



CBS Curriculum Policy 2017-2018

Coombe Secondary Schools Academy Trust

Equality Analysis Impact

Title of Policy: **Curriculum Policy**

Considered at Governors' Committee meeting: **Curriculum**

Date: **Reviewed: July 2017: Next Review: Summer 2018**

Is there relevance to equality?

- | | | |
|---|--|-----------|
| 1 | Does the policy have an adverse effect on employees, students or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. | No |
| 2 | Does the policy have an adverse effect upon a group with protected characteristics? (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion or belief, Sex, Sexual orientation) | No |
| 3 | Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality Policy) | No |

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

Coombe Boys' School Curriculum Policy

The curriculum firmly underpins the school vision and the 'Coombe Learner Profile', from which a culture and ethos is generated that supports all students within our community. We are committed to ensuring that our curriculum is broad and balanced in order that the needs of all students are provided for whatever their gifts, talents or abilities. We aim to make provision for academic achievement and the spiritual, moral, social, cultural, physical and creative development of our students.

Curriculum aims

Our Curriculum enables students to develop:

- inquisitiveness and the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning; knowledge and skills relevant to adult life and employment in a changing world;
- literacy skills, numeracy skills and competence in the use of information and communications technology;
- creativity, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-esteem, self-worth and self-confidence;
- the skills of working as an individual and as a member of a group or team;
- appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect;
- an awareness of their place in the school community and opportunities for service to each other and to the wider community.

Curriculum principles

Students entitlement

As an 11 - 18 school we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all
- appropriate levels of expectation and genuine challenge
- relevance, continuity and progression in learning

This is achieved by providing courses of study and teaching methods that are tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

Access

We are committed to ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that students who may be having difficulties or becoming demotivated are identified early and provided with appropriate support, encouragement and guidance.

Expectations of staff

Staff are expected to:

- have high expectations of students;
- employ a range of teaching and learning methods in lessons (appropriate to the group)
- ensure that students can access the curriculum and given opportunities to succeed;
- deliver programmes of study that build upon students' prior knowledge and experiences, provide subject progression and continuity, and that conform to the requirements of the national curriculum or relevant examination board.
- provide work which meets their students' needs and offers a depth and challenge that motivates and inspires them;
- involve learners in the process of learning, through discussion and feedback

- through AFL, target setting and encouraging students to evaluate their own performance and that of others.
- develop students' skills in order that they can become independent learners;
- encourage, reward and value achievement and effort, both formally and informally; and to
- keep parents/carers fully informed about the progress and achievements of their sons and daughters (Post 16).

Curriculum matters

Mixed ability teaching, setting and differentiation

On arrival in Year 7, all students are placed in tutor groups and teaching groups. In most subjects, this is the normal pattern throughout the School. Some subjects however, choose to place students into ability sets at some point during Key stage 3, in order to target work more precisely. These departments include Mathematics, English and Science.

To take account of the different skills, experiences and abilities in any given class, all staff are expected to plan work, that meets the needs of all students. This will involve, the adaption of tasks, providing differentiated resources, providing and developing extension work, addressing a variety of learning styles and environments, setting individual goals, providing different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Class sizes

In Years 7 - 9, the teaching group size is approximately 30 students. Some practical subjects, however, have smaller class sizes in order to support the health and safety of the learner (such as design and technology). Where 'setting' exists, the norm is to operate smaller groups for the lower ability groups, so that more individual support can be provided.

In Years 10 and 11 the groups for English, mathematics and science are on average about 28-30. Most other subjects are taught in option groups that vary in size from 15-28. At post-16, the optimum size of a viable group is ten students

The learning environment

We are aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All subject areas are expected to emphasize high quality displays for learning in their teaching areas and also to contribute to displays in the public areas of the school. The organisation of a classroom is also an important factor in developing effective working methods and positive ethos. It is expected that classrooms are kept orderly and students are provided with environments that are conducive to learning effectively and in comfort that adequate. Students should treat classrooms, workshops, study rooms and the Library with respect.

