



THOMAS ALLEYNES HIGH SCHOOL  
UTTOXETER

# CURRICULUM POLICY

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Learning and standards 15/01/19	
Date of next review	15/01/20

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### **1.Vision**

Our vision states that

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

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 which 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, maths, 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 (SEN)

- 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

#### **3.2 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

- They manage requests to withdraw children from curriculum subjects, where appropriate

- The school's procedures for assessment meet all legal requirements

- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

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

## 4. 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	Exams	Comments
3	13-14	9		First Year at Thomas Alleyne’s
4	14-16	10-11	GCSE’s	
5	16-19	12-13	AS Level & A-Level	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. Spiritual, moral, social, cultural development, British values and the Respect agenda are delivered through tutor periods. All Year 9 students receive information, advice and guidance regarding careers as part of the options process and through the tutor program.

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 core and additional science
- RE
- PE (non-exam)

In science the top 2 sets in each population will study separate sciences in physics, chemistry and biology. Set 3, 4 and 5 follow a double award course of core science and additional science.

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 subjects, students can choose four option subjects. This allows students to follow a curriculum that is as individual as they are and to have the best possible opportunities to prepare them for latter life. There are some circumstances, where an individual’s curriculum will be adjusted to meet numeracy, literacy and SEN needs.

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.

Assessment of progress is by external examination at the end of the Key Stage. Students progress is also assessed internally within departments and through a Y10 exam and a Y11 Mock Exam.

