



THE CAVENDISH SCHOOL CURRICULUM POLICY

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Aim

At The Cavendish School, our objective is to:

- Promote high standards of teaching and learning that will stimulate interest in all disciplines, foster motivation and maximise achievement;
- Provide an appropriately broad and balanced curriculum;
- Widen employment and further education choices for students of all abilities;
- Develop in students the personal skills, interests and attitudes that will contribute to success as responsible adults.

Rationale

The curriculum must be designed to fulfil these aims and to operate within the context of the school ethos, fostering the values that we hold to be important. It is essential that we empower every student to achieve his or her full potential, from whatever starting point. We believe that there should be progression from a broad and balanced curriculum at KS3 to a more specialised programme for students in KS4 and KS5. Continuity and progression are fundamental.

- We value diversity, meeting the needs of every individual. Our curriculum must reflect the fully comprehensive nature of our intake. We recognise that success can be achieved in many ways and that our curriculum needs to accommodate the different strengths and abilities of every individual;
- The curriculum must also ensure that we provide opportunities for the students to develop morally, spiritually, socially and culturally as well as academically;
- The development of a physical literacy is also important in terms of skills and co-ordination, encouraging students to take an interest in their health and welfare;
- We also aim to inspire a culture of learning in all our students, encouraging life-long learning for all.

We will endeavour to ensure that the curriculum:

- Meets the National Curriculum and other statutory requirements;
- Is broad, balanced, relevant and differentiated;
- Is able to respond to changing demands over time;
- Takes into account Key Skills (Literacy, Numeracy and ICT), work-relating learning, leadership and the ability to communicate;
- Takes into account the key elements of 'Every Child Matters';
- Is pragmatic and able to be provided within financial and timetable constraints;
- Is enriched through out of hours learning and offsite visits (always bearing in mind the need to balance the benefits of out of school learning with the impact of loss of learning for other students whose teachers are absent from the classroom);
- Should be enough to provide personalisation for each student particularly at KS4 and 5;
- Prepares students for the world of work and higher education in the 21st century.

Practice

a) CURRICULUM STRUCTURE

The development of students' personal and social skills and their spiritual and cultural development are addressed specifically through the SMSC programme, which is delivered

through the Extended Learning Days, ExLDs (work related learning, finances, careers, sex and relationships, safety (inc. e-safety), judging risk), school assemblies, as well as permeating the whole curriculum, both formal and hidden. The importance of developing ICT, literacy and numeracy is recognised by the allocation of discrete lesson time at KS3 and a continuing emphasis on the further development of these skills across the whole curriculum.

Years 7, 8 & 9

In Years 7 to 9 students study a common curriculum comprising timetabled lessons in the Arts (Art, Music and Drama), Design & Technology (inc. Product Design, Graphics & Textiles), Food Preparation & Nutrition, English, Geography, History, Computer Science, Maths, PE, RE, Science and a Modern Foreign Language (either French or German). A selection of students receive additional literacy support as an alternative to studying a Modern Foreign Language. Together these subjects contribute to student learning in the following ways:

Curriculum areas studied & skills developed:

- Art, Drama, DT, English, Music, RE, PE, MFL - aesthetic, creative, expressive
- English, Literacy, MFL, History, RE - linguistic, literacy
- DT, Geography, ICT, Maths, Science - mathematical, spatial
- Art, Drama, Music, PE - physical, recreational
- D&T, Geography, ICT, Science - scientific, technological
- English, Geography, History, RE, Science - social, environmental
- Resilience (Years 7 & 8 only) - character virtues, growth mindset

Years 10 & 11

Students study a broad core of subjects. In addition they are able to express a preference for (usually) four further subjects, to support their individual interests and aspirations. These are reviewed yearly. Where it is deemed appropriate, some students may opt for three subjects, and receive additional support with their students from the Learning Support Department. Again, where appropriate, some students follow a partially 'alternative curriculum', provided by either internal or external agencies (e.g. local colleges).

Core subjects are:

- SMSC
- English Language and Literature
- Maths
- PE
- Science (Double Award)*

*Students may opt to study Triple (or Separate Sciences) as part of the options process.

