
Charters School

Curriculum Policy

Updated April 2011

Curriculum Policy

Approved on 05.04 2011 Minute number 200/11

Review Date April 2012

Statutory requirements applying: None

Clerk to Governors to indicate where information is to be displayed

Website ✓ First Class ✓ Folder ✓

Approved by Curriculum committee

CURRICULUM POLICY

Aims

Charters School aims to:

- ensure that pupils develop the essential literacy and numeracy skills;
- provide pupils with a full and rounded entitlement to learning whilst personalising the curriculum as far as possible to the needs , interests and ability of each pupil;
- foster pupils' creativity and develop essential skills, including learning skills;
- promote a healthy lifestyle;
- inspire pupils to a commitment to learning which will last a lifetime;
- promote high standards in all learning and teaching; and
- promote community cohesion.
- create successful learners
- create confident individuals
- create responsible citizens

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. In the Sixth Form it encourages students to continue their education beyond the current statutory school age. It is designed to ensure smooth progression from 11 to 19.

It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils in society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. In particular:

- Personal, social, health and citizenship education reflecting the school's aims and ethos. This includes an emphasis upon community cohesion.
- Religious education
- Appropriate information and guidance on the world of work.
- An appropriate programme of enterprise education.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has a Disability Equality Scheme, incorporating the Accessibility Plan.

Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

SUBJECTS OFFERED

KS3

In the first three years pupils will experience a broad range of subjects. The table below indicates the subjects and number of periods allocated over a two week (50 period) timetable.

	Year 7	Year 8	Year 9
English	7	7	6
Mathematics	6	7	6
Science	6	6	7
French	3	3	3
Spanish	2	3	3
History	2	2	2
Geography	2	2	2
Technology	4	4	4
Information Technology	2	2	3
Art	2	2	2
Music	2	2	2
Drama	2	2	2
Religious Education	2	2	2
Physical Education	5	5	5
Citizenship	2	1	1
Learning to Learn	1		

In Years 7, 8 and 9 most pupils do 3 lessons of French every two weeks and 2 lessons of Spanish in Year 7 and 3 lessons of Spanish in Years 8 and 9. A targeted group of students who need support with core skills will only study one Modern Foreign Language and not a second language; the lessons gained will, therefore, be used to deliver support activities for these pupils.

In Year 9 targeted groups of our more able scientists begin their GCSE Core Science Course This then allows these students to spend the two year period in Years 10-11 studying GCSE Triple Science.

In Year 9, all pupils begin to study the OCR National Diploma in ICT which continues into years 10 and 11, and they also begin their GCSE Maths.

KS4

The scheme is structured to ensure compliance with the requirements of the National Curriculum, to allow for specialisation and a degree of choice.

The main focus is to allow students to follow a curriculum suited to their needs, abilities and interests. All students have the same core entitlement; GCSE English, GCSE Mathematics, a Science Course (GCSE or BTEC), a Physical Education course (full or short course GCSE PE or GCSE Dance or BTEC Sports Studies) and Cultural Studies (Religious Education, Citizenship, Careers and Personal, Social, Health Education). Most students can then choose to follow a set of traditional GCSEs, or a mixture of traditional GCSEs and vocational courses. Within and outside of the core curriculum, there are many curriculum pathways giving students flexibility to pursue a curriculum adapted to their personal needs. A carefully selected group of students are invited to follow a vocational route which includes off-site provision, in addition to the core entitlement. This route involves students attending the Royal Windsor Skills Centre for one day each week to study either Hair Dressing or Beauty Therapy or Construction or Motor Vehicle Technology.

Many students are also able to choose a subject to be studied in double option time from BTEC Business or GCSE Child Development or GCSE Resistant Materials. Some targeted students opt for Study Plus; additional support in Maths and English.

The table below indicates the subjects and number of periods allocated over the two week (50 period) timetable.

English	GCSE Language & Literature	6
Mathematics	GCSE	6
Science	GCSE Physics & Chemistry & Biology Or GCSE Core Science & Additional Science Or BTEC Science	9
Physical Education	Full or short course GCSE Dance or BTEC Sports Studies	5
Cultural Studies	Non-examined	3
ICT	OCR National Diploma	1
Option 1) Option 2) Option 3) Option 4)	Traditional GCSEs Further ICT BTEC: Business Studies, Performing Arts (Acting) and Sports Studies Young Apprenticeship in Sports Double time Courses Study Plus or Extended English	5 5 5 5

Young Apprentices follow BTEC Sports Studies, and study outside the school day too. Their course includes additional work experience.

