

# GROVE

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## **CURRICULUM POLICY**

**MARCH 2011**

2008 policy reviewed and amended March 2011

Signed

Head teacher

Signed

Chair of Governing Body

Date

Review date: March 2013

# Grove School

## Curriculum Policy

March 2011

### Introduction

Grove School's curriculum policy reflects national education reform and statutory guidelines which

- place a greater focus on the basics
- offer learners a better curriculum choice
- provide learners with more challenging options and activities
- provide new ways to tackle disengagement.

The curriculum will focus on the qualities and skills students need to succeed in school and beyond and should assist students to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society.

### Curriculum Aims

Grove School aims to provide an inclusive, broad, balanced and flexible curriculum that allows students to follow courses that they will find interesting, stimulating and appropriate to their needs and which will enable them to make progress. The curriculum should never be regarded as static, but needs to evolve and develop to ensure that the needs of students are being met.

Grove's curriculum is one that strives to:

- motivate and engage learners
- raise achievement in all subjects, particularly in English, Mathematics, Science and Modern Foreign Languages.
- ensures that students have the personal, learning and thinking skills they need for education, employment and life
- enable a smooth progression from primary, through secondary and beyond
- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- induct learners into the essential knowledge and skills of a subject and to develop specialisms appropriate to aptitude
- 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
- achieve the flexibility required to tailor learning to individual and local needs
- ensure that assessment supports effective teaching and learning, providing more opportunities for focused support and challenge where needed.

Incorporated into these must also be the aims of the government's Every Child Matters agenda which are that every child, whatever their background or their circumstances, should have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

### **Expectations of staff**

Staff are expected actively to promote and seek to secure the curriculum aims and, in particular to

- have high expectations of students
- employ a variety of appropriate teaching methods to ensure all students learn and make progress.
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them
- involve the learner in the process of learning, by giving regular feedback
- through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements
- develop students' personal learning and thinking skills
- encourage, reward and value achievement and effort, both formally and informally, through praise and use of the rewards system
- keep parents/carers regularly and fully informed about the progress and achievements of their sons and daughters.

### **Equal Opportunities**

Accessibility to all programmes of study in the curriculum is based upon course suitability and appropriateness for the individual student, regardless of gender, race, disability or religion in accordance with the statutory requirements of the school.

### **Curriculum Development**

Grove School curriculum encompasses the national framework which outlines an entitlement for all students. The flexibility within this framework allows the curriculum to reflect the local context and meet the students' needs, capabilities and aspirations. The new curriculum balances subject knowledge with the key concepts and processes that underlie the discipline of each subject.

The revised programmes of study which share a common format will be followed:

- **Importance statement** – why the subject matters and how it can contribute to the aims
- **Key concepts** – identifies the big ideas that underpin the subject
- **Key processes** – identifies the essential skills of the subject

- **Range and content** – outlines the breadth of subject matter from which teachers should draw to develop knowledge, concepts and skills
- **Curriculum opportunities** – identifies opportunities to enhance and enrich learning, including making links to the wider curriculum.

This common format will contribute to greater coherence, making it easier to see and develop links between subjects. Several subjects share key concepts and processes and curriculum opportunities highlight the potential for links between subjects. Dimensions such as enterprise, creativity, cultural understanding and diversity cut across the curriculum and will be integrated into schemes of work.

Grove school curriculum creates an entire planned learning experience. This includes lessons, but also the events, routines, visits and activities that take place out of the classroom and beyond the school.

Grove curriculum recognises the importance of subjects while at the same time it places emphasis on the development of skills for life and work. Functional skills of English, Mathematics and ICT will be built into the curriculum. The personal, learning and thinking skills (PLTS) provide a framework for describing the qualities and skills needed for success in learning and life. These form a fundamental component of curriculum development at Grove and have been integrated into the schemes of work for all subjects. The PLTS framework embraces: social and emotional aspects of learning (SEAL), employability, responsible citizenship, enquiry skills and creativity, self-direction and independent study, reflection on learning (learning to learn and assessment for learning).

The framework comprises six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participators.

The whole curriculum will contribute to learners' personal development and the achievement of the Every Child Matters, personal wellbeing, and economic wellbeing and financial capability. These draw together personal, social, health and economic education, sex education, careers education, enterprise, financial capability and work-related learning.

Grove's status as a specialist language college places a strong emphasis on modern foreign languages and has substantial influences on the international dimension and ethos of the curriculum.

## **Curriculum Structure**

The Grove operates a weekly timetable consisting of thirty 50 minute periods.

Timings for the school day are;

- 8-35 Warning bell for registration
- 8-40 Registration, Guidance time and assemblies
- 9-00 Lesson 1
- 9-50 Lesson 2
- 10-40 Break
- 11-00 Lesson 3
- 11-50 Lesson 4
- 12-40 Lunch
- 13-20 Afternoon registration and Lesson 5
- 14-10 Lesson 6
- 15-00 Normal school day ends
- 15-15 Third Session

## **Statutory Requirements**

The curriculum at Grove will deliver the statutory requirements of the National Curriculum

### **Key Stage 3**

The statutory subjects that all students study are, art and design, citizenship, design and technology, English, geography, history, information and communication technology, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

The curriculum also includes non-statutory programmes of study for:

- religious education, based on the Agreed Syllabus for Shropshire
- personal wellbeing, which includes the requirements for sex and relationship and drugs education
- economic wellbeing and financial capability, which includes the requirements for careers education.

In addition students at Grove will also study Drama. In Year 8 and 9 most students will study a second foreign language. The school places an emphasis on students developing the skills which help them learn and as a result all subjects within the curriculum have integrated the Personal Learning and Thinking Skills into their schemes of work. Cross curricular integrated skills projects take place for all students in Key Stage 3. The main focus currently for each is Year 7, the Blue Planet project, Year 8, the Challenge, and Year 9 the Investigation

Allocation of curriculum time to subjects is shown for each year in Key Stage 3.

Year 7		Year 8		Year 9	
Subject	Periods	Subject	Periods	Subject	Periods
English	4	English	4	English	4
Maths	4	Maths	4	Maths	4
Science	4	Science	4	Science	4
PE	2	PE	2	PE	2
Technology	2	Technology	2	Technology	2
Art	2	Art	1	Art	1
Drama	1	Drama	1	Drama	1
Geography	2	Geography	1.5	Geography	1
History	2	History	1.5	History	1
ICT	1	ICT	1	ICT	2
Music	1	Music	1	Music	1
RE	1	RE	2	RE	1
PSHEE CIT	1	PSHEE CIT	1	PSHEE CIT	2
MFL	3	MFL	2	MFL	2
		MFL 2	2	MFL 2	2

Students in Year 7 will be taught in ability sets for English, Maths and Modern Languages and broader ability groups will be used for other subjects. In Years 8 and 9 setting according to ability and the speed with which progress can be made is increasingly used. Ability sets will be used for English, Maths, Science and Modern Languages and broader ability groups will continue for other subjects. The school will regularly review the composition of groups and make changes where necessary. Further curriculum support is also provided by teaching assistants for those students in need of additional learning support. Students may also access the schools Individual Learning Centre for support.

### Key Stage 4

The statutory subjects that all students study are Citizenship, English, Information and Communication Technology, Mathematics, Physical Education, Religious Education and Science. The teaching of Careers Education, Sex Education and Work-related Learning is also statutory. Students at Grove will be encouraged to study at least one Modern Foreign Language during Key Stage 4.

The curriculum also includes non-statutory programmes of study for:

- Religious Education, (GCSE level)
- Personal wellbeing, which includes the requirements for sex and relationship and drugs education
- Economic wellbeing and financial capability, which includes the requirements for careers education.

