



# **CURRICULUM POLICY 2019**

Responsibility:	
Review:	

## **OVERVIEW**

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. Whitmore High School endeavours to ensure that a broad and balanced curriculum is provided to its students. We seek to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare our pupils for the opportunities, responsibilities and experiences of adult life.

The curriculum at Whitmore High School supports the aims, ethos and values of the school by:

- promoting each student's intellectual, aesthetic, moral, physical and social development
- ensuring that equality of opportunity in access to the curriculum is an entitlement
- providing students with opportunities to be happy and successful learners
- Setting high expectations, to ensure students become independent learners, and attain the knowledge, skills (including learning skills), understanding and qualifications for success in the 21st Century.
- creating an ethos which demands high regard for self and others, and ensures that each student makes a positive contribution to the community and wider society
- providing a stimulating, challenging and supportive curriculum which meets the needs and interests of all learners and celebrates success for all
- developing dynamic and meaningful partnerships between the School and the wider community which have, at the core, the aim to raise attainment and promote learning as a lifelong activity. ICT plays a crucial role in all aspects of the School life and the achievement of all of our objectives
- promoting the need to live a healthy lifestyle

## **THE NATIONAL CURRICULUM**

In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the Secondary Curriculum and the three key aims for all young people; namely that all young people should be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

The curriculum at KS3 and KS4 follows the National Curriculum. PHSE or wider curriculum days, along with morning tutor time, give ample opportunity to cover a planned and co-ordinated programme of personal, social and health education, along with careers advice and guidance.

### **Objectives relating to the curriculum aims of Whitmore High School are:**

1. That pupils should become aware of their abilities and in so doing should develop them to their maximum potential. They are expected to acquire skills in speaking and listening, literacy and numeracy, ICT and thinking.
2. That pupils should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
3. That all pupils should be offered a curriculum that has breadth and depth. It must be tailored to each pupil and satisfy their requirements.
4. That pupils who leave Whitmore High School should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That pupils who leave Whitmore High School should:
  - be confident in their dealings with adults and peers;
  - be able to develop good working relationships with others;
  - have knowledge of a wide range of cultures and through this come to respect the rights and needs of others;

- be able to make good moral judgements;
- have developed a sound appreciation of the need for learning that will last for the rest of their lives;
- be adaptable enough to react to the needs of a fast changing world.

6. Pupils are provided with personal, social, health and citizenship education reflects the school's aims and ethos.

7. There is effective careers guidance and a programme of enterprise education.

8. There are appropriate programmes of activity for pupils including a commitment to develop and personalise learning in formal and informal contexts.

### CURRICULUM ORGANISATION

Our taught curriculum is delivered through a two week timetable with each day divided into 5 teaching periods and form tutor time. The timing of the day is as follows:

Period	Time

*\*Morning break and form is split. Yr7, 8, 12 and 13 have first break, form for these year groups is in the second session. Yrs9, 10, 11 have form after period 2 and then go on break.*

*\*The timing of Period 4 depends on the timing of the students' lunch break which is 12.10pm - 1.00pm for Yr7/Yr8 or as illustrated in the table for all other year groups.*

### 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.

### DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. A variety of student info such as access arrangements/ SEN type/ SEN need/ ethnic origin/ national Literacy and numeracy scores can be obtained via the Data Info sheets for each class on the school MIS and additional info where required may be obtained from the school SENCO or wellbeing dept. Staff are encouraged to use this information plan for individual student needs.

### KEY STAGE 3

The curriculum for Yrs 7&8 is as follows (with a scheduled programme for PHSE days across the year for all year groups, and tutor time to cover PHSE and wellbeing issues) it is based on a 50 lesson fortnight. We aim to prepare students for study at Key Stage 4 through an emphasis on the skills and knowledge required in Years 9, 10 and 11. The school has elected to offer a 3yr Ks4 programme starting Sept 2015 to increase the breadth of curriculum provision in Ks4.

Subject	Yr 7 (hours)				Yr 8 (hours)				Yr 9 (hours)			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016

English	6	6	6	6	6	6	6	6	7	8	8	8
English Literacy	2	2	2	2	2	2	2	2				
Mathematics	6	6	6	6	6	6	6	6	7	8	8	8
Maths Numeracy	2	2	2	2	2	2	2	2				
Science	4	4	6	6	6	6	6	6	6	6	9	9
Welsh	3	3	3	3	3	3	3	3	3	3	3	3
French	3	3	3	3	3	3	3	3	3	3		
German												
Geography	3	3	3	3	3	3	3	3	3	3		
History	3	3	3	3	3	3	3	3	3	3		
Religious Studies	3	3	3	3	3	3	3	3	3	3	4	4
ICT	2	2	2	2	2	2	2	2	2	2		
Art	2	2	2	2	2	2	2	2	2	2		
Drama	1	1	1	1					1			
Music	2	2	2	2	2	2	2	2	2	2		
Key Skills	2	2							1			
PE	3	3	3	3	3	3	3	3	2	2	2	2
Design & Technology	3	3	3	3	4	4	3	3	4	4		
Careers							1	1	1	1		
Welsh Bacc											4	4
Option A											3	3
Option B											3	3
Option C											3	3
Option D											3	3
<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>

PE is delivered as a separate block in yr7 and 8 to facilitate the opportunities for staff to swap student groupings depending on the activity being undertaken in the scheme of work.

The Technology timetable is scheduled to work on a carousel in Yrs7-8 allowing specialist teachers to deliver the KS3 DT curriculum.

Yr8 have access to dedicated Careers lessons to help prepare for Ks4 Options choices

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. This will involve field trips, concerts, guidance sessions, citizenship, extra-curricular activities and "Enrichment Week" (in June/ July) which includes blocked sessions which develop skills in enterprise, sport, IT, RE and life-skills.

#### KEY STAGE 4

The curriculum in Years 9, 10 and 11 gives students choices for KS4 studies but within an overall framework that ensures they enjoy a broad and balanced education including the Welsh Baccalaureate. All students follow a common core of subjects and supplement this with option choices. A structured guidance programme ensures that option choices meet the needs of the individual student as far as possible.

In Yr9, 10 & 11 students follow a core curriculum of GCSEs (or equivalent) in English Literature and Language, Mathematics, Science, Full course RS, Short course/ Full Course Welsh, Wbac. along with core PE (non-examined). A programme in Careers is accessed through Curriculum Enrichment events.

The support the move to a 3Yr Ks4 the curriculum has been revised with the resultant curricular provision.

KS4 Curriculum	2012	2013	2014	2015			2016		
	Yr 10 & 11 (hours)			Yr9	Yr10	Yr11	Yr9	Yr10	Y11
English	6	8	8	8	8	8	8	8	8
Mathematics	6	7	7	8	8	7	8	8	8
Science	10	10	10	9	9	10	9	9	9
Option A	6	5	5	3	5	5	3	4	5
Option B	6	5	5	3	5	5	3	4	5
Option C	6	5	5	3	5	5	3	4	5
Option D				3			3	4	
Information Tech.	3	3	3			3			
Religious Studies	2	2	2	4	3	2	4	2	3
Welsh	2	2	2	3	2	2	3	2	2
Physical Education	2	2	2	2	2	2	2	2	2
Careers	1	1	1			1			
Wbac				4	3		4	3	3
<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>

For Yr9

In the Welsh Bac Cluster Groups 9L and 9U have 3 welsh Bac lessons and 4 Welsh lessons. This is to enable students in these groups to be entered for Full Course Welsh GCSE.

For Current Yr11

**Pathway 1**- The significant majority of students study via pathway 1 and remain on the school site for all lessons.

**Pathway 2** -Some students elect to follow a more vocationally orientated route, pathway 2 caters for this. Students attend courses that are taught away from the school itself. These offsite courses are listed below.

- Military Preparation
- Construction
- Electrical & Mechanical Engineering
- Hair and Beauty
- Motor Vehicle Mechanics

These courses involve students going to Barry College, or other locations, from school on a weekly basis through Years 9, 10 and 11. The teaching will be provided by outside specialists, and the courses can all lead to nationally recognised vocational qualifications at Level 2 (equivalent to GCSE).

All Ks4 Students study the core subjects of Maths, English, Science, Welsh, RS, Welsh Bacc plus a non exam core PE. Students then have the opportunity to choose from a range of subject studies (dependant on availability / validity via QIW) and are guided in year 8 to select options from the following:

GCSE Art & Design	GCSE Catering
GCSE Art Photography	GCSE Drama

GCSE Art Textiles	GCSE French
GCSE Business Studies	GCSE German
Level 2 BTEC Health and Social Care	GCSE Geography
Level 2 WJEC Sport	GCSE History
GCSE Child Development	GCSE IT
GCSE Catering	Level 2 IT Multimedia
GCSE DT Graphic Products	GCSE / Btec Music
GCSE DT Systems & Control	GCSE PE
GCSE DT Product Design	GCSE Sociology
	GCSE Triple Science

Option blocks are formed based upon the student choices, staffing availability and sufficient numbers to run a particular course. Students are given a choice of options (within the limits of 4 Option choice columns) but guidance is given to ensure that courses are appropriate and the curriculum is broad and balanced. Prior to choosing their options all Year 9 students undertake a guidance programme in Yr8 which includes taster sessions, parents' evenings and an individual interview with a senior member of staff before making their final choice. Courses are studied until the end of Year 11.

In addition, careers guidance, enterprise and citizenship are taught within the guidance programme, through subjects and/or as part of specific days and enrichment week throughout the year. All of our Key Stage 4 students have the opportunity to have experience of the world of work through our work related programmes with Careers Wales co-ordinated by our Key Stage 4 Careers co-ordinator and Wellbeing Dept.

