

HELSTON COMMUNITY COLLEGE - CURRICULUM POLICY 2014/16

Introduction

In an age when the jobs of the future are yet to be created and when new technologies will transform the way we live and work, our young people will only flourish if the full spectrum of their talents and skills is developed and if they have the self confidence, self esteem and ambition to manage their own learning and their own lives. Acquiring skills, increasing their capacity to learn and managing their own learning will be central to their self development and self confidence. We are seeking to create a curriculum which promotes self-motivation, self-responsibility, self-help, equality, equity, democracy and solidarity with others.

Aims for the College Curriculum

The curriculum at Helston Community College should enable all young people to become:

- successful learners who enjoy learning, make progress and identify appropriate **aspiration**
- confident individuals who are able to live safe, healthy lives and fulfil their **ambition**
- responsible citizens who make a positive contribution to society through their **achievement**.

Vision

Our aim is to build and deliver a curriculum which provides our students with the opportunities to develop into valuable members of the community, one in which they are challenged and stretched and which provides opportunities for growth of a spiritual, moral, social, cultural and intellectual nature.

Our curriculum will enable our students to access the statutory entitlement whilst still enabling a flexible combination of learning opportunities with which to develop valuable and realistic **aspiration**.

Pathways will be clear, well informed and coherent to both the learner and their parents and will shape and enable **ambition**.

Our courses will be delivered to the highest standard in order to stimulate and contribute towards excellent **achievement**.

The curriculum is an investment, not only in the future of our students but also in the future of our community. This will be ably supported and strengthened by our Trust partners through an understanding of, and support for, our vision and though enhancement of their existing commitment to the education of young people in Helston and the Lizard.

Values

A belief in the power of education to transform lives and promote the spiritual, moral, social, cultural, physical and intellectual development of young people lies at the forefront of our values. Education enables students to flourish and is a route to social justice, to a healthy and just democracy, to the development of social responsibility, a productive

economy, and sustainable development. Education at Helston Community College is grounded in the virtues of truth, justice, honesty, openness, trust, a sense of duty and caring for others.

As a Co-operative Trust, we are committed to an education that enables us to reflect and demonstrate the Co-operative values and principles of: Self-help, self-responsibility, democracy, equality, solidarity and equity.

Education must enable students to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies.

Purposes

The curriculum should:

- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- motivate, challenge and engage all learners
- be flexible to enable a personalised, learner-centred approach, with appropriate pathways based on the needs and aspirations of learners
- develop self-motivated rather than dependent learners

- develop positive attitudes to independent study
- develop functional skills and personal, learning and thinking skills through a planned, coherent framework
- introduce learners to the key concepts, processes and knowledge of subject disciplines and to develop links between different subject areas
- ensure that assessment supports teaching and learning, providing opportunities for focused support and challenge where needed
- prepare young people for the world of employment and further and higher education
- make learners more aware of, and engaged with, their local, national and international communities
- encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- increase cross-curricular understanding and co-operation amongst staff

Learner Entitlement

Every young person within Helston Community College will be entitled to a learning environment that is based on the following principles:

- Impartial advice and guidance at the right time to enable key decisions to be made.
- High quality, accurate and comprehensive information on the choices available at a time and in a format that is appropriate.
- A choice of learning options (including e-learning) that challenge, motivate and stimulate learning at all levels with support to overcome any barriers.
- A broad curriculum with core and additional elements that enriches experience and fully prepares them for continued learning, the world of work and active citizenship.

- Flexible provision, which combines vocational, occupational and work related learning, caters for individual's needs and reflects employers' needs.
- Involvement in the learning process through consultation on improvements and developments in provision.
- High quality teaching, training and support staff who are skilled, experienced and able to respond to new ways of learning.
- High quality assessment and feedback.
- New and innovative progression routes that enable easier and wider access to further learning particularly higher education.
- Equality of opportunity to access appropriate learning, progress at a pace suited to their needs and take appropriate qualifications at the right time.
- Support throughout the learning process so that all individuals achieve their full potential.
- A learning environment that is safe and healthy.
- The opportunity for spiritual and moral reflection and growth appropriate to their religious and cultural beliefs.