Examples of Key Stage 4 Option Packages.

	Option 1	Option 2	Option 3	Option 4
Student A	GCSE History	GCSE Spanish	GCSE Music	GCSE Graphic Products
Student B	GCSE Geography	GCSE Food Technology	BTEC Business Studies	BTEC Performing Arts
Student C	GCSE Art	Study Plus	GCSE Child Development (Double Time Option)	
Student D	Construction (College)	Extended English	GCSE Resistant Materials (Double Time Option)	

KS5 Main Courses

Vocational Qualification Courses

BTEC First Diplomas are available in Business and Sport at Level 2. An NVQ in Tennis Coaching and an NVQ in Football Coaching are also on offer.

The school also offers BTEC courses at Level 3. BTEC Sports Award and Certificate and BTEC Award in Performing Arts can be combined with AS and A Levels.

Advanced Level Courses (AS and A2)

One or two year course are offered studying the following subjects:-

Applied Business
 Applied Science
 Art and Design
 Economics
 English Literature
 Film Studies
 Geography
 Geology
 Government and Politics
 Graphic Products History
 Food and Textiles Technology
 Applied Information Technology
 Mathematics: Pure, Mechanics, Statistics, and Further Mathematics
 Modern Languages: French and Spanish
 Music
 Performing Arts
 Photography
 Physical Education
 Psychology
 Religious Education
 Resistant Materials
 Science: Biology; Chemistry; Physics
 Sociology
 Theatre Studies
 Textiles

Examples of alternative post 16 routes

Years 12/13

Able Ability (5+ A*-B GCSEs)	'A' level English Literature	'A' level Biology	'A' level Psychology	'A' level French	AS Citizenship (2 hours)
Middle Ability (5+ B-C GCSEs)	'A' level Sociology	'A' level Textiles	'A' level Theatre Studies	AS Citizenship	
Middle Ability (5+ B-C GCSEs)	BTEC Applied Business (Double Award)	'A' level Graphic Products	AS Citizenship		
Middle Ability (5+ B-C GCSEs)	NVQ Football Coaching (18 hours)	BTEC Sports Studies (Single Award)	AS Citizenship		
Low Ability (Mainly Ds at GCSE)	BTEC First in Business (27 hours)	Retake GCSE Maths and GCSE English (2 hours each)			

- All 'A' levels and Single Award BTECs are allocated 9 hours per fortnight
- Double Award BTECs are allocated 18 hours per fortnight

Complementary One Year Courses

English (Language) GCSE
Mathematics GCSE

Citizenship Studies AS

This is a one year course which leads onto a full AS qualification.

General Activities

- All students are involved in PE with a full programme of competitive matches.
- The Sixth Form Social Committee regularly run activities and trips including Mufti Days, Leavers Balls and an OAPs Party. Sixth Form students take part in all Curriculum Enrichment with varied activities from safe driving presentations and study skills support to debates and visits to universities.
- All students take part in Community Service which supports their Citizenship AS Level as well as future applications.
- Higher Education Advice is easily available through a formal programme and many informal opportunities. It is an important part of the Curriculum Enrichment programme

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to emphasise a particular curriculum area; and
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the pupil and parent.

Religious Education

Religious education is available to all pupils at Key Stage 3 and at Key Stage 4 as part of the Cultural Studies programme of study. In the Sixth Form it is delivered as part of the AS Citizenship Course and Curriculum Enrichment Programme. Parents have the right to withdraw their children from religious education.

Sex Education

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. In the Sixth Form these programme continue in both years with an additional emphasis on keeping safe.

A full statement of the school's sex education policy is available separately. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner. The Cultural Studies curriculum at Key Stage 4 and Citizenship in the Sixth Form are integral to helping the students become informed adults.

Community Cohesion

By community cohesion, the government means through its curriculum the school will work towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

PE and Games

All pupils are expected to take part in the school's physical education and games programme. Pupils can only be excused from PE and games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme.

Special Educational Needs

The school has a special educational needs policy for statemented and non-statemented pupils. The school will determine the appropriate courses in consultation with the parents.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Head of Year.

If the issue is not resolved parents should contact the Headteacher.

Monitoring and Review

This policy will be monitored by the Senior Leadership Team member responsible, who will report on its implementation on a regular basis.

The Co-Headteachers regularly report to the governing body's Curriculum Committee on the progress of the policy and recommend any changes.