### Post 16 (Key Stage 5)

Prior to choosing their options all Year 11 students follow a similar programme to Yr8 pupils and undertake a designed guidance programme which includes taster sessions, parents' evenings and an individual interview with a senior member of staff as part of making their final choice. Our sixth form prospectus provides information about the courses available to students, the entry requirements, and the support available to help students progress through the sixth form and on to their chosen destination.

The post-16 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment.

### Typical Level 3 Programme

Subject	Yr12 (Hours)	Yr13 (Hours)
Welsh Bac	5	3
Option column A	9	9
Option column B	9	9
Option column C	9	9
Option column D	9	9
Option column E	9	9
<b>Total</b>	<b>50</b>	<b>48</b>

We have a broad Key Stage 5 Curriculum on offer, including BTEC courses and a variety of full A levels. The subjects on offer include:

AS/ A Level Art	AS/ A Level English Literature	AS/ A Level Maths Statistics	AS/ A Level Religious Studies
Btec L3 Applied Science	AS/ A Level French	AS/ A Level Further Maths	AS/ A Level Sociology

AS/ A Level Biology	AS/ A Level German	AS/ A Level Nutrition	AS/ A Level Art Textiles
Btec L3 Sport	AS/ A Level Geography	OCR ICT Level 3	AS/ A Level Theatre Studies
AS/ A Level Business Studies	AS/ A Level History	AS/ A Level PE	AS/ A Level Welsh
AS/ A level Health & Social Care	AS/ A Level IT	AS/ A Level Physics	AS Level Media Studies
AS/ A Level Chemistry	AS/ A Level Music	AS/ A Level Product Design	Resits in GCSE are offered in Maths and English
AS/ A Level English Lang/Lit	AS/ A Level Maths	AS/ A Level Psychology	

Typical entry requirements for Yr12: 5 A\* - C at GCSE or equivalent. Most subjects insist on a minimum of a C in their subject, although there are exceptions where the Leader of Learning may allow entry to a course with C grades in similar subjects where theirs was not taken as a GCSE.

Entry requirements for Yr13: A minimum of an E grade at AS (with any exception at the discretion of the Leader of Learning).

Students study either three or four AS levels (or equivalencies) normally in year 12. In addition we also run the Welsh Baccalaureate as a key component of our sixth form Curriculum- this is a mandatory subject study area for nearly all students (only those students with 5A\*-A GCSE's who elect to study 4 A levels can elect to opt out of the Wbac).

In year 13 some students will reduce their A levels to three or in some cases 2 (through agreement with the head of Sixth Form). In the sixth form AS and A level options subjects are given 9 hours a fortnight.

Option blocks A-E are formed based upon the student choices, staffing availability and sufficient numbers to run a particular course. In recent years for selective students/ subject combinations the school has developed some collaboration with Cowbridge Comprehensive School and local colleges to devise discrete solutions to facilitate student choices e.g. the study of French or German.

## ADDITIONAL CURRICULUM INFORMATION

### 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 in line with statutory requirements. Parents have the right to withdraw their children from religious education.

### ***Collective Worship***

All pupils from Yr7 –Yr11 are expected to take part in daily collective worship. The worship is mainly of a broadly Christian character, but it is not distinctive of a particular Christian denomination.

From 2006 Sixth Formers have been enabled by legislation to make their own decisions about attending collective worship but a assembly schedule is planned for.

The school has a programme of collective worship involving whole-school assemblies on a rota, and tutor group assemblies over the 2 week cycle- details of this are available in the school handbook.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Head in writing if they wish to withdraw their child from collective worship.

### **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.

A full statement of the school's sex education policy is available to parents. It has regard for the government's guidance in Sex and Relationship Education Guidance (circular 11/02).

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.

### **PE AND GAMES**

All pupils from yr7-11 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 in the first instance, or other reasons agreed with the school. Prolonged periods of exemption must be supported by a medical certificate from an appropriate practitioner. Where students are excused for short or long periods of time, they are expected to accompany the normal class and undertake appropriate coaching or work related tasks.

### **EXTRA-CURRICULAR ACTIVITIES**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum including accessing a 5x60 programme. All pupils have opportunities to take part in the provision.

### **HOMEWORK**

The school expects homework to be set – see Policy

### **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 Wellbeing Dept.

If the issue is not resolved parents should make an official complaint in writing to the Headteacher.



### **Curriculum Planning and Monitoring**

It is the responsibility of curriculum and subject leaders to plan and manage the curriculum and assessment for their subject areas. Exam board regulations/ specifications and QIW must be reviewed and monitored to ensure subject choices are valid/ permissible. Subject Leaders report back via scheduled line management meetings and from departmental minutes regularly to the SMT. Key Stage Co-ordinators play an important role in managing the options guidance process each year. Annual reports on the curriculum are made to the Pupil and Curriculum Committee of the Governing Body and, via the termly Headteacher's report, to the full Governing Body.

This policy will be monitored by a member of the SLT who will report to the Head on its implementation on a regular basis.

The Head teacher will report to the governing body's Curriculum Committee on the progress of the policy and will recommend any changes.

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

Chair of the Governing Body