### The Key Stage 4 Curriculum

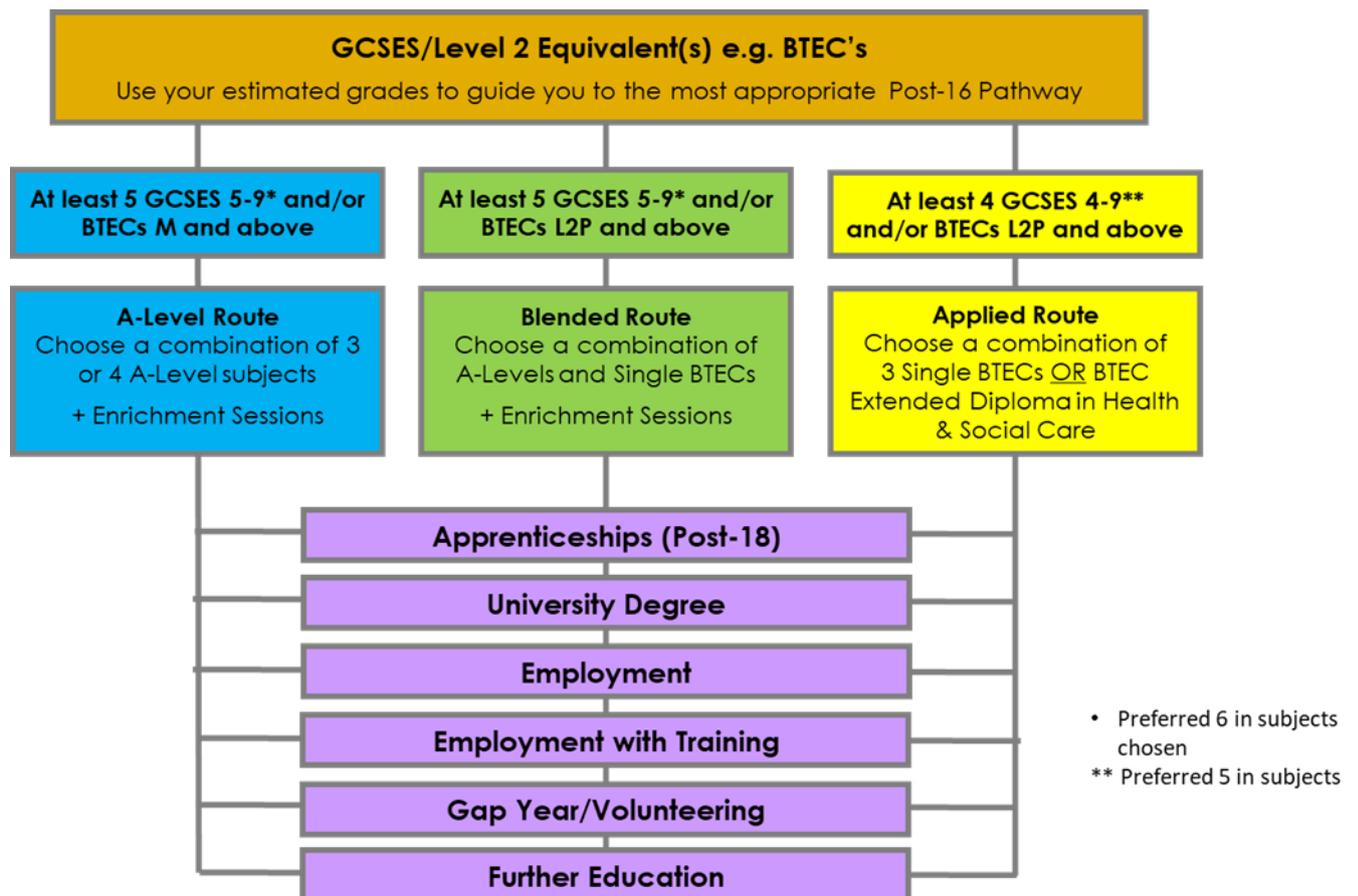
Years 10 and 11

	Periods over 2 weeks	Subjects (all single awards, unless indicated)	GCSEs
<b>C O M P U L S O R Y</b>	9	English Language and Literature	2
	8	Mathematics	1
	8	Science – students will study both Core and Additional Sciences <b>or</b> 3 Separate Sciences:	3
	13	<ul style="list-style-type: none"> <li>• Core and Additional Sciences</li> <li>• Triple Science - Biology, Chemistry, Physics (3 awards) – student eligible for Triple Science must take it as one of their option choices.</li> </ul>	2
	3	Physical Education	0
	2	Religious Studies	1
<b>Option A</b>	5	Option subjects available in Key Stage 4 include: Computing	1
<b>Option B</b>	5	Geography Art & Design	1
<b>Option C</b>	5	Drama Health & Social Care (Voc)	1
<b>Option D</b>	5	Business Studies Child Development (Voc) Design Technology	1
<b>Total</b>	50		

## 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 follows a pathways approach and is summarised in the diagram below.



Further information regarding the 6<sup>th</sup> form curriculum can be found in the 6<sup>th</sup> form prospectus.

Assessment of progress is by external examination/moderation at the end of the Key Stage. Students progress is also assessed internally within departments and through a Y12 exam and a Y13 Mock Exam.

## **5. 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)
- Boys

Teachers will plan lessons so that pupils with SEN and/or disabilities 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 SEN policy.

## **6. Wider Curriculum**

The school strongly believes that the broad curriculum it offers students is fundamental to their development and progress. Students have the opportunity at all Key Stages to participate in a range of activities that support learning to enhance their life skills. Throughout students time in Thomas Alleyne's High School, we create a number of different opportunities for pupils to explore British values and their spiritual, moral, social and cultural development. We have a number of strategies to support this that may include workshops, educational visits, residential trips, assemblies, visitors and links with external organisations. The range of facilities and resources bring the curriculum alive and enable our children to apply their knowledge and understanding in real situations. The school farm, nature reserve, sports hall, variety of trips and local community activities ensure progress for all.

Students in Year 9 receive careers guidance as part of the Future Intentions programme. This experience is replicated in Key Stage 5.

All students have the opportunity to participate in a variety of co-curricular sports throughout the year. Students can also participate in activities to broaden their learning, ranging from theatre visits to STEM lectures. The curriculum outside of the classroom is further enhanced by a range of trips and visits throughout the year including the National Citizenship programme, the Talk the Talk scheme, a Summer school to support transition, an Outward Bound residential for Year 9 students, Duke of Edinburgh scheme and international expeditions in Key Stage 4 and 5.

## **7. 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.

### **8. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy