

## St. Clare's School

### Curriculum Policy

#### Mission Statement

Achievement, Challenge, Excellence

*'A place where the best teachers ignite your child's passion to learn. Where your child will be challenged to attain academic excellence in a stimulating, caring and supportive environment, so that they will become independent, critical thinkers with knowledge and confidence to succeed in life'*

Name of policy	<b>Curriculum Policy</b>
Author of policy	<b>Helen Hier</b>
Date adopted by St. Clare's	<b>January 2015</b>
Date of next review	<b>September 2016</b>

#### Aims

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

The School will:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- Create and maintain an exciting and stimulating learning environment;
- Ensure that each child's education has continuity and progression;
- Ensure that there is a match between the child and the tasks he/she is asked to perform;
- Provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- Treat children in a dignified way.

**Children should:**

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- Be happy, cheerful and well balanced;
- Be enthusiastic and eager to put their best into all activities;
- Begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- Care for and take pride in their school;
- Be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- Be developing non-sexist and non-racist attitudes;
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- Be developing an enquiring mind and scientific approach to problems;
- Have an opportunity to solve problems using technological skills;
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- Know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- Have some knowledge of the beliefs of the major world religions;
- Be developing agility, physical co-ordination and confidence in and through movement;
- Know how to apply the basic principles of health, hygiene and safety.

## **St. Clare's School Curriculum Structure for 2016-17**

### **Year Group Banding Arrangements**

**Year 13-** The year has two registration groups which are organised independently of ability groups

**Year 12 –** The year has two registration groups which are organised independently of ability groups

**Year 11 –** The year has two registration groups which are organised independently of ability groups

**Year 10 -** The year has two registration groups which are organised independently of ability groups

**Year 9 –** The year group has 2 registration groups which are organised independently of ability groups. Pupils are set for English, Maths and French, all other classes are mixed ability.

**Year 8 –** The year group has 1 registration group which is organised independently of ability groups. Pupils are set for English and Maths, all other classes are mixed ability.

**Year 7 –** The year group has 2 registration groups which are organised independently of ability groups. Pupils are set for Maths only, all other classes are mixed ability.

## **Weekly Curriculum Distribution**

**The school operates a weekly timetable of six 50 minute lessons per day**

**The lesson allocation per week is as follows:**

### **Key Stage 3**

Maths	4 periods
English	4 periods
Biology	2 periods
Chemistry	2 periods
Physics	2 periods
Geography	2 periods
History	2 periods
French	2 periods
Spanish	2 periods
PE	2 periods
ICT	1 period
Music	1 period
RS	1 period

### **Carousel Subjects**

Art /Home Economics	2 periods (Fortnightly Carousel)
Drama/PSE	1 period (Weekly Carousel)

- Careers lessons are also timetabled in Year 9. There is a Carousel for Drama/ PSE and Careers. Each subject is taught for two terms of the year. There is also a programme of guest speakers (See Careers Policy, SRE Policy & PSE Policy)
- In Year 9, the students follow the BTEC Home Cooking and Skills Level 1 (QCF)

## **Key Stage 4**

Pupils in Key stage 4 are able to take up to 10 GCSEs within the school timetable. This number can be reduced and pupils may choose study skills as an option in order to consolidate learning from another lesson and focus on fewer GCSEs.

Pupils have to study English Language, English Literature (with the exception of some ALN pupils) and Maths. Pupils are then advised to choose one Science. Pupils can make 7 additional choices.

4 periods are allocated to both Maths and English per week and 3 periods are allocated to all option choices.

At St. Clare's every effort is made to allow pupils to study their subjects of choice for GCSE. They are not therefore asked to choose subjects from pre-set option boxes. They make seven 'free' choices and The Deputy Head then creates the option boxes to 'best fit' the year group. It is not possible for every pupil to be able to study all of their seven original choices, but it allows for far more of their options to be possible than if the option boxes were pre-set.

BTEC Childcare was a new option choice in September 2015, to give pupils the opportunity to choose a different pathway and to broaden the curriculum at St. Clare's in order to meet the needs of all pupils.

There are three sets for Maths in Year 10 and 11 and two sets for English at present, all other subjects are mixed ability. Biology will be the Science that most pupils will opt for in Year 10 (September 2016), this therefore will also be set according to ability.

In Maths, foundation pupils have the opportunity to sit the Foundation paper in the November of Year 11 and if successful, they will follow the Higher Tier Scheme of Work and will sit the Higher Tier Maths paper in the Summer of Year 11 in order to try and improve upon a Grade 'C'.

Some of the MAT Maths pupils in Year have studied Additional Maths GCSE as an extra-curricular option, taught after school and Saturday mornings.

## **Key Stage 4**

Maths	4 periods
English	4 periods
Biology	3 periods
Chemistry	3 periods
Physics	3 periods
Geography	3 periods
History	3 periods
French	3 periods
Spanish	3 periods
Art	3 periods
Business Studies	3 periods
Catering	3 periods
Computer Science	3 periods
Drama	3 periods
Graphic Communication	3 periods
PE	3 periods
Music	3 periods
Psychology	3 periods
RS	3 periods
BTEC Childcare	3 periods
Core PE	1 period

## **Carousel Subjects**

Careers/PSE

Collapsed PSE and Careers days timetabled throughout the year. Lunch time sessions are also used for careers guidance

(See Careers Policy, SRE Policy & PSE Policy)

## Key Stage 5

Pupils in Key stage 5 are able to take up to 4 subjects at AS level and most pupils then go on to study 3 of the 4 subjects at A Level. This number can be reduced to 2 A levels in some circumstances. The Head of Sixth Form plays a key role in option choices in the Sixth Form and liaises with the Deputy Head.

At St. Clare's every effort is made to allow pupils to study their subjects of choice for A Level. They are not therefore asked to choose subjects from pre-set option boxes. They make up to four 'free' choices and The Deputy Head then creates the option boxes to 'best fit' the year group. The Head of Sixth form meets with individual pupils if all of their original subject choices are not possible, in order to discuss other subject choices. There are 6 periods timetabled for each AS/ A Level Subject choice.

The subjects offered at AS and A Level are:

Maths

Further Maths

English

Biology

Chemistry

Physics

Geography

History

French

Spanish

Art

Business Studies

Graphic Communication

PE

ICT

Music

Psychology

RS

Textiles

Fast Track GCSE Italian is also offered to linguists in Year 12. They complete GCSE Italian in one year.

Fast Track GCSE Drama is also offered to Year 12 pupils. They complete GCSE Drama in one year.