

THEALE GREEN SCHOOL

CURRICULUM POLICY

Purpose and background

It is the aim of Theale Green School to provide a broad and balanced curriculum that should inspire and challenge all students to

- Achieve their highest possible level of academic outcomes
- Develop strong and positive personal attributes and values
- Build the very best launching pad for their chosen futures.
- Ensure progress of all students is better than students nationally

The school's curriculum will be compliant with the National Curriculum and any statutory requirements. The school will anticipate and respond to national developments in curriculum and assessment.

The school will offer a broad range of subjects and styles of learning. Our aim is to ensure that every student is able to study the courses necessary to pursue their chosen further education and/or career path. That said, however, ensuring students are matched appropriately to courses is essential if they are to succeed and, with this in mind, the school will set entry requirements for some courses. We must also ensure that we tailor our curriculum according to our available funding and thus principles of best value will apply to curriculum decisions. The school retains the right to cancel an advertised course if insufficient numbers are recruited to make the course viable. Through appropriate differentiation, we will meet the needs of all groups of students.

Curriculum Vision

Theale Green believes all students should leave well prepared for future success in all aspects of their lives.

Theale Green is committed to a learning community which is safe, purposeful, challenging and fosters mutual respect between all members.

High quality teaching enables pupils to enjoy their learning, achieve their potential and develop as individuals. This includes stimulating lessons which:

- Improve knowledge, skills and understanding;
- Endeavour to overcome barriers to learning;
- Make clear to pupils the next steps to further improvement;
- And promote behaviour conducive for all to learn.

Opportunities will be provided for all pupils to receive appropriate levels of challenge and support, to broaden their cultural, social, moral, spiritual, sporting and technological horizons, to develop independence and to be prepared for living and working in a diverse 21st Century society.

Policy Objectives

The curriculum will accommodate the range of students' interests and abilities, meeting the needs of SEND, Pupil Premium and More Able students. The curriculum will allow students to learn at different rates in order to achieve success and ensure progression within and beyond the school.

All students will have access to the full National Curriculum and all other statutory requirements. The curriculum will ensure equality of opportunity for all students and will support the aims and values of the school.

To achieve these aims, the principal objectives of the whole school curriculum policy are

- to support the aims and objectives of the school;
- to enable the teaching staff to organise the curriculum, construct schemes of work and prepare an annual timetable of lessons according to the main aims of the policy;
- to establish the curriculum entitlement for all students in the school;
- to enable all students to achieve a range of qualifications to the best of their ability;
- to equip students with the skills, knowledge and attitudes needed for adult life and employment;

Managing of policy

School: This policy is implemented and managed by the school's Curriculum team and the Senior Leadership Team of the school.

Governing Body: The Governors' Student Progress and Welfare Committee reviews this policy on a regular basis.

Approval: Approved by the Student Progress and Welfare Committee on 04 July 2017

Next Review due: Summer 2020

Associated policies and documents

Assessment and Reporting, Careers Education and Guidance, Drugs, Homework, Information and Communication Technology, Sex and Relationships Education, Personal, Social & Health Education and Citizenship, Special Educational Needs and More Able.

Practice and Procedures

Curriculum plan and structure of the school day

The curriculum plan and the structure of the school day will be reviewed annually by the school's leadership team.

	Timings
Tutor time	8.35 – 8.55 am
Period 1	8.55 – 9.55 am
Period 2	9.55 – 10.55 am
Break	10.55 – 11.15 am
Period 3	11.15 – 12.15 pm
Period 4	12.15 – 1.15 pm
Lunch	1.15 – 2.00pm
Period 5	2.00pm – 3.00pm

Grouping of students

Decisions about the principles of grouping of students will be made by the school's leadership team following consultation with the school's curriculum lead, individual subject leaders, heads of year and the SENCo. It is recognised that different decisions will be appropriate for different subjects. Some subjects by necessity or by choice may teach in mixed ability groups; others may prefer to operate a form of ability-based setting. The decisions made will be based upon the following principles:

- Groupings should enable all students to access the curriculum at a level appropriate to their potential;
- Particular care should be taken to meet the needs of More Able, PP and SEND students;
- The use of setting should be flexible and should allow students to move between groups if misplaced;
- Allocation of students to sets should be based upon ability and not simply prior attainment; every effort must be taken to avoid placing a student in a set which reinforces underachievement;
- Setting is not a substitute for appropriate differentiation or good teaching;
- Attention should be paid to the social dynamics of proposed classes in order to minimise behavioural issues.

Personalised learning

The school endeavours to personalise learning to meet the individual needs of students by offering:

- Approaches to learning that identify and respond to the individual learning styles of students;
- A range of courses suited to the needs of students of all abilities;
- The use of ICT to broaden the scope of students' learning and to develop independent study skills;
- In-class support, modified programmes of study and intensive tuition in small groups or individually for SEND students;
- Flexibility to adapt the curriculum or timetable for students at risk of exclusion;
- Learning opportunities outside the normal timetable structure that enhance and enrich the experience of students;
- A wide range of extra-curricular activities;
- Opportunities to develop leadership skills and to contribute to community cohesion;
- Learning opportunities beyond the capacity of the school through partnerships with other schools and colleges;
- Relevance to the world of work through business links and work placements.

Key stage 3

The curriculum for Key Stage 3 is as follows. This is based on a 50 lesson fortnight. Students also have a twenty minute tutor period every morning.

Subject	Year 7 (lessons per fortnight)	Year 8 (lessons per fortnight)	Year 9 (lessons per fortnight)
English	7	7	7
Mathematics	7	7	7
Science Biology, Chemistry & Physics	6	6	6
Art	2	2	2
Dance	2	2	2
Drama	2	2	2
Ethics and Philosophy	2	2	2
Geography	2	2	3
History	2	2	3
Information Technology	2	2	2
Languages French or Spanish	4	4	4
Music	2	2	2
Physical Education	4	4	4
PSHE	2	2	2
Technology	4	4	2

Students follow a curriculum which includes all National Curriculum subjects. There are opportunities for withdrawal from normal lessons for fixed periods of time for intensive tuition in literacy, numeracy and social skills. This programme is managed by the Learning Support Unit.

Key stage 4

The curriculum for Key Stage 4 is as follows. This is based on a 50 lesson fortnight. Students also have a twenty minute tutor period every morning.

Subject	Year 10 (lessons per fortnight)	Year 11 (lessons per fortnight)
English	8	8
Mathematics	8	8
Science Biology, Chemistry & Physics	9	9
Physical Education	4	4
PSHE	1	1
Option A	5	5
Option B	5	5
Option C	5	5
Option D	5	5

All students follow a core curriculum consisting of English, mathematics, science, PE and PSHE. This takes up 60% of curriculum time. Students select from a range of options to complete the remaining 40% of time; this includes GCSEs and a range of other academic and vocational courses.

As from September 2016 we operate three pathways for students at GCSE.

Pathway 1 will ensure that students with sufficient aptitude are directed towards an EBacc suite of GCSEs. This will ensure that we have significant numbers of students following this route. Within this framework there remains an element of open choice.

Pathway 2 students have the opportunity to study for an EBacc suite of GCSEs should they choose to do so. However, there will be a more open choice for these students according to aptitude and ability

Pathway 3 will be retained for students who require a more tailored suite of GCSE subjects. Students will be placed on relevant pathways according to prior attainment, current rates of progression and projected future attainment.