Schemes of learning and lesson planning

Each subject area is required to have Schemes of Learning for all year groups and external courses delivered. (Where appropriate, to the national curriculum and/ or examination board requirements). These schemes of learning are consistently followed by all teachers in their subject areas and its delivery is monitored by the curriculum leaders. Schemes of Learning provide the content of the course and how it should be structured, so that students' skills, knowledge and understanding are developed progressively and consistently. These schemes of learning are supported by assessment opportunities and methods for ensuring standardisation of the students achievements. Subject areas have marking policies that all staff who teach that subject follow. These strongly link to the whole school assessment processes and principles. Teachers plan individual lessons, or sequences of lessons, in different ways in order to match the needs of the students

Homework

We recognise the importance and value of homework. This operates as an extension of classwork, and are a vehicle to practice skills, acquire new skills, develop good study habits and more independent learning. Coombe Boys' School has a separate homework policy that is provided to all students, staff and parents/carers.

Special educational needs

All students have the right to access the curriculum. Students' special educational needs are very well supported by the Special Educational Needs Co-ordinator (SENCO) and the linked team. All students, therefore have equal opportunities to participate in the full curriculum of the school and all extra-curricular activities. Students with special educational needs are encouraged to become independent and take on responsibility roles within the school.

Coombe Boys' School adopts the staged procedure recommended by Achieving for Children (Kingston) for the identification of provision for students with special educational needs. The advice of specialists is taken at all stages.

Access to the full curriculum of the school, including the national curriculum, is achieved by careful differentiation and challenge of classwork by the subject teacher. Through careful planning, the teacher will define what the student is expected to learn. Once the learning objective is defined, a subject teacher can seek advice from the SENCO regarding strategies that could be used to help a student achieve the desired learning objectives. It is the responsibility of the subject teacher to assess whether the objective has been achieved. Schemes of Learning take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials. Particular consideration is given to the use of ICT by students whose difficulty lies in writing.

All those who teach a student with special educational needs are informed of the students' particular need by the SENCO. They will ensure that all who are likely to come into contact with the students are updated regularly with appropriately information.

The work of the SENCO is supported by Learning Support Assistants (LSAs). As far as possible, each student with a 'statement' of special educational need or an Education, Health and Care Plan (EHCP) receives their allocated hours in the form of classroom support. A small number of students benefit from a limited amount of withdrawal from mainstream lessons to support their learning by working with specialist staff.

E.A. support is provided for students whom English is not their native or first language.

Equality of opportunity

Coombe Boys' School has a detailed separate Equality and Diversity Policy.

More Able and Gifted and Talented students

Students may be identified as belonging to higher, middle or lower learning bands by their prior attainment at Key Stage 2. Students may also demonstrate particular talents and aptitudes in individual subject disciplines and in activities beyond the curriculum (such as sporting prowess or musical excellence). It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision will include planning classroom-based work that genuinely stretches the more able and provides additional challenges and experiences that may be offered through clubs, discussion groups, interest and support groups, attendance at lectures and conferences, and opportunities to participate in external groups, societies, teams and organisations. Many of our students are already involved in such activities and their excellence is acknowledged publicly in celebration and year assemblies, at prize giving and in the school newsletter.

Examinations

It is expected that all students who embark on a course that culminates in a public examination are entered for that examination, unless they fail to fulfill the examination board's requirements in relation to controlled assessment, attendance or other criteria. Subject leaders are expected to identify at an early stage, students who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. To this end, a 'mentoring' system exists for Year 11 students. Any student who, despite the best efforts of staff, are not entered for the examination in a subject are expected to complete the course of study, with other students.

Vocational education

Post 16 a variety of A Level and BTEC are offered and well established at Coombe.

At KS4, students may study a limited number of vocational courses. These include Creative Media and Food Preparation, work experience, awareness-raising (for example through assemblies and active tutorial work) and personal management and decision-making skills delivered through the Spiritual, Moral, Social and Cultural (SMSC) Education programme.

All Year 10 students take part in a one-week period of work experience. This is designed to provide an insight into the world of work and develop a range of skills that are beneficial in a work environment. As far as possible, Year 12 students following vocational courses are encouraged to take up a work placement as an integral part of their course. This placement is closely related to the vocational area which they are studying.

