

# THE ASTLEY COOPER SCHOOL



## CURRICULUM POLICY

Updated June 2019

**Headteacher: Mr E Gaynor**

**St Agnells Lane, Hemel Hempstead, HP2 7HL**

**Tel (01442) 394141**

**Fax: (01442) 401407**

**E-mail [admin@astleycooper.herts.sch.uk](mailto:admin@astleycooper.herts.sch.uk)**

# 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.

## Status

Statutory

## Our Curriculum aim and Values

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.

### 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 British Values to all our students. Our Religious Education programme is taught throughout the school unless parent's/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 Dragon's Apprentice, Interact Club, Speak Out Challenge, Sports Clubs, Drama and Dance Clubs, ACDC, External Speakers, University of Hertfordshire Aspire Higher and The Duke of Edinburgh Award Scheme.

### *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*

Students follow a linear curriculum in Year 7 with students studying in their form group for a majority of classes. Setting occurs in Year 8 in core subjects. 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

### *Key Stage 4*

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 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
- Computer Science GCSE
- Dance BTEC
- Drama BTEC
- Finance GCSE
- Geography GCSE
- History GCSE
- Media Studies GCSE
- Music GCSE
- Religious Education GCSE
- Resistant Materials GCSE
- Spanish GCSE
- Triple Science GCSE

#### **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:**

**Date for review:**

## Appendix A

### Curriculum information and structures for 2019/2020

The timetable runs on a fortnightly cycle with 25 hours per week.

The table below shows the time allocations (in hours over the fortnightly timetable cycle) for KS3 and KS4:

Curriculum 2018-2019						
Key Stage 3				Key Stage 4		
	Year 7	Year 8	Year 9		Year 10	Year 11
En	8	8	8	En	9	10
Ma	8	9	9	Ma	9	9
Sc	8	8	8	Sc	9	10
Re	2	1	1	Re	Drop Down Days	Drop Down Days
Pe	4 (Pe & Dn)	3	3	PSHE		
Art	2	2	2	Pe	3	1
Co	2	2	1	Op1	5	5
Dn	Share with PE	1	1	Op2	5	5
Dr	2	1	1	Op3	5	5
DT	1	1	1	Op4	5	5
FT	1	1	1			
Gg	3	3	3			
Hi	3	3	3			
Mfl	3	3	3			
Mu	2	2	2			
PSHE	1	1	2			
Ms		1	1			
Total	50	50	50		50	50

All students have access to the full curriculum offer. In addition, a Key Stage 3 nurture is part of the curriculum offer to ensure successful induction and integration for our most vulnerable students. These are identified using information provided by our feeder schools and to ensure all students at The Astley Cooper School can access the curriculum in future years.

In Year 7, students study Dance for four hours per cycle for one fifth of the year and PE for four hours per cycle for the other four fifths. In Year 8, all students study PE for three hours per cycle and Dance for one hour per cycle.

All students in Key Stage 4 are required to study English Language, English Literature, Mathematics and two Sciences within their core programme.

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 10.

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.

The option blocks for 2019/20 are as follows:

<b>Cohort</b>	<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Catering &amp; Hospitality</li> <li>• History</li> <li>• Single Sciences</li> <li>• Media Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Design &amp; Technology</li> <li>• Spanish</li> <li>• Catering &amp; Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Physical Education</li> <li>• Music</li> <li>• Computer Science</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Geography</li> <li>• Single Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Ethics</li> <li>• Resistant Materials</li> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Catering &amp; Hospitality</li> <li>• Geography</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Catering &amp; Hospitality</li> <li>• Geography</li> <li>• Media Studies</li> <li>• PE</li> </ul>

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

In Years 12 and 13, we work closely with our cooperative schools, Adeyfield Academy and Longdean Academy. 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 also introduced a unique Level 2 one year programme and are only the second school to do so in the country. On the award winning Pre-Apprenticeship Programme, 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.

A	B	D	E
Psychology Maths Geography	History BTEc Sport Biology Travel & Tourism Sociology Chemistry	Performing Arts Forensic Sciences Art BTEC Sport	English Literature Finance Film Studies Government & Politics

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 are:

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