



THOMAS ALLEYNE'S HIGH SCHOOL

Curriculum Policy
November 2021

Approved by: Managing and Resourcing **Date:** 07 12 2021

Last reviewed on: November 2021

Next review due by: November 2022

Contents:

1. Vision
2. Aims
3. Legislation and guidance
4. Roles and responsibilities
5. Organisation and planning
6. Wider Curriculum
7. Inclusion
8. Monitoring arrangements
9. Links with other policies

1. Vision:

Our vision states that:

“We are committed to serving our community, making a difference by embracing excellence and transforming lives.”

“All students experience excellence in every aspect of their development.”

We will achieve this by delivering excellent results across a broad and effective curriculum of academic, vocational, cultural, and sporting activities to equip students for the demands and opportunities of the 21st century.

2. Aims:

Thomas Alleyne’s High School curriculum is based on the following wider school aims to:

- Create a stimulating environment in which individuals achieve their highest possible attainable academic standard through independent learning.
- Work with, and then build upon the achievement of our partner schools to ensure students have an effective and smooth transition from Key Stage 3 to 5.
- Maintain a disciplined, enthusiastic, safe, and happy and caring community where students feel secure, valued and listened to.
- Broaden cultural horizons whilst celebrating individuality.
- Develop the whole child by creating a full program of additional enrichment opportunities.
- Raise the expectations of all through mutual respect, fostering positive attitudes and relationships and a shared sense of cohesion and belonging.
- Recognise and respect diversity, creating an ethos that promotes equality, develops understanding, and challenges myths, stereotypes, misconceptions, and prejudices.
- Ensure students understand how to stay safe to and outside school.
- Develop a partnership between students, parents, staff, governors, and outside agencies working for everyone's benefit.

3. Legislation and Guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study that the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

4. Roles and Responsibilities

4.1: The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, mathematics, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- Pupils from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2: Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements (JCQ guidance).
- The governing board is advised on whole-school targets to make informed decisions.
- The headteacher involves the governing board is fully in decision-making processes that relate to the breadth and balance of the curriculum.
- The correct provision is in place for pupils with different abilities and needs, including children with SEND.
- Ensure that additional funding provided by the DfE is applied for and spent on learners for whom it is designated.

4.3: All staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

5. Organisation and Planning:

The “Key Stages” are a system of setting out targets within National Curriculum that are expected to be achieved in various subject areas at each point of a student’s education.

The Key Stages relevant to Thomas Alleyne’s are:

Key stage	Age	School Year	External Assessment/Examinations	Comment
3	13-14	9		First Year at TAHS
4	14-16	10-11	GCSE’s, BTEC’s, and Higher Project Qualification (HPQ)	
5	16-19	12-13	GCSE Maths and English Re-sits, A-Levels, Extended Project Qualification (EPQ)and BTEC’s	Sixth Form

Key Stage 3:

A largely common curriculum is followed with all students being taught English, Mathematics, Science, Technology, ICT and Computing, French, Art, Geography, History, RE, Music, Drama and PE.

All Year 9 students receive information, advice, and guidance (**IAG**) regarding careers as part of the options process, through the tutor program and via their allocated IAG mentor, who will support them in making options decisions.

Assessment of progress is by teacher assessment throughout the Key Stage.

Key Stage 4:

All students follow a core curriculum of:

- English Language and English Literature
- Mathematics
- Science – either Separate Sciences or Trilogy Science (Double Award)
- RE
- PE (Core / non-examination)

In Science, the top 2 sets in each population will study separate sciences in Physics, Chemistry and Biology. Set 3, 4 and 5 follow the Trilogy Science (double award).

Computing is offered in the options for those who wish to study further with a view to a career in this area.

In addition to the core subject’s, students can choose four optional subjects. This allows students to follow a curriculum that is as individual as they are and for them to have the best possible opportunities to prepare them for latter life. There are some circumstances where individual students may have a more tailor-made curriculum and only follow three optional subjects to best suit their individual needs. These students may receive additional numeracy, literacy, SEN, or subject specific support.

Spiritual, moral, social, cultural development, British values and the Respect agenda are delivered through tutor periods. All Year 10 and 11 students receive information, advice, and guidance regarding careers as part of the tutor program. In addition, year 11 learners are allocated a personal IAG mentor who will work with them on a 1:1 basis to support them in making informed decisions about their future intentions.

Assessment of progress is by teacher assessment throughout the Key Stage, and via external examination/moderation at the end of Key Stage 4.

The Key Stage 4 Curriculum

Years 10 and 11

The school timetable for all year groups comprises of four taught periods per day, each totaling 75 minutes.

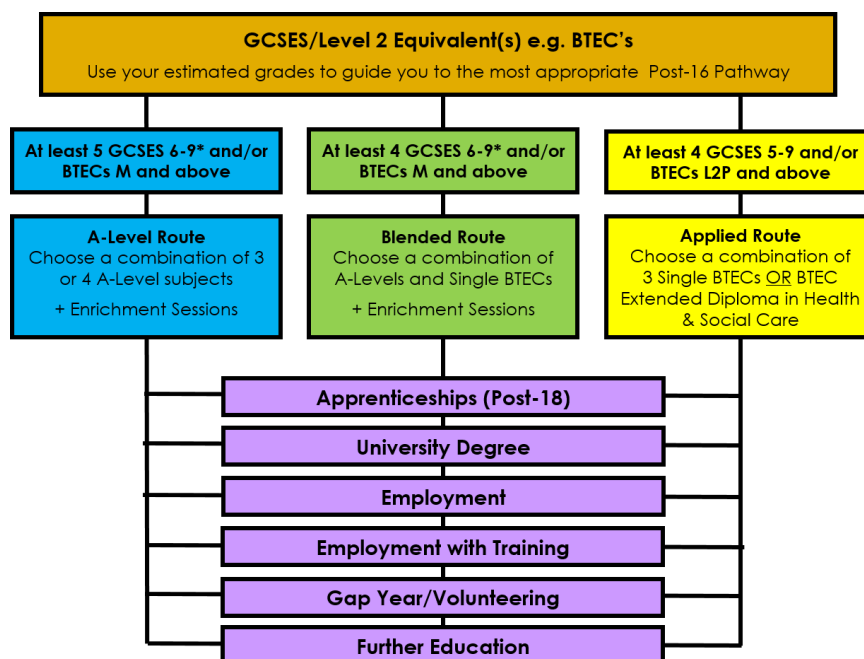
	Periods over 2 weeks	Subjects (all single awards, unless indicated)	Quals
COMPULSORY	7 (sets 1, 2) 7 (sets 3,4,5)	English Language and Literature	2
	6 in year 10 7 in year 11	Mathematics	1
	6 10	Science – students will study Trilogy Science or 3 Separate Sciences: <ul style="list-style-type: none"> • Trilogy Sciences (Double Award) • Biology, Chemistry, Physics (3 Awards)* 	2 3
	3 in year 10 2 in year 11	Physical Education (Core)	0
	2	Religious Studies	1
Option A	4	Optional subjects available in Key Stage 4 include: GCSE Computing GCSE French	1
Option B	4*	GCSE Geography GCSE History GCSE Art & Design GCSE Food & Nutrition GCSE Drama BTEC Animal Care	1
Option C	4	BTEC Health & Social Care Cambridge National ICT GCSE Business Studies GCSE Music	1
Option D	4	BTEC Child Development BTEC Sport GCSE Design & Technology GCSE Separate science* *Additional sessions for science in option B.	1
Total	40		

The Key Stage 5 Curriculum

Years 12 and 13:

There are a wide range of courses that are offered at Thomas Alleyne's High School that enable students to follow a variety of higher education and career choices.

The curriculum in the **sixth form** follows a 'pathway approach' and is summarised in the diagram below:



Students can opt for 3-4 subjects comprising of an A-Level only qualification route, an Applied General (BTEC) only route or a blended pathway comprising of both qualification types. The following subjects are offered at Key Stage 5:

A-Level Subjects:

Art and Design	Further Mathematics
Biology	Geography
Business	History
Chemistry	Mathematics
Design and Technology	Music
Drama	Photography
English Language	Physics
English Literature	Psychology
French	RE: Philosophy and Ethics

Applied General (BTEC) Subjects:

- BTEC Extended Certificate in Applied Science (Single Award)
- BTEC Extended Certificate in Forensic Science (Double Award)
- BTEC Extended Certificate in Health and Social Care (Single Award)
- BTEC Health and Social Care (Triple Award)
- BTEC Extended Certificate in Information Technology (Single Award)
- BTEC Extended Certificate in Sport (Single Award)

In addition, all Sixth Form students can undertake the Extended Project qualification (EPQ) worth the equivalent of $\frac{1}{2}$ an A-Level. Furthermore, all students are allocated at least seven lessons per fortnight of 'Sixth Form 7' which is teacher set super-curricular work to enhance knowledge and understanding of subject areas.

The Key stage 5 curriculum is reviewed each year for viability based on student numbers and/or subjects' applications.

Assessment of progress is by teacher assessment throughout the Key Stage, and via external examination/moderation at the end of Key Stage 5.

6. Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy.

7. Wider Curriculum:

The school strongly believes that the wider curriculum it offers students is fundamental to their development and progress. Students have the opportunity in all Key Stages to participate in a range of activities that not only support the learning that takes place within lessons but also enhances their life skills.

The wider curriculum is largely delivered via weekly assemblies and RSE and Thomas Character programme (years 9, 10 and 11) and the Post-16 Pastoral programme (year 12 and 13) is delivered in tutor groups.

All students receive careers education, information, advice, and guidance (CEIAG) as part of the wider Future Intentions programme which is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

All students can participate in a variety of co-curricular sports throughout the year. Students can also participate in activities to further their learning, ranging from theatre visits to STEM lectures. The curriculum outside of the classroom is further enhanced by a range of trips throughout the year ranging from an Outward Bound residential for Year 9's to international expeditions as part of World Challenge in Key Stage 4 and 5.

8. Monitoring Arrangements:

The school monitors whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Programmes of study and schemes of work.
- Regular departmental line management meetings.
- Departmental Line Management Narratives.
- ~~Online~~ Observations and learning walks.
- Outcomes.
- Student and parent evaluations.
- External verification of curriculum offered compared with other providers.
- Termly SLT/Governor SEF meetings.
- Curriculum Leaders Meetings.

This policy will be reviewed yearly by the Learning and Standards Committee. At every review, the policy will be shared with the full governing board.

9. Links with other policies:

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEND Accessibility Plan
- CEIAG (Careers Education Information Advice and Guidance) Policy
- Local Offer Policy
- Remote Education Provision Policy