Information and communication technology

We believe that the development of capability in the use of ICT is an essential requirement of students' education and that they have an entitlement to ICT resources and teaching of the highest possible quality. The development of ICT at Coombe Boys' School is guided by the following principles:

- all students have an entitlement to the use of ICT, as detailed in the national curriculum, throughout Key stages 3 and 4. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in computing lessons, and as a result of the use of ICT in subject areas;
- ICT resources are planned and deployed within the context of Coombe Boys' as a community school. We seek to ensure that resources of the highest quality, and of an appropriate type are provided to meet the needs of both the school and community users;
- staff are strongly encouraged to make full use of opportunities for professional development in ICT. Practical workshops are held on a regular basis as part of the school-based in-service training programme, and there are also many opportunities to attend external courses.
- as part of the KS3/4 curriculum students take part in various cross curricular activities which are linked to the 'Coombe Learner Profile'.

Moral and Spiritual education

As a school, we seek to meet the requirements of the Kingston Locally Agreed Syllabus. The aim of religious education at Coombe Boys' School is to enable students to understand the nature of religion, its beliefs and practices and how these affect the way people live their lives. In Years 7, 8 and 9, one hour per week is allocated to religious education. In Year 10 and Year 11 students study a GCSE course in religious education and ethics'.

In post 16 aspects of religious/moral education are on delivered through a SMSC programme that is timetabled for one hour per week.

Citizenship education

Coombe Boys' School seeks to meet the statutory requirements for Citizenship education . This enables students to make considered decisions and to take responsibility for their own lives and their communities. In Years 7, 8 and 9 Citizenship is delivered through Humanities and in Years 10 and Year 11 this is incorporated into the religious, education and ethics course.

Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual, moral social and cultural development is promoted in a variety of ways. The assembly programme includes contributions from a range of people from the local community. Religious Education lessons actively encourage students to examine the nature of religion, its beliefs and practices.

Students are encouraged to reflect upon their own attitudes and values, in both religious education and other lessons. In some subjects, (notably perhaps Art, Drama, Music, SMSC, Drama/ Citizenship and English), students explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences contribute to students a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral development is promoted through the tutorial programme (including praise and rewards); in many subject areas (eg History, Religious Education, SMSC and Citizenship); through consistent application of the code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong. We seek to promote good relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Social development is promoted through many opportunities for students to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as the Student/ Student Council, working groups (eg road safety), representing the school at meetings, work in support of charities, and assisting at parents'/carers' evenings, performances and events.

Cultural development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, drama and dance workshops and performances, art exhibitions, regular visits from theatre companies and Debating Club. Students also take part in a wide range of visits and trips to museums, galleries, theatres and foreign visits and exchanges. The range of cultures represented in the school is valued and celebrated, with regular educational displays of cultural artefacts and explanations of traditions.

Spiritual, Moral, Social and Cultural Development (SMSC) including Sex and Relationship Education (SRE)

SMSC education is an integral part of the philosophy and ethos of the school. Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal social health and economic education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extra-curricular activities such as sport, Drama, Music and a wide range of trips and activities out of school.

The SMSC curriculum throughout Years 7 - 13 contributes to a number of cross-curricular areas, including personal organisation and study skills, health education (including drugs education, sex education and personal safety), education for citizenship, environmental education, economic and industrial awareness and careers education. The SMSC curriculum is taught by form tutors to their tutor groups, supported by specialist staff and outside speakers.

Work related Learning

An effective work related programme lies at the centre of the necessary experience of all students. The programme seeks to raise aspirations and help all students achieve their potential. We are aware that the changing nature of work requires special skills on the part of our students. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working lives.

Through a structured and progressive programme of learning, we expect students to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions and sources of information and guidance. We also expect them to develop relevant skills, including research, problem-solving and decision-making skills, presentational and communication skills, planning and self-management skills and the confidence needed to operate in the employment market place.