Roles and Responsibilities

The Deputy Headteacher (Curriculum and Assessment) will ensure that the curriculum is compliant, resourced appropriately and meets the needs of students.

Heads of Faculty will:

- ensure that the programmes of study contained in the National Curriculum Framework are embedded in the courses they offer.
- lead the development of appropriate specifications, resources, schemes of work, marking policies, assessment and teaching strategies in the Faculty.
- effectively manage and deploy teaching staff, support staff, financial and physical resources within the Faculty to support the designated curriculum portfolio.

Monitoring and Evaluating the Curriculum

The following methods are deployed to monitor, evaluate and further develop the curriculum:

- Review meetings with the Senior Leadership Team, Governors L&T group, Extended Leadership Team and Subject Leaders.
- Self evaluation and school improvement processes.
- Achievement and attainment data and outcomes.
- Learning observations.
- Student Voice.
- Parent feedback.

Monitoring and Reviewing this Policy

This policy will be monitored by the Deputy Headteacher who will report to the Head Teacher, SLT and Learning & Teaching Committee of the Governing Body on a regular basis. The Learning and Teaching Committee will recommend any relevant changes.

Changes for 2014/16 Curriculum

The Government presented a new national curriculum to parliament for introduction in schools and colleges with effect from September 2014. In the main, these changes relate to the programmes of study with in subjects and stress the importance of literacy and numeracy. The structure of the national curriculum, in terms of which subjects are compulsory at each stage, is set out in the table below:

Figure 1 – Structure of the National Curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ¹		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

The National Curriculum KS3 and KS4 Framework Document (September 2013) makes it clear that teachers should develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Fluency in English language is described as an essential foundation for success in all subjects.

This has raised the importance of literacy to a much higher level. Similarly, numeracy or mathematical fluency must be developed in every relevant subject. Confidence in numeracy is seen as a pre-condition of success across the national curriculum. The consequence of this change is that the College will need to create additional time for literacy and numeracy.

Change One - Create more time for Literacy and Numeracy in KS3

Remove the time slot for Learning 4 Life from KS3 and replace it with an additional period of Literacy in Year 8, Numeracy in Years 7 and 8 and Modern Foreign Language in Year 9.

The framework document confirms that Citizenship, Sex and Relationship Education and Careers Advice/Guidance remain a part of the statutory curriculum because of the important contribution they make to students' wellbeing, work aspirations and contribution to a democratic society.

Change Two - Cross-curricular and collapsed timetable approach

Having removed the L4L lesson, we intend to adopt a cross-curricular approach to Citizenship, Sex, Relationships and Careers, as well as collapsing the timetable from time-to-time to allow for concentrated, whole day events. We would need to appoint a Co-ordinator for this work.

The ICT orders have been replaced by a Programme of Study for Computing. The framework states:

“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.” (P62, NC. Framework 2013).

Change Three - Introduce Computing

Replace ICT in Key Stages 3 and 4 with Computing. Students will have one 100 minute lesson per fortnight in KS3 and will have the opportunity in KS4 to study aspects of Information Technology and Computer Science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

The College aims to help students become self-motivated learners and as part of this feels that introducing an element of choice in KS3 encourages motivation. It is proposed therefore that we introduce an optional element to the Visual and Performing Arts/Design Technology programme in Year 9. This will enable students to continue to study Art, Drama, Music and DT for a shorter amount of time each or specialise in one or more areas for a greater amount of time.

Change Four - Introduce choice to Technology and the Visual and Performing Arts

Students can choose either two Technology options or two Visual and Performing Arts options or one from each in Year 9.

In order to promote self-motivation and prepare students for the academic rigour of KS4, we are going to insist on at least two levels of progress in English and Mathematics having been made before the end of KS3. If students do not have the necessary literacy and numeracy skills to progress to KS4, we would envisage additional support and intervention. This might mean a reduction in option choices through the introduction of entry requirements for subjects, extra lessons by withdrawal from other subjects or after-school classes.