Grove's Key Stage 4 curriculum offers great choice and flexibility. Students are able to follow a General or Vocational route. Whilst the school offers, and values, traditional GCSE, Applied GCSE and OCR National courses, co-operation with colleges, training providers and local employers has opened up much wider opportunities for students. Grove offers students a wide range of vocational options

which have been developed and integrated with more traditional elements of the curriculum.

Allocation of curriculum time to subjects is shown for each year in Key Stage 4.

Year 10	General Route	Year 10	Vocational Route
Subject	Periods	Subject	Periods
English	4	English	4
Maths	4	Maths	4
Science	5	Science	5
PE	2	PE	2
Opt 1	3	Opt 1	3
Opt 2	3	Opt 2	3
Opt 3	3	Voc Opt	6
Opt 4	3		
RE Cit	1	RE Cit	1
PSHEE Cit	1	PSHEE Cit	1
ICT	1	ICT	1

Year 11	General Route	Year 11	Vocational Route
Subject	Periods	Subject	Periods
English	4	English	4
Maths	4	Maths	4
Science	5	Science	5
PE	2	PE	2
Opt 1	3	Opt 1	3
Opt 2	3	Voc Opt	6
Opt 3	3	RE Cit	1.5
RE Cit	2	PSHEE Cit	1.5
PSHEE Cit	1	MFL	3
MFL	3		

In Key Stage 4 students will choose to follow either the general or vocational route. Core subjects listed above are common to both routes. Students who follow the general route in 2011/12 will select four further option choices to complete their curriculum. Students who wish to follow the vocational route will select a programme to be studied for one full day each week. This will be either a full day NVQ programme linked to an employer or one of the courses available at Walford College or County Training. Students will then select 2 further course from those listed for the general route.

Subjects currently offered;

General Route	Vocational Route
Art & Design	NVQ Vehicle Fitting Operations L1
Business Studies	NVQ Land Based Operations L1
Child Development	NVQ Horse Management L1
Construction	NVQ Horticulture L1
CoPE/Key Skills (Foundation learning)	NVQ Game Keeping L1
Drama	NVQ Business Administration L1
Electronics	NVQ Hospitality L1
Food Technology	NVQ Hairdressing L1
French	NVQ Customer Service L1
Geography	NVQ Retail Operations L1
German	
Graphic Products	
	College Hairdressing VRQ L2
History	College Animal Care L1 & L2
ICT (Single or Double Award)	College Land Studies L1
Music	
Physical Education / OCR Sport	
Resistant Materials	College Motor Vehicle Studies L1
Science (triple) Biology, Chemistry, Physics	
Spanish	
Textiles	
Top Up (additional English/Maths)	

The subject choices available through the options system are regularly reviewed in order to take account of student preferences and statutory requirements.

### **Third Session Offer**

Grove is committed to providing opportunities for students to continue and extend their studies beyond the normal school day. The 'third session' is intended to offer an extended curriculum for students who face difficult choices elsewhere. It can provide the challenge of a completely new subject for students wishing to study for an additional GCSE qualification.

Subjects available include;

- GCSE Art & Design
- GCSE Drama

Third session courses are available to all key stage 4 students. They may also be selected by students in key Stage 3 if appropriate to the individual student.

## **The English Baccalaureate**

Introduced by the coalition government. This is additional certification for A\*-C grade achievement in a particular set of subjects.

The subjects are: English, Maths, 2 Sciences, a Modern Foreign Language and either Geography or History.

Since the announcement of the English Baccalaureate and its retrospective inclusion in the latest School Performance Tables we have been monitoring the situation closely with regard to university admission criteria. Some universities have already said they will use the English Baccalaureate as part of their admissions criteria and we anticipate that more will follow. Students and their parents will be made aware of this and those who may be considering a university route will be strongly encouraged to include the subjects in the English Baccalaureate in their option choices.

## **Grove College Curriculum**

In Years 12 and 13 Grove College seeks to provide a secure and caring environment which promotes educational, cultural and social development for all students. There are a wide range of curriculum opportunities available at AS and A2 level as well as opportunities for further study at level 2.

### Advanced AS/A2 courses

For entry to these courses students normally need at least five grade Cs or above at GCSE, preferably including English (language) and Maths. Some subjects specify a minimum of a B grade.

Students will normally study four, or sometimes five, subjects at AS level.

If grade C is not achieved in English or mathematics students will be required to re-sit these courses during Year 12.

AS/A2 courses are taught over 5 x 50 minute lessons per week for 2 years. Where groups are under 8 students contact time will be 4 x 50mins or less depending on numbers.

### AS/A2 Subjects offered

Art	Biology	Business Studies
Chemistry	Critical Thinking	Design
Drama & Theatre Studies	English Language	English Literature
Environmental Studies	French	Further Maths
General Studies	Geography	German
Health & Social Care	History	IT
Maths	Media Studies*	Physical Education/OCR Sport
Physics	Psychology*	Religious Studies
Spanish	Economics	

\* Subjects offered in the Third Session by New College

Level 2 courses

For these courses students will usually need at least three or four grade Ds at GCSE. If grade C is not achieved in English or mathematics students will be required to re-sit these courses during year 12.

Level 2 courses are taught over 10 x 50 minute lessons per week for 1 year.

Level 2 courses offered include;

OCR National Certificate in Sport

Additional accredited courses are also available through Grove College's enrichment programme including;

Community Sports Leader Award (CSLA)

Duke of Edinburgh Award Scheme

Young Enterprise Award

## **The Learning Environment**

Grove is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good displays in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where students can work effectively.

## **Subject Leaders**

Subject Leaders are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them, and the maintenance of appropriate standards. They are expected to monitor the quality of teaching in their department. They are responsible for providing appropriate support for staff to improve the quality of provision in the classroom. They are also expected to monitor students' standards of achievement and progress and to develop strategies to improve them. Subject leaders will sample teachers' marking and reports to parents/carers. They are expected to ensure common standards and to lead the department's work in standardising assessments in line with school assessment policy. Subject Leaders have a crucial role in quality assurance in relation to the curriculum and its delivery. All subject leaders will be line managed by a member of the school leadership team. Departments will also work with a designated link Governor.

## **Schemes of work and lesson planning**

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by the subject leader. Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and

methods for ensuring standardisation of expectation and assessment in line with the school's assessment policy.

## **Homework**

Grove School recognises the importance and value of homework as an extension of classwork, and a vehicle to practice skills, acquire new ones and develop good study habits. The school has a separate homework policy.

## **Special Educational Needs**

The role of the special needs team is to support the right which all students have to access the curriculum. Students, whether they have special educational needs or not, have an equal opportunity to participate in the full curriculum of the school. The school follows a set procedure for the identification of provision for students with special educational needs. The advice of specialists is taken at all stages. Access to the full curriculum of the school, including the national curriculum, is achieved by careful differentiation of classwork by the subject teacher. Schemes of work take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials. All those who teach a student with special educational needs are informed of the need by the SENCO (Special Educational Needs Co-ordinator). Information will be documented in the school's SEN register and student IEPs. The SENCO will ensure that staff are updated regularly with appropriate information.

The work of the SENCO is supported by Teaching Assistants (TAs). As far as possible, each student with a statement of special educational need receives their allocated hours in the form of classroom support. A small number of SPLD students benefit from a limited amount of specialist individual support.

The school operates a reading improvement programme throughout KS3 and KS4 students whose reading ages are substantially below their chronological age, to help give them better access to the curriculum.

Students with short, medium or long term difficulties which are affecting their academic, social or emotional learning will have access to specialist help and support through the school's Individual Learning Centre (ILC). Staff in the centre, with the support of class teachers and subject leaders, will provide suitable learning programmes to ensure that the needs of each student are met.

A number of students display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in specific subjects and in activities beyond the curriculum such as in sporting and musical excellence. Information will be recorded by the teacher responsible for monitoring those students identified as Gifted and Talented although it is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such students, and additional challenges and experiences should be offered.

