



# Curriculum Policy

Last Reviewed: January 2018

Next Review: January 2021



## AIM OF THE CURRICULUM

### 1. INTRODUCTION

At Sandringham School:

- We offer a broad and balanced curriculum which aims to provide our pupils with a rich experience in linguistic, mathematical, scientific, technological, social, physical and aesthetic education.
- We aim to provide an enjoyable and stimulating education which fosters curiosity, independent thinking and creativity.
- We ensure that the planned curriculum is accessible to all pupils and delivers subject matter appropriate to the ages and aptitudes of our pupils.
- We offer a range of enrichment, super and extra-curricular opportunities which aim to broaden pupils' learning experiences beyond the classroom and confines of the taught curriculum.
- We continue to emphasise the importance of STEM and the Arts in line with the school's legacy of specialist schools status in these areas.
- We provide pupils with access to high quality impartial advice and guidance to support them in making choices about their current and future education and careers.
- We provide personal, social and health education alongside social, moral, spiritual and cultural development which helps prepare students for adult life as responsible citizens with a clear understanding of British values.

### 2. ORGANISATION OF THE CURRICULUM

At KS3 the curriculum complies with the requirements of the National Curriculum and is currently organised as follows:

	Year 7	Year 8	Year 9
English	3	3	3
Mathematics	3	3	3
Science	3	3	3
MFL / Literacy & Numeracy	3	3	2
Second Language / Humanities/ Dance Carousel		1	
PE	2	2	2
Technology	2	2	2
Art	1	1	1
Drama	1	1	1
Geography	1	1	1
History	1	1	1
Computer Science	1	1	1
Music	1	1	1
PRE	1	1	1
Skills for Learning and Learning (S4LL)	1		
LLL	1	1	1
Modular Curriculum			2
	<b>25</b>	<b>25</b>	<b>25</b>

## KS4

The KS4 core curriculum is comprised of: English, Maths, Science, PE and Life Long Learning / RS. In addition, students have 3 options choices. The vast majority of students study at least one MFL (French, German or Spanish). The curriculum is currently organised as follows:

	Year 10	Year 11
English	4	4
Mathematics	4	4
Science pathway Triples = 6 Combined = 5 plus PRE = 1	6	6
MFL pathway MFL = 2.5 Non MFL subject = 2.5	2.5	2.5
PE	2.5	2.5
Option 1	2.5	2.5
Option 2	2.5	2.5
LLL	1	1
	<b>25</b>	<b>25</b>

- Options courses are reviewed every year to ensure that the courses offered continue to meet the needs of each particular year group
- The options system is currently organised on a free choice basis with blocks constructed to enable the maximum number of pupils to be placed on their preferred courses
- Subject options will only run if there is sufficient pupil interest to make the groups viable. Should a subject be oversubscribed, the selection process is based around pupils' expressed order of preference. i.e. a pupil who ranked a particular subject first will be given a place over a student who ranked it second. Should there be too many first choices for all pupils to be placed, places will be allocated by lottery
- Selection by ability forms no part of the options placement process at KS4. However, guidance around which pathway is most suitable for students (including, for example, the decision about whether to study Combined or Triple Science) is made in consultation with staff based on student's achievement in that subject area

## KS5

- At KS5 the curriculum is currently organised together with Beaumont and Verulam schools to provide access to the largest possible range of courses
- Similar to KS4, the availability of courses is dependent on sufficient student interest to make the course viable
- The curriculum across the consortium is reviewed annually to ensure that courses remain appropriate and meet the needs and aspirations of students
- Entry to the Sixth Form is dependent on students meeting the entry criteria outlined in the BSV prospectus
- The core curriculum of 3 or 4 A levels or BTECs is complemented with a compulsory programme of LLL and range of optional enrichment courses

### 3. Leadership of the Curriculum

- Specified members of the LG have responsibility for oversight of the curriculum, including: organisation of the timetable, placement of students, delivery of CIAEG, viability of courses and making recommendations as to new courses (see LG structure)
- Directors of Learning (DoLS) have responsibility for strategic leadership and direction of specific subject areas. These responsibilities include: organisation and regular review of schemes of learning, monitoring and evaluating the work of the subject area, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all pupils. Each DoL is line managed by a member of LG.

#### 4. Grouping arrangements

- Sandringham School believes that individual Faculties should be free to choose their grouping arrangements so long as all students' progress in their learning is a priority and that the whole school value of *'everybody can be somebody'* and the principles of respecting, praising, valuing and encouraging others are maintained.
- The majority of subjects are taught in mixed ability groups. Where subjects employ some grouping by ability, for example in English, Mathematics, MFL and Science, subjects must have clear procedures for placing students in different groups and must review student placement regularly. Any changes to groups made throughout the academic year should be communicated to parents in writing.
- Selection of groups is based on a variety of sources, including:
  - Prior and current attainment
  - External tests and achievement data, for example KS2 SATS, CATS and KS3 tests.
  - Teacher assessments
- Student behaviour is not a criterion for selection. Requests for students to be moved "down" groups should be thoroughly discussed and focus on the impact on the student's motivation and learning. All teaching groups must be designed to maximise learning outcomes.
- All stakeholders: students, teachers, and TAs should be involved in the process determining effective groupings. Consultation should also include the Performance Director (PD).
- While numerical codes (e.g. Set 1 - Set 8) are attached to groups for purposes of timetabling, to aid motivation it is preferable that groups should be identified to the students by their teachers as Higher, Intermediate and Foundation.
- Higher groups should never be full and should have space for students 'moving up'.
- Higher groups will invariably have larger numbers of students than foundation / intermediate groups.
- Ideally, teachers should teach a balance of 'sets' and no single teacher should have a timetable skewed with either 'higher' groups or "foundation / intermediate" groups.
- When teaching 'set' groups all teaching will be guided by the principles and strands of Assessment for Learning and include 'core' and 'extension' work.
- It is permissible for Faculties to have single sex groups provided it can be justified that, in doing so, it is going to raise standards of attainment for both genders.
  - Teachers should recognise that 'set' groups are not homogeneous and still remain mixed-ability groups. Differentiation remains crucial if learners are to maximise their potential.
- It must be remembered that students gain a sense of personal improvement by being exposed to regular formative feedback within the same group rather than by moving sets. In light of the fact that Sandringham hopes to develop both self-esteem and attainment of all students, Faculties will:
  - Review their teaching groups on a termly basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals if attainment is below expectations.
  - Plan opportunities for students to move sets, informing parents / carers in order to strengthen the home-school partnership as well as other appropriate external agencies who may be supporting a student.

#### 5. Monitoring the effectiveness of the curriculum

- The DH i/c curriculum is responsible for monitoring how the curriculum is implemented across the school
- The link LG is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible
- Monitoring of the curriculum and its effectiveness on pupil learning takes place throughout the year using a variety of tools such as lesson observations, internal and external progress data, book looks and faculty reviews
- The Curriculum and Welfare Committee of the Governing Body monitors the effectiveness of the Curriculum