



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Curriculum Policy	
Lead	Mr M McCulley, Deputy Headteacher	
Governor Committee	Chair of Governors	
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HENLEY IN ARDEN SCHOOL VISION STATEMENT

'Achieving Excellence Together'.

As a small school, we pride ourselves in knowing our pupils and parents. We work hard to ensure each and every pupil achieves his or her potential by meeting their individual needs and personalising the curriculum. We provide a high quality education that encourages creativity and supports excellence and achievement.

Our aim is to equip young people to make the most of their abilities and the opportunities offered to become competent and confident world citizens. We want our students to be rational, independent thinkers who are sensitive, caring of others, willing to accept responsibility and who use their talents for the good of society as a whole.

Achieving Excellence Together.

At Henley-in-Arden School the principles of consideration, achievement, responsibility and endeavour underpin our central vision.

We aim to make education an enjoyable experience which will help develop a life-long love of learning. Henley aims to be a school where excellent relationships based on mutual respect provide a happy atmosphere in which pupils thrive.

Our Vision is achieved through the commitment and quality of the teachers and support staff, working in close partnership with parents in a caring and open manner. We celebrate achievement and believe young people flourish when there is security, good self-discipline and a strong code of conduct. We have the highest expectations of all members of our community.

The broad aims of our Curriculum at Henley-in-Arden School are to promote:

- high standards of achievement by all pupils regardless of ability, ethnic origin or gender.
- pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens of the future.

This policy document should be read in conjunction with the Homework Policy (and associated departmental homework policies); the Arts Policy and the Assessment Policy.

Preamble

As an academy school, Henley in Arden school is not required to follow the national curriculum; however, academies "are required to provide a broad and balanced curriculum to include English, Maths and Science and to make provision for the teaching of religious education"

(<http://www.education.gov.uk/schools/teachingandlearning/curriculum>).

To this end in order to provide a broad and balanced curriculum, Henley in Arden School follows the requirements of the National Curriculum set out in section 85 of the Education Act 2002.

"The statutory subjects that all pupils must be taught at Key Stage 3 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.

Key stage 4 National Curriculum requirements are set out in section 85 of the Education Act 2002, as substituted. Students study a mix of compulsory subjects (core & foundation) and, if they so elect, a course of study in a subject within each of four 'entitlement' areas. The compulsory subjects (with statutory programmes of study) are:

*Core: Mathematics, English, Science **

*Foundation: Computing**, PE, Citizenship*

** In relation to science, students have a statutory entitlement to have access to a course of study leading to at least two science GCSEs. Schools have to offer all students access to either science GCSE and additional science GCSE or all three of physics, chemistry and biology GCSEs. Schools may choose to offer other combinations of qualifications, but these must be in addition to, rather than instead of, these combinations.*

*** Computing is offered as an option to KS4 students; however, all subjects will include opportunities for developing these skills. As part of our ICT provision, all pupils are given free licences to all major Microsoft products and are encouraged to use these by all subject areas.*

In addition to the core and foundation subjects, students may opt to follow a course of study in a subject within one or more of the four 'entitlement areas' as they may choose. These subjects do not have statutory programmes of study."

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00200366/about-the-school-curriculum/what-is-statutory>

The Governing Body appoints a Governors' Performance Committee to monitor, review and develop the curriculum on offer.

1. Introduction

The curriculum comprises all the planned activities within and beyond the timetable. It is everything that the students and teachers do and includes:

1. The **subject curriculum**;
2. The **pastoral curriculum**, which is concerned with the development of positive values and attitudes and therefore the personal and social development of the student;
3. The **spiritual, moral and cultural curriculum**, which explores values and beliefs, help pupils prepare for life as an adult, give opportunities to learn from experience, develop community links and provide relevant ways in which skills may be developed;
4. The **extra curriculum**, describing the activities which go beyond the formal school day, including sports, music, residential experiences and so forth;
5. The **hidden curriculum** which reflects the ethos of the school. It is that part of the curriculum which displays the general character of the school and includes how pupils greet visitors, their politeness, demeanour and so forth.