## **Examinations**

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to coursework/controlled assessment, attendance or other criteria. Departments are expected to identify, at an early stage, students who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. A monitoring system exists for this purpose with both Year 10 and Year 11 students. The school pays fees for all examination entries for courses for which it has prepared students.

## **Information and Communication Technology**

Grove School believes that the development of capability in the use of ICT is an essential requirement of a students' education. All students have an entitlement to the use of ICT, as detailed in the national curriculum, throughout key stages 3 and 4. Students are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in ICT lessons, and as a result of the use of ICT in other subject areas. Students will work towards a formal qualification in ICT.

## **Community Cohesion**

The school curriculum plays a crucial part in creating opportunities for every student to achieve their potential, and so to make a significant contribution to long term community cohesion. Grove curriculum helps to build community cohesion by promoting equality of opportunity and inclusion for different groups of students within the school.

The curriculum promotes shared values and builds students' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, religions or beliefs, ethnicities and socio-economic backgrounds. Students will explore the concept of community cohesion and the different forces that bring about change in communities over time.

Opportunities exist across the curriculum to promote shared values and help students to recognise differences and to challenge prejudice, discrimination and stereotyping. These are particularly evident in the programmes of study for citizenship, Religious Education (RE) and Personal, Social, Health and Economic Education (PSHEE).

## **Religious education**

Grove School seeks to meet the requirements of the Shropshire Agreed Syllabus. The aim of religious education at Grove School is to enable students to understand the nature of religion, its beliefs and practices. In Year 10 and 11 students study for a GCSE qualification in RE.

## **Spiritual, moral, social and cultural development**

Spiritual development is accomplished in a variety of ways. The assembly programme includes contributions from local religious groups. Religious Education lessons actively encourage students to examine the nature of religion, its beliefs and practices. Students are encouraged to reflect upon their own attitudes and values, in both Religious Education and other lessons. Moral development is promoted through the

Guidance Time, citizenship and PSHEE programmes. This includes praise and rewards through consistent application of the Grove Good Citizens' Charter and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong.

Grove School seeks to promote good relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Social development is promoted through many opportunities for students to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as School Council, citizenship working groups, representing the school at meetings, work in support of charities, and assisting at parents'/carers' evenings, performances and events. Students offer valuable support to their peers through participation in the school mentoring scheme. The community dimension of the school also presents opportunities for positive interaction between students, adult users of the school and in strengthening school community cohesion in general.

Cultural development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, drama and art. Other events such as regular visits from theatre companies and various language college events, close links with Vukani school in South Africa also contribute. Students also take part in a wide range of visits and trips to museums, galleries, theatres and foreign visits.

### **Personal Social Health and Economic Education (including health, sex and drugs education)**

Personal, Social, Health and Economic Education is an integral part of the philosophy and ethos of the school. Across the whole curriculum, Grove aims to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, drama, music and a wide range of trips and activities out of school.

The PSHEE curriculum throughout Years 7 - 11 contributes to a number of cross-curricular areas, including personal organisation and study skills, health education (including drugs education, sex education and personal safety), education for citizenship, environmental education, economic and industrial awareness and careers education. The PSHEE curriculum is taught by specialist staff.

### **Work related curriculum**

Grove supports an effective work related programme. The programme seeks to raise aspirations and help all students achieve their potential. Grove is aware that the changing nature of work requires special skills on the part of our students and they will need to be able to adapt to changing patterns of employment, operate in a climate

of competition and be willing to develop new knowledge, skills and competences throughout their working lives.

Through a structured programme of learning, Grove expects students to develop an understanding of the demands and challenges of the workplace and the rights and responsibilities of employers and employees. Students will develop relevant skills, including research, problem-solving and decision-making skills, presentational and communication skills, planning and self-management skills and the confidence needed to operate in the world of work.

Grove has close links with Shropshire Youth, Shropshire Education Business Partnership, many local employers and work based training providers who support the schools programme.

### **Review of the Grove School Curriculum Policy**

The curriculum policy will be reviewed as part of the school's policy review cycle.