Compulsory GCSE Subjects taken by all students:

English Language
English Literature
Mathematics
Science (Double combined Science or Triple Science)

Compulsory Non assessed subjects:

Physical Education
PSHE (including RE)

Optional Subjects:

EBacc subjects :

Computer Science
Geography
History
Spanish (or French)

Other optional Subjects:

Art (Fine Art)
Business
Dance
Drama
Fashion and Textiles
ICT (BTEC)
Material Technology
Music
Photography
Physical Education
Religious Studies
Visual Communications

Individualised Subjects:

ASDAN
Study Skills

Sixth Form

The school will normally require five good passes at GCSE including a 4 or above in English Language and Mathematics for students to be able to enrol on any of the courses.

From September 2017 Sixth Form offers Linear A Level courses and Level 3 BTEC courses which are equivalent to one A Level qualification. The table below shows the current courses offered:

Linear A Levels 2 year courses (10 hours teaching per fortnight)		BTEC Subsidiary Diploma 2 year courses (10 hours teaching per fortnight)	Enrichment (2 hours per fortnight)
Fine Art	History	Business Studies	Various activities
Biology	Mathematics	Sport	e.g. Sports and life skills
Business Studies	Further Mathematics	Travel & Tourism	
Chemistry	Music		
Computer Studies	Photography		
Dance	Physics		
Drama	Physical Education		
Economics	Psychology		
English Literature	Politics		
Film Studies	Religious Studies		
French	Spanish		
Geography	Textiles		

Students also have the option of completing the Extended project qualification, where it is equivalent to half an A level. Student's choice of topic is free although they must show it is academically useful, either related to their current course of study or their future career.

Careers

Effective and independent careers guidance is an important part of the broad and balanced education which we provide.

Career days take place for all year groups throughout the Year.

The evening event of Meeting the Professionals is a highlight of the calendar for Year 9 and above as it gives students the opportunity to meet professionals from a wide range of local industry and to gain insight into a future career.

During Year 11 students will gain valuable practical experience by completing CV writing together with a formal mock interview day with professionals.

Literacy/Numeracy

At Theale Green we recognise that literacy and numeracy are key to pupils accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers.

We have a new designated Literacy Co-ordinator who will ensure that literacy is promoted and reinforced throughout the whole school, together with a new designated Numeracy Co-ordinator from September 2017. Pupils reading ages are assessed on arrival to Theale Green. Any student who is below their expected reading age is given support and training to accelerate their progress.

SMSC

We provide a full and thorough curriculum for Spiritual, Moral, Social and Cultural education.

The impact of this is a school that is inclusive and aware of others needs and feelings. Pupils are open to new ideas and other cultures.

Theale Green is working towards becoming a Rights Respecting School (UNICEF): Together the school community learn about children's rights, putting them into practice every day. The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together. There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting school makes goes beyond the school gates, making a positive impact on the whole community.

British Values

At Theale Green the curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas and Personal Development days as well as through our school ethos which celebrates every child and marks significant events.

PSHE

PSHE provides a framework for skills development within the curriculum. It focuses upon the relevance of education for employability and the development of personal, learning and social skills?

Sports

Theale Green School has a proud tradition of sporting participation and excellence. We offer the chance for students to take part in a wide variety of sporting activities and see significant value in students taking part in after school physical education.

Enrichment

Theale Green School offers a variety of opportunities for students to enrich their curriculum through trips, visits and various calendared events. E.g. House events, after school and lunchtime clubs. We want students to enjoy school and to learn skills for life.

Additional Needs

We aim to provide a broad, balanced and differentiated curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some pupils will need additional support from time to time.

Every effort and opportunity is taken to provide the most appropriate and challenging education for every pupil, whatever their disability, which is monitored and assessed with sensitivity.

Future Curriculum Planning

A consultation will take place to consider the merits of moving to a three year GCSE Key Stage 4 model to enable students to develop deeper knowledge and understanding of their chosen GCSE subjects and ensure that students are challenged in Year 9 to build firm foundations for their further GCSE study in Years 10 and 11. The outcome of this consultation will need to be fully evaluated before any changes are made.

Curriculum links need to be forged between Theale Green School and feeder primary school to enable primary students to develop new skills and extend their learning in various curriculum areas.