

Conyers School

*Perseverando
Through perseverance*

CURRICULUM POLICY

Updated: March 2019

Origin: J C Downs (Deputy Headteacher - Curriculum)

Introduction:

At Conyers we believe that every student matters. Our core values are self-belief, mutual respect and pride in our community.

Conyers is an inclusive school and we are committed to providing the best possible learning opportunities for all of our students. Our guiding principle is to provide a broad, balanced, stimulating and challenging curriculum for all students at Conyers which is in line with current guidance from the DfE and QCDA.

At Conyers we aim to develop;

- Independent, determined students who will achieve their potential
- Creative, confident learners who will embrace opportunity
- Enthusiastic, empathetic people who will contribute positively to their community

The Executive Team works with the Curriculum & Standards Sub Committee of the Governing Body in monitoring and evaluating the quality of the curriculum. The curriculum at Conyers is not static and is reviewed regularly to ensure that it helps drive the realisation of the aims.

Policy:

The curriculum at Conyers should:

- raise attainment, with a focus on English, mathematics, science and ICT
- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- induct learners into the essential knowledge, skills and discourse of subject disciplines and to develop specialisms appropriate to aptitude
- prepare young people for the world of employment and further and higher education
- make learners more aware of, and engaged with, their local, national and international communities
- encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- contribute to community cohesion
- acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation.
- Give students an understanding of British values and prepare them for life in modern Britain.
- Meet statutory requirements.

Personal Development in the Curriculum

Personal development in school is the means by which all young people are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

Personal, learning and thinking skills are also integral to the personal development of young people and the roles they take on in life and they are an integral part of our school curriculum.

Every member of the school staff can contribute to the personal development and therefore to the wellbeing of each young person in the school.

Conyers School

*Perseverando
Through perseverance*

Half termly focus days provide all students with rich learning experiences that cover whole school curriculum dimensions, PSHE and Citizenship. The dimensions are incorporated into subject schemes of work, tutorial period as well as focus days.

This policy should be read alongside other policies of the school, in particular

- Teaching and Learning Policy
- Highly Able Policy
- Assessment Policy
- Homework Policy
- ICT Policy
- Sex and Relationships Education Policy
- Positive Behaviour Policy
- Reporting and Recording Policy

Specific subject information is contained in department handbooks.

How it will be monitored: Leadership Forum Annual Meeting with all Team Leaders	By Whom: Deputy Headteacher (Curriculum)
---	---

Review Date: Annually, February	Review Assigned to: Conyers Local Governing Body's Curriculum & Standards Committee
--	--

Conyers School

*Perseverando
Through perseverance*

Curriculum Policy Appendix 1 Curriculum Structure for 2018/19

The school operates a 2 week 50 period timetable.

Key Stage 3

All students study all subjects in the National Curriculum for Key Stage 3 as well as Drama and RE. The number of periods allocated to each subject per fortnight is given in the table below.

	Year 7	Year 8	Year 9
English	7	7-1	7-1
Mathematics	7	7-1	7-1
Science	6	6	6
MFL	6	5	5
History	3	3	3
Geography	3	3	3
Design Technology	4	4	2
Computing/ICT	2	2	3
Art	2	2	3 (2)
Music	2	2	0 (2)
Drama	2	3	3 (2)
Religious Education	2	2	3
Physical Education	4	4	4

Year 7

All classes are taught in mixed ability tutor groups apart from Maths.
Technology 2 tutor groups with 3 staff
Maths 4 sets across half year group.
Learning Support a mixture of withdrawal and in class support.
Voyagers En, Sc, Fr, G, H, IT and RE.

Year 8

Maths - 4 sets across half year group
Technology 2 teaching groups with 3 staff.
French - 4 sets across half year group. Students with learning difficulties go to Learning Support. The top set miss one lesson of both English and Mathematics for German
All other subjects taught in mixed ability teaching groups.
Learning Support - in class support and withdrawal for literacy reinforcement.

Year 9

Maths/Science - 5 sets across half year group
Technology - 4 teaching groups with 6 staff. Students choose to do either Food & Textiles or Engineering, Graphics and Resistant Materials.
Creative Arts – students do 3 periods of Art & 3 periods of Drama unless they have a talent for Music when they 2 periods each of Music, Drama and Art.
French - 4 sets in each half-year group. The top set complete GCSE French at the end of Year 9.
IT/Computing – 5 groups in each half year group. Students start their GCSE course in either Computing or ICT.
All other classes taught in mixed ability teaching groups.
Learning Support - in class support

Conyers School

*Perseverando
Through perseverance*

Key Stage 4

The scheme is structured to ensure compliance with the requirements of the National Curriculum, to allow for specialisation and a degree of choice. The options process takes place during the spring term in Year 9. The curriculum offer includes extension for the most able e.g. Further Maths iGCSE in Y11, and GCSEs in two Modern Languages.

Core

Maths 10 sets across year group. Set 1 GCSE Maths and Further Maths iGCSE

Science 10 sets across year group Sets 1-3 separate GCSEs in Biology, Chemistry and Physics; Sets 4-10 Y10 Core Science Y11 Additional Science.

French 5 sets in each half year group - these define En/Re/PE blocks. The top set do German GCSE.

Options

Every student must choose an ICT option (GCSE ICT or GCSE Computing). Remaining 3 - guided choice to ensure curriculum balance from A, Dr, Mu, Music Technology, Business Studies, PE, Geography, History, BTEC Travel & Tourism, Technology Subjects (GCSEs in Textiles, Food, Graphics, Res. Materials, Applied GCSE in Engineering), and a learning support option.

Y7-11

PSHE and citizenship = tutorial periods + half termly focus days.

Sixth Form

4 option blocks (10 periods) matched Y12/Y13 - generated from student choices.

24 subjects available at AS/A2 levels

1 Level 3 BTEC course

Those students who failed to secure a Level 2 pass in GCSE English and/or Maths during Y12 have timetabled lessons in the subject(s) they failed.

General Studies programme introduced through assemblies and developed during tutorial periods.

Extended Project start end of Y12 continue into Y13.

Wednesday afternoon variety of enrichment activities (Music Technology, Sport, Community Service, Mentoring)

Half termly Focus Days ensure coverage of Cross Curriculum Dimensions, PSHE & RE.