Years 12 & 13

In Year 12 most students study 3 A-Levels, or equivalent subjects, of their choice, depending upon their average GCSE points score. Some students study for the Extended Project Qualification. Most A-Level, or equivalent, courses are the reformed two-year linear

courses. Some of the courses contain sufficient crossover content with the AS Level examination as to make them available as AS courses, but the school's expectation is for the vast majority to study their suite of courses for the duration of their Sixth Form experience.

b) CURRICULUM TIME

The taught school day comprises of a 30 minute lesson at the start of the day, Preparing for Learning (PfL), followed by five, 60 minute lessons. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. An increased time allocation is made in particular for English, Maths and Science. This reflects the importance of these subjects for all students at KS3 and KS4 and the need to develop vital, basic skills.

c) SCHEMES OF LEARNING

A Scheme of Learning for each subject is essential in helping to plan teaching and learning within, and across subjects, as well as documenting the curricular activities planned for groups of students and coverage of the National Curriculum programmes of study and GCSE syllabuses. Schemes of Learning also provide a basis for monitoring and evaluating the curriculum. Each subject team will produce a scheme of work for each Year Group and will review this, and update it as necessary, each year. These address the following areas:

- planned teaching and learning activities
- learning objectives/outcomes
- cross-curricular aspects and links to ICT and other subjects
- differentiation
- assessment
- homework
- resources

d) DIFFERENTIATION

Students need to work at a level and pace appropriate to their potential. Students are taught in classes grouped by broad ability and prior attainment, or of mixed ability. Whatever the form of grouping a differentiated approach is applied to ensure that the range of abilities and interests of students is taken into account, so enabling them to experience success. The expectation in order to ensure stretch and challenge is to have high expectations of all learners and to only differentiate downwards in order to allow all students to access the deeper learning.

e) LEARNING AND TEACHING

Students learn through their experiences, as well as by being taught. They learn most effectively when they feel valued, when they are encouraged to take responsibility for their own learning, and when they are actively involved in the learning process. A range of learning and teaching strategies is employed with students of all ages in order to increase, and maintain their motivation, and to create a challenging, stimulating and rewarding learning environment in which they can succeed. Strategies will include working individually, in pairs and small groups, whole class teaching, practical work, problem solving, role play, the use of ICT and video and visits outside the classroom.

f) HOMEWORK

Regular and appropriate homework, set according to the published schedule, is an integral part of students' curricular entitlement. Homework enables students to prepare for learning in the classroom, to consolidate and extend the work covered in lessons, to carry out private study and research and to develop good study habits. Further information about this can be found in the school's Homework Policy.

g) EXTRA-CURRICULAR ACTIVITIES

At The Cavendish School we recognise the importance of the role played by extra-curricular activities in the development of students' social, as well as educational, well-being. To this end we offer a wide selection of extra-curricular activities ranging from a variety of sports, to performing arts, to the Duke of Edinburgh Award Scheme. There is also a selection of lunchtime and after school curriculum clubs, as well as revision/support sessions.

5. TRANSITION

Students join us in Year 7 at the beginning of KS3. Teaching programmes are carefully planned to take into account the diversity of students' previous work and achievements at KS2. This work will be supported by the use of agreed transfer documentation including National Curriculum information and other formal and informal contacts between teaching staff here and at our main partner primary schools. The importance of transition from KS3 to GCSE courses is recognised in the planning of Schemes of Learning and the level of demands made of students. Where a student enters a Key Stage well below the expected level of progress provision is made to enable students to develop the core skills in order to access their learning.

Links:

This policy links to policies/procedures on: Homework, Learning and Teaching, Assessment, Reporting and Recording, Gifted and Talented, SEN, ICT, Literacy, Numeracy, Learning for Life, Drugs Education, Sex Education and Relationships, Careers and Guidance. It is also closely allied to our approach to enrichment.

Monitoring and Evaluation:

The effectiveness of the curriculum policy will be measured in the following ways:

- Curriculum review process - through Middle Leaders meetings, line management meetings, curriculum area meetings, SLT and governors Learning & Teaching committee;
- Review of the Options process and how well each student is matched to a suitable curriculum (e.g. through first choices etc.);
- Satisfaction surveys, via student and parental surveys, monitoring both academic and spiritual, moral and cultural experience;
- Evaluation of the compromises made through options and timetable process, and within the constraints of the Local Strategic Area Partnership.