

# POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

Policy Title	<b>CURRICULUM POLICY</b>
Policy Reference	<b>SUAS.C.1512.CUR01</b>

DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000	Yes / No	No
TO BE PUBLISHED ON WEBSITE	Yes / No	Yes

POLICY OWNERSHIP	
Governor Committee:	Curriculum
Department responsible:	Curriculum
Post-holder: <i>(Title and Name)</i>	Dr N Wood – Deputy Headteacher
LINKED PROCEDURES REF:	
Responsible Person - Procedures	Procedure included within this document

POLICY IMPLEMENTATION DATE:	December 2018
PLANNED REVIEW INTERVAL:	3 Years
PLANNED NEXT REVIEW DATE:	December 2021

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to [policy@stratfordschool.co.uk](mailto:policy@stratfordschool.co.uk).

**i. POLICY OUTLINE**

*An outline of the shape and principles underlining the design and delivery of the School Curriculum which is developed to meet statutory requirements and reflect the values of the School*

**ii. PURPOSE**

*To illustrate the principles, values and determining expectations for an effective curriculum.*

**iii. IMPLICATIONS OF POLICY**

*Affirms School compliance with the requirements of Statutory curriculum provision for Academies in England and Wales*

**iv. EQUALITY ANALYSIS**

*Every policy will be subject of an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.*

**v. CONSULTATION**

*Consultation will be with all staff holding significant financial responsibilities, prior to presentation for approval by the Governing Body (Pastoral Committee).*

**vi. PROCEDURE**

*Procedure is the method by which the strategic intent of the policy is realised and is thus an 'instruction manual' on how the policy outcome is to be achieved.*

*The procedure which supports this policy is included within this document.*

*As the procedure is part of the policy document it must go through consultation with the Governing Body prior to any changes.*

**vii. RELATED POLICIES AND PROCEDURES**

- **Behaviour Policy**
- **Homework Policy**
- **Literacy & Numeracy Policy**

**viii. DOCUMENT HISTORY**

*The policy will be subject to regular review once ratified by the Governing Body.*

*The history of the policy will be recorded using the chart following:*

<b>Date</b>	<b>Author /Reviewer</b>	<b>Amendment(s)</b>	<b>Approval/ adoption date</b>
12.15	N.Wood	Policy updated	12.2015
11.18	N.Wood	Policy updated	12.2018

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## Policy Document

Stratford upon Avon School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in South Warwickshire preparing them for adult and working life in the 21st century.

Stratford upon Avon School's curriculum policy is based on the following broader aims:

- Have students at its heart in order to create a learning environment which engages, enthuse and inspires all students within the context of our School. We are a non-selective school functioning in a local area which is traditionally embedded into a selective grammar school system
- Have a broad and balanced curriculum that is fit for purpose, supports social justice and develops knowledge as a key facilitator for applying skills, understanding and developing a love of learning
- Prepare all students for a successful adult and working life in the 21st century
- Achieve and then exceed national standards in achievement, attainment and progression
- Be committed to excellence and continuous improvement
- Value the right technical and academic routes for all - not driven by performance points
- Nurture the talents of all and celebrate success, creating opportunities to learn, contribute and lead
- Work with primary schools to ease transition and shared curriculum understanding
- Involve parents, carers and the community. Curriculum delivery can involve a greater use of adults other than teachers. These could include support staff, community involvement, other Schools and industry and business to support curriculum delivery.

## Curriculum Intent

### Stratford upon Avon School has designed a curriculum that:

- is relevant, appropriate, engaging for students and underpins social justice.
- offers breadth, depth, balance and coherence for all in a non-selective school.
- permits continuity and progression with programmes of study underpinned by a web of knowledge which permit learning of new content within and across year groups and stages.
- provides equality of opportunity for all students, promoting the development of inclusive learning opportunities – taking into account the local community and School context.
- provides an opportunity to celebrate and recognise achievement and success in academic subjects and in extra-curricular activities.
- promotes students' spiritual, moral, cultural and social development.
- helps to develop an understanding of personal, social, financial and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle.
- helps each student gain a sense of self-worth, independence of thought and develop a questioning approach which challenges prejudice.
- aims to develop students as flexible and independent learners.
- provides independent careers advice and guidance throughout a student's time at School
- permits the development of IT, numeracy and literacy across the curriculum.
- enables all students to meet their full academic potential.
- encourages students to take part in a wealth of extra-curricular and enrichment opportunities.

