculum policy or curriculum changes and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- statutory information is published as required
- reporting requirements are met
- it participates actively in decision-making about the breadth and balance of the curriculum

Arrangements for monitoring and evaluation

The governing body will receive an annual report on:

- the standards reached in national examinations in each subject, against national averages and similar schools where appropriate
- students' progress towards targets as set by prior attainment data in each year group
- the standards achieved for the key vulnerable groups including those with special educational needs, compared with national and local benchmarks
- any disapplication arrangements

Date ratified by governing body: June 2018

Date for review: June 2019

A further inclusion support programme is in place for targeted students.

Our other statutory requirements are delivered slightly differently. PSHE, RE and careers education are mainly covered through dedicated lessons in years 7 to 9 however in KS4 these are studied via 'drop down' days, so that specialists can be invited in to speak to the appropriate cohort.

Computing is taught as a subject to all students in KS3 and in KS4 all subject areas are responsible for incorporating computing in their subjects. Students also have the opportunity to take computer science as an option in Year 9.

The KS4 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 prior to the school deciding the option blocks to ensure the option blocks are most appropriate to each year's cohort. This is then followed by personalised interviews with a member of staff to determine appropriate option choices for each individual student.

Option E has traditionally been a two year option, chosen towards the end of Year 9. In future years, the school is not intending to offer option E but will concentrate the efforts of the students on the four choices already being studied. This will give us the flexibility of extending the time allocation to subjects where we feel it will be most beneficial.

The option blocks for 2018/19 are as follows:

| Cohort | Option A | Option B | Option C | Option D | Option E |
|---------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Year 9 | <ul style="list-style-type: none"> • Geography • History • Ethics | <ul style="list-style-type: none"> • Catering & Hospitality • History • Single Sciences • Media Studies | <ul style="list-style-type: none"> • Art • Design & Technology • Spanish • Catering & Hospitality | <ul style="list-style-type: none"> • Dance • Drama • Physical Education • Music • Computer Science | |
| Year 10 | <ul style="list-style-type: none"> • Dance • Drama • Geography • Single Sciences | <ul style="list-style-type: none"> • Art • Ethics • Resistant Materials • Spanish | <ul style="list-style-type: none"> • Computer Science • Catering & Hospitality • Geography • History | <ul style="list-style-type: none"> • Catering & Hospitality • Geography • Media Studies • PE | |
| Year 11 | <ul style="list-style-type: none"> • Geography • History | <ul style="list-style-type: none"> • Art • Dance • Music • PE | <ul style="list-style-type: none"> • Computer Science • Drama • Ethics • Catering & Hospitality • French • Resistant Materials | <ul style="list-style-type: none"> • Drama • Catering & Hospitality • Media Studies • Single Sciences | <ul style="list-style-type: none"> • Production Arts (as an additional extra-curricular subject) |

In Year 11, weekly targeted intervention is offered in the three core subjects. Each has a specific evening allocation. In addition, the option subjects offer sessions on the other

two evenings and on core evenings where students are not required by core staff. The intervention timetable is co-ordinated centrally.

KS5

| A | B | C | D | E |
|---------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Politics Business BTEC | Chemistry Media Art & Design (BTEc) Philosophy & Ethics BTEC Sport | Psychology Geography Mathematics Travel & Tourism | Biology History BTEC Business Performing Arts (Dance) | English Literature Finance BTEC Sport Physics Extended Based Project |

In Years 12 and 13, we work as a joint sixth form with Adeyfield School. We also work with Longdean School as part of our Co-operative Trust. This allows us to offer a richer and broader offer in Post 16.

At level 3, the majority of students are studying three subjects with a small minority taking a fourth option. There are entry requirements to these courses. Enrolment is generally for a two year programme, with examinations at the end of this two year period.

Support for students in transition to the next phase of learning and/or employment is central to our provision.

We have introduced a unique one year programme and are only the second school to do so in the country. On the Work-Based Learning pathway, students work with a local employer for up to three days a week and spend two days in school studying for BTEC qualifications as well as having the opportunity to improve on English and Mathematics grades. At the start of the course, a short induction period of about four to six weeks with intensive study at school is mandatory for all. This allows us to give the students sufficient skills and knowledge to be successful in their work placement. Students also have the opportunity to achieve employer based qualifications and extra-curricular awards.

PSHE, PE and some measure of community contribution are all part of the Post 16 curriculum.

Provision for Year 13

A large number of options were offered last year across the three sites to ensure students were able to access a wide range of subjects. Astley Cooper students in Year 13 are currently enrolled in their second year of the courses given in the blocks below:

The current option subjects for Year 13 is:

| A | B | C | D | E |
|----------------------------------------|-----------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Biology Media Studies BTEC Sport | BTEC Business History Mathematics | Art & Design ICT Mathematics (Further Maths) Politics | Chemistry Dance Ethics & Philosophy Psychology BTEC Sport | English Literature Geography BTEC Sport (Triple) Extended Based Project |

Appendix review May 2019