The programme operates in all year groups. Its principal features include

- awareness-raising;
- personal strengths analysis;
- job application and interview skills;
- research skills;
- action planning;
- careers interviews;
- information and guidance about post-16 and post-school education and career routes;
- work experience and work placements
- various events eg STEM activities

The work related learning programme is managed by the school's careers co-ordinator and taught by the co-ordinator and form tutors. We have close links with local colleges, 'Aim Higher' Careers Advisors and personal and intensive advisers work with students in KS4 and post 16. We have a strong partnership between staff, students, parents/carers, governors, employers, education/training providers and external agencies. There is a separate Careers policy.

Curriculum links with partner schools

Coombe Girls' School

Kings' College School, Wimbledon and various local primary schools

Knollmead Primary School

We have a number of links with the local schools which are part of our cluster group.

Monitoring, review and evaluation

The curriculum is reviewed annually by the Senior Leadership Team

Governors' Curriculum Committee

The governors' Curriculum Committee meets once per term. Its terms of reference have been agreed by the committee and approved by the Governing Body. It considers draft policies, scrutinises examination outcomes and receives feedback on the curriculum and quality of learning and teaching

Curriculum/Pastoral Leaders

Curriculum and Pastoral leaders are responsible for effective curriculum provision, including appropriate Schemes of Learning, the necessary resources to support them, and the maintenance of appropriate standards. They are responsible for providing appropriate in-service training for staff to improve the quality of provision in the classroom. They are expected to monitor the quality of teaching in the department, and to take steps to address issues. They are also expected to monitor students' standards of achievement and develop strategies to improve them. Curriculum leaders sample teachers' marking and summative formal reports to parents/carers. They are expected to ensure common standards and expectations are kept and to lead the subject area's work in standardizing assessments. Curriculum Leaders have a crucial role in quality assurance in relation to the curriculum and its delivery.

Curriculum complaints procedure

The 1988 Education Reform Act requires the governing body to have in place procedures for the consideration of complaints that the school is failing to meet its statutory obligations in relation to the national curriculum and various other matters. Full details of the curriculum complaints procedure are obtainable from the school.

In summary, parents/carers may make representations if they feel that either the school or the governing body is failing to

- provide the national curriculum in the school or for a particular child;
- follow the law on charging for school activities;
- offer only approved qualifications or syllabuses;
- provide religious education and daily collective worship;
- provide the information that they have to provide;
- carry out any other statutory duty relating to the curriculum
- or, are acting unreasonably in any of the above cases

Curriculum Procedure

Curriculum structure 2017 – 2018

Timetable is in operation that is based on a 50 period fortnight. There are 5 periods of 60 minutes each per day.

Key Stage 3:

Year 7

Students follow a common curriculum comprising

- English
- Mathematics
- Science
- Art
- Computing
- Design and Technology
- Drama
- French/German/Spanish
- History
- Music
- Physical Education
- Religious Education
- SMSC

Year 8

Students follow a common curriculum comprising

- English
- Mathematics
- Science
- Art
- Computing
- Design and Technology
- Drama
- French/German/Spanish
- History
- Music
- Physical Education
- Religious Education
- SMSC

Year 9

Students follow a common curriculum comprising

- English
- Mathematics
- Science
- Art
- Computing
- Design and Technology
- Drama
- French/German/Spanish
- History
- Music
- Physical Education
- Religious Education

At the start Year 7 we provide a 'Transition' curriculum through SMSC. This follows a more primary style curriculum. These students are integrated into other Year 7 classes on an individual review basis

Organisation of KS3 teaching groups 2017 - 2018

Year 7 – 6 form groups

- Shaftesbury and Burns divided into 3 groups for DT
- Faraday and Wilberforce divided into three groups for DT
- Stephenson and Brunel divided into three groups for DT
- Form teaching groups for Geography, History, Religious Education and Languages
- Whole year block for Maths, English and SMSC
- The most able students will have the opportunity to study Latin
- All othe subjects are taught as mixed ability form groups
- SMSC
- PE is taught in half blocks with Shaftesbury, Burns and Faraday in one half and Wilberforce, Stephenson and Brunel in the other