Change Five – Students need to make good progress in Literacy and Numeracy by the end of Year 9:

Good progress in literacy and numeracy becomes an entry requirement to access a full KS4 programme. Those students not reaching the levels of literacy and numeracy required for KS4 study will undertake additional support.

Religious Education remains a statutory requirement at KS3 and KS4. It makes a significant contribution to the Spiritual, Moral, Social and Cultural development of young people. It also deepens awareness of the richness of cultural diversity and promotes tolerance, compassion, forgiveness and the search for meaning.

Change Six - Additional support for English and Maths in Year 11

In KS4, it is suggested that the current Y10 RE remains as it is, with the majority of groups completing the short course at the end of Y10. Students with a predicted B and above in English continue with the full RE course. For those students estimated at C and below for English, having completed the short course at the end of Year 10, two periods become available. One of these is used for additional English and the other for additional support. This extra support could be in Maths, English, Science etc, depending on the needs of students.

In 2016, the new KS4 Floor Standard will be based on a new 'Progress 8' measure. Schools will fall below the floor standard if pupils make an average of half a grade less progress than expected across their 8 subjects. So, for example, a school is underperforming if its pupils were expected to gain 8 Cs but they actually achieve less than 4Cs and 4Ds.

Change Seven – One of the four option blocks in KS4 to contain only EBacc subjects

The new 'Progress 8' measure will be based on performance in English, mathematics, 3 EBacc subjects and 3 others. All students have the opportunity to achieve English, maths and two sciences in the core, leaving one EBacc subject to be picked up in the options. The EBacc option block must include triple science, computer science, history, geography and languages.

Key Stage 3 and Key Stage 4 Curriculum Model 2014/16

Year 7 Curriculum

Subject	E	A	Mu	Dr	H	G	MFL	RE	M	Ty	Comp	Sc	PE	Total
Periods	4	1	1	1	3	3	3	1	4	2	1	3	3	30
Percent	13.3%	3.3%	3.3%	3.3%	10.0%	10.0%	10.0%	3.3%	13.3%	6.7%	3.3%	10.0%	10.0%	100.0%

Year 8 Curriculum

Subject	E	A	Mu	Dr	H	G	MFL	RE	M	Ty	Comp	Sc	PE	Total
Periods	4	1	1	1	3	3	3	1	4	2	1	3	3	30
Percent	13.3%	3.3%	3.3%	3.3%	10.0%	10.0%	10.0%	3.3%	13.3%	6.7%	3.3%	10.0%	10.0%	100.0%

Year 9 Curriculum

Subject	E	A	Mu	Dr	H	G	MFL	RE	M	Ty	Comp	Sc	PE	Total
Periods	4	1	1	1	3	3	3	1	4	2	1	4	2	30
Percent	13.3%	3.3%	3.3%	3.3%	10.0%	10.0%	10.0%	3.3%	13.3%	6.7%	3.3%	13.3%	6.7%	100.0%

Tech.

Year 9 Choices

Option choices - 2 from:	Music & Drama	Expressive Arts	Resistant Materials	Engineering	Graphics	Food technology
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KS4 Curriculum

Y10

Majority complete RE short course in Y10

Subject	E	M	Sc	RE	PE
Periods per 2 weeks	4	4	6	2	2
GCSE	2	1	2		0
EBACC	1	1	2		

Y11 Some re-setting

Predicted B and above in English carry on with RE full course

Subject	E	M	Sc	RE	PE
Periods per 2 weeks	4	4	6	2	2
GCSE	2	1	2	1	0
EBACC	1	1	2		

Other English groups get additional lesson & add support

Subject	E	M	Sc	Add supp	PE
Periods per 2 weeks	5	4	6	1	2
GCSE	2	1	2		0
EBACC	1	1	2		

General

OPT A	OPT B	OPT C	OPT D	Total
3	3	3	3	30
1	1	1	1	9 or 10

Applied

OPT A	OPT B	OPT C	OPT D	Total
3	3	6		30
1	1	1		8

Option A

Triple
Science
Computing
History
Geography
French
Spanish

History
Geography
French
Spanish

Also

Extra English & Maths group in each population