## **Curriculum Implementation:**

### **The timetable (Appendix 1)**

- The School operates a two week timetable. There are five periods per day, each of which last for 60 minutes. There are 50 periods in each timetable cycle.
- Each afternoon has a 20 minute registration slot, when students attend whole School, year group and vertical tutor assemblies in a two weekly cycle. Morning registration is taken at 8.50 as part of the first lesson – every lesson is formally registered.

### **General principles**

- In addition to the formal taught curriculum, an extensive range of extra-curricular clubs and activities, subject enrichment and trips and visits are offered to all students.
- All students take part in the formal assembly structure. These follow a programme planned around PSHE, SMSC and British values and exhorting the school principles of Learn, Contribute Lead.
- There is a programme of Independent careers education, advice and guidance throughout a student's time in School.
- All lessons are taught in both mixed and ability based groups in English, Maths and Science. All other subjects teach to broadly mixed ability sets within the context of our non-selective intake.
- Students also follow a programme of spiritual personal health, emotional and social education (Sphere) education throughout their time at School.
- All students in year 7-13 engage in tutor activities based around the school values of Learn, Contribute, Lead including literacy, values and SMSC.
- The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed at the Governors' Curriculum Group.

### **Key Stage 3**

- We offer a two year Key Stage 3 where all students experience a full range of subjects with the focus being the interpreting our curriculum intent into the development of transferability in knowledge and skills. This is intended to form the foundations of the next phase of learning.
- In Year 7 all students study a broad curriculum of: English, Mathematics, Science, History, Geography, French, Art, Music, Drama, Design & Technology and PE.
- In Year 8 students also access a second language in Spanish.

### **Key Stage 4**

- We offer all students a three year Key Stage 4. Students follow a core curriculum plus four option subjects which allows them to take 10 GCSEs plus an additional personal finance qualification. This permits us to maintain breadth within the curriculum and allow time to visit, revisit and strengthen the transferability of knowledge gained. This curriculum range is designed to support our belief in social justice and maximising opportunities for students through both progress, outcomes and skills which are built upon gaining knowledge.
- A three year Key Stage 4 as we believe this offers a number of advantages varying from subject to subject:
  - o some can deliver the full GCSE specification in fewer lessons per week as it is spread across three years allowing us to maintain breadth
  - o we can teach additional qualifications additional to GCSE specifications for example compulsory personal financial skills for all
  - o it allows students to specialise early and have additional teaching time in smaller classes

Students follow a common pathway of English Language, English Literature, Mathematics, Science, PSHE. In addition all students follow a L2 examined PE and a Personal Finance course. We are committed to ensuring our students are aware of the importance of long-term sport, fitness and nutrition as part of promoting personal wellbeing, team-work and a long-term healthy lifestyle. Similarly the Personal Finance qualification provides an opportunity to explore the practical engagement of money matters in adult life. It also allows a means of applying mathematics to the real world. Some institutions will limit opportunities to study such awards because of performance table points, however we firmly believe this award has a valuable role in implementing our curriculum intent above any headline data.

- Students are encouraged to study the English Baccalaureate, but not forced. The value of the Ebacc is fully explained to parents and students during the options process. A strong emphasis is also placed upon History, Geography, French and Spanish.
- In addition to History, Geography, French and Spanish we also offer Art, Photography, Food, Music, Drama, Business, Creative Media, Architectural Design and Engineering, Resistant Materials, Textiles, Social Care and a bespoke vocational skills programme (STAR) including Hair & Beauty, Duke of Edinburgh, and the Princes' Trust award.
- All examinations are taken at the end of year 11 to maintain our philosophy of allowing sufficient time for subjects to be taught in their full breadth and depth.

## **Sixth Form**

- All students enrol in an A Level / Level 3 programme which last two years.
- A wide range of subject choices is offered including: Applied Science, Art, Biology, Business, Chemistry, Criminology, Dance, Economics, English Literature, English Language, EPQ, French, Further Mathematics, Geography, History, IT, Mathematics, Media, Photography, Physics, Physical Education, Product Design, Psychology, Sociology.

- All students study three subjects at L3, usually A Level from the beginning of Year 12. Those students who gain 7 or above at GCSE Maths are able to choose Further Mathematics as a fourth option.
- All students must follow the requirements of the School Sixth Form Study Programme, including volunteering or work experience, enrichment, DoE and careers education.
- The School will publish the intended blocking of subjects prior to applications in the Autumn. This is intended to support an open approach to what we project we can viably deliver. Adhering to our principles of social justice for all the young people of the area, we do not support posting un-costed curriculum range designed to attract applications rather than an openness about viability.

### **Adapting the curriculum for individual students**

- The Headteacher has powers in relation to the day-to-day management of the curriculum by virtue of his office and he shares this responsibility with the Deputy Headteacher (Curriculum). Any requests relating to an adaptation of a student's curriculum must be made in writing to the Headteacher. The Headteacher will then make the final decision relating to any changes. This may include the number of subjects studied and the qualifications entered for. The decision is made by professionals and done so with the best long-term interests of the student.

### **Curriculum impact:**

The impact of our curriculum is assessed by considering:

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects and our drive to close the gap and reduce social injustice for the most disadvantaged groups.
- The range and variety of extra-curricular and enrichment activities and students' participation in them supported by the School leadership awards programme.
- The proportion of students who are able to choose their destination courses at post 16 and post 18.
- The destinations of our leavers in Year 11 and Year 13.
- Annual reviews of the SPHERE curriculum, assembly and tutor programmes.
- The retention of students from Year 11 into the Sixth Form.
- The numbers of students applying to join the School in Year 7 and Year 12.

### **Appendices**

1. Timings of the School day
2. Curriculum Model 2018-19

## Appendix 1

### 1. Timings of the School day

8.45	Warning bell
8.50 – 9.50	Period 1
9.50 – 10.50	Period 2
10.50 – 11.10	Break
11.10 - 12.10	Period 3
12.10 - 13.10	Period 4
13.10 - 13.50	Lunch
[13.45]	Warning bell
13.50-14.50	Period 5
14.50-15.10	Tutor Time and Assemblies

## Appendix 2

### 1. Curriculum Model 2018-19

		Hours of Study																																																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
KS3	7	English							Maths							Science							PE			Art		Performing Arts					Humanities					MFL		Technology			IT	5X 4Y							
	8	English							Maths							Science							PE			Art		Performing Arts					Humanities					MFL		Technology			IT	4X 4Y							
KS4	9	English							Maths (& Personal Finance)							Science							Sphere	PE					Option A			Option B			Option C			Option D		4X 4Y											
	10	English							Maths (& Personal Finance)							Science							Sphere	PE					Option A Triple Science French Geography History Res Mat STAR			Option B Architecture Art Dance Drama Food & Catering Geography History Health & Social Care IT Music Spanish			Option C Architecture Art Business Studies Geography History Health & Social Care IT Music Spanish			Option D Business Studies Drama Food & Catering French Geography History Photography Res Mat Sociology Textiles		4X 4Y											
	11	English							Maths							Triple Science				Sphere	PE					Option A Triple Science French Geography History Business Studies STAR			Option B Architecture Business Studies Drama History Photography Res Mat Sociology STAR Textiles			Option C Art Business Studies French Geography History Res Mat Spanish STAR			Option D Architecture Drama Food & Catering French Geography History Health & Social Care Res Mat Spanish			Option E Art Business Studies Dance Food & Catering Geography History Music Photography Sociology Spanish		4X 4Y											
KS5	12	<b>Block A</b> Physics Additional Science Maths Business Studies History Photography Supervised Study							<b>Block B</b> Biology Economics Sociology Art Media Studies Dance Supervised Study							<b>Block C</b> Chemistry PE Criminology English Literature Geography IT Supervised Study							<b>Block D</b> Maths Further Maths English Language Psychology Sociology Technology Supervised Study					<b>Enrichment</b> Maths in Context EPQ Duke of Edinburgh Sport & Leisure Young Enterprise Peer Mentoring																							
	13	<b>Block A</b> Biology Business Studies Criminology English Language Maths Photography Supervised Study							<b>Block B</b> Art Chemistry Dance Economics History Sociology Supervised Study							<b>Block C</b> Geography IT English Literature PE Physics Supervised Study							<b>Block D</b> Maths Further Maths Media Studies Psychology Sociology Technology Supervised Study					<b>Enrichment</b> Duke of Edinburgh																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

**Personal Finance** - examined. Students explore the practical engagement of money matters in adult life. It also allows a means of applying mathematics to the real world. Some institutions will limit opportunities to study such awards because of performance table points, however we firmly believe this award has a valuable role in implementing our curriculum intent above any headline data.