Teaching group names

7 Brunel
7 Burns
7 Faraday
7 Shaftesbury
7 Stephenson
7 Wilberforce

Year 8 – 5 form groups

- Maths, English and Science are whole year blocked
- Shaftesbury and Burns divided into 3 groups for DT
- Faraday and Wilberforce divided into three groups for DT
- Stephenson is divided into two groups for DT
- French, German and Spanish are taught in form group blocks
- SMSC
- PE is taught in half blocks with Shaftesbury, Burns and Faraday in one half and Wilberforce and Stephenson in the other

Teaching group names

8 Burns
8 Faraday
8 Shaftesbury
8 Stephenson
8 Wilberforce

Year 9 – 5 form groups

- Maths, English and Science are whole year blocked
- Shaftesbury and Burns divided into 3 groups for DT
- Faraday and Wilberforce divided into three groups for DT
- Stephenson is divided into two groups for DT
- PE is taught in half blocks with Shaftesbury, Burns and Faraday in one half and Wilberforce and Stephenson in the other

Teaching group names

9 Burns
9 Faraday
9 Shaftesbury
9 Stephenson
9 Wilberforce

Key Stage 4:

Years 10 & 11

At Key Stage 4, students study a common core plus three option choices:

CORE

- English (all students take both language and literature);
- Mathematics;
- Science (Triple: Biology, Chemistry and Physics, Double)
- Core Physical Education
- Religious Education (as an option in Year 10 but whole cohort in Year 11)

They then make three further choices from a list of around twelve subjects including:

- Art and Design
- Business Studies
- Computer Science
- Design Technology
- Drama
- Food Technology
- French
- Geography
- German
- History
- Media Studies
- Music
- Physical Education
- Religious Education (year 10 only – choice)

Further and Additional Maths are offered as additional subjects for the most able Mathematicians.

All courses lead to a GCSE or Level 2 qualification and for those who take either French or German and either History or Geography as 2 of their 3 options, the English Baccalaureate. The majority of students can achieve 10 GCSEs. Alternative provision is made for the small number who find this study more challenging, including college courses, BTEC's and Vision 2 Learn courses. The Fulham Academy students have more individualised curriculum.

KS4:

Organisation of KS4 curriculum

Year 10	Year 11
<ul style="list-style-type: none">• 5 sets taught in blocks for Maths and English• 6 sets taught in blocks for Science• 4 blocks of additional choice subjects (approx. 8 subjects in each block)• 1 day college release for a limited number of students following personalised pathways (including other vocational qualifications)	<ul style="list-style-type: none">• 5 sets taught in blocks for English• 6 sets taught in blocks for Maths and Science• 3 blocks of additional choice subjects (approx. 8 subjects in each block)• 1 day college release for students following personalised pathways (including other vocational qualifications)

Option blocks in year 10

A	B	C	D
Business Studies Computing Design & Tech (RM) Drama EAL Geography History Religious Education	Art Computer Science Design & Tech (Food) Geography German History Media Studies	Business Studies Computer Science Design & Tech (RM) Drama French History Media Studies	Creative Media (VCE RT) French Geography German History Music Physical Education

Option blocks in year 11

A	B	C
Art Business Studies Computer Science Design and Tech (RM) Drama French History Physical Education	Computer Science Design & Tech (Food) Drama EAL Geography German History Physical Education	Business Studies Design & Tech (RM) Food & Prep (VCERT) French Geography History Media Studies Music

Post 16 - Joint provision with Coombe Girls' School : Level 3 vocational qualifications

Students choose from a wide range of approximately thirty five AS and A2 courses. Five Level 3 BTEC courses are available in Applied Science, Business studies, Creative Media, Health & Social Care and Performing Arts. GCSE retakes in English and Maths are also available for students who have not achieved a grade 4 or above.

In addition, all sixth form students follow a course in Spiritual, Moral, Social and Cultural Development (SMSC) which includes RE, attend a weekly assembly/tutorial session and are able to take part in physical education. They are expected to carry out community service in Year 12 or 13 if time permits.

Organisation of post 16 curriculum

Year 12 Level 3 Y1	Year 13 Level 3 Year 2
Applied Science Business Studies Creative Media Health & Social Care Performing Arts English and Maths GCSE resit	Applied Science Business Studies Creative Media Performing Arts English and Maths GCSE resit

Updated KVS 2017

Review date: Summer 2018