2. Objectives

School will provide a curriculum which:

- is broad and balanced and which develops pupils' knowledge, skills and understanding through learning programmes, and experiences appropriate to their ages and abilities, irrespective of their gender, ethnic or social background or special educational needs;
- satisfies statutory requirements as they relate to Academies;
- provides coherent links with separate curriculum areas and also continuity ensuring progression from one learning stage to the next;
- is relevant and prepares pupils for the responsibilities and opportunities that arise throughout life in a multi-cultural and technological society;
- is differentiated, having regard for all pupils as individuals;
- encourages pupils to respect each other and the community as a whole;
- develops critical and analytical ability, awareness of moral values, and capacity for enjoyment;
- develops constructive attitudes and qualities through spiritual development and aesthetic appreciation, and fosters respect for the environment;
- promotes equality of opportunity and understanding of, and respect for, the rights of others;
- encourages healthy living and emphasises the value of personal relationships based upon mutual respect;
- works in partnership with the family, the business community and society at large, leading to an appreciation of the value of co-operation;
- includes assessment of the progress and attainment of each pupil to determine whether learning objectives have been achieved and to decide on the next steps in learning;
- includes recording of the progress and attainment of each pupil and reports this to parents and pupils (and informs parents and the community about the achievements of the school).

3. Curriculum model

The timetable operates over two weeks comprising of fifty hour long lessons.

Key Stage 3 Curriculum

KS 3 is completed over two years. Options are therefore chosen in Year 8. At KS3 all pupils follow a curriculum comprising of the following subjects (numbers in brackets show total minutes and percentage of overall timetable):

Subject	Y7 Lessons Per fortnight	Y8 Lessons Per fortnight
Maths	7 (420 mins 14%)	7 (420 mins 14%)
English	8 (480 mins 16%)	8 (480 mins 16%)
Science	6 (360 mins 12%)	6 (360 mins 12%)
Geography	2 (120 mins 4%)	3 (180 mins 6%)
History	3 (180 mins 6%)	3 (180 mins 6%)
French*	3 (180 mins 6%)	3 (180 mins 6%)
Spanish*	3 (180 mins 6%)	3 (180 mins 6%)
P.E.	4 (240 mins 8%)	4 (240 mins 8%)
Music	2 (120 mins 4%)	2 (120 mins 4%)
Dance	2 (120 mins 4%)	2 (120 mins 4%)
Art	2 (120 mins 4%)	2 (120 mins 4%)
Drama	2 (120 mins 4%)	2 (120 mins 4%)
Computing	2 (120 mins 4%)	2 (120 mins 4%)
Technology (RM, Graphics, Food)	4 (240 mins 8%)	3 (180 mins 6%)
	50	50

*In place of French and Spanish, additional literacy and numeracy sessions are delivered to a small number of pupils in year 7 and 8. This is dependent upon staffing and the needs of the cohort.

Key Stage 4 Curriculum

Subject	Y9 (1) per fortnight	Y9 (2) per fortnight	Y9 (3,4,5) per fortnight	Y10 (1) Per fortnight	Y10 (2-5) Per fortnight	Y11 (1) per fortnight	Y11 (2-5) per fortnight
Maths*	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)
English Language and English Literature*	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)	10 (600mins 20%)
Core Science*	0	10 (600mins 20%)	10 (600mins 20%)	0	10 (600mins 20%)	0	0
Additional Science*	0	0	0	0	0	0	10(600mins 20%)
Biology; Chemistry*	10 (600mins 20%)	0	0	10(600mins 20%)	0	0	0
Physics*	0	0	0	0	0	10(600mins 20%)	0
P.E.(Core)*	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)

Option A	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)
Option B	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)
Option C	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)
Option D	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)	4 (240mins 8%)
	50	50	50	50	50	50	50

* These subjects are compulsory; English, Maths and Science lead to GCSE qualifications or if not appropriate, an alternative qualification to GCSE may be offered.

Towards the end of Year 8, pupils, with their parents, will have the opportunity to make curriculum decisions for Key Stage 4. Pupils have a choice of subjects grouped in four blocks from each of which pupils choose one subject. This is a delicate decision as it has to ensure a fair balance of types of subjects so that pupils can specialise, but not at the complete expense of subject balance. To achieve this balance, pupils are **recommended** to consider one modern language, one technology, one humanity and one expressive arts subject. Pupils and parents will be made aware of the components of the English Baccalaureate.

Within subjects, Heads of Department in conjunction with their SLT line managers, decide which qualification groups will be entered for. Queries relating to individual students and their groupings will be looked at by Heads of Department with advice from Heads of Year and SLT colleagues.

From 2010 in year 9 we have offered a Foundation Learning package that will be aimed at pupils who may not cope well with a full GCSE course and who could be or become disaffected.

The school are currently working in conjunction with Stratford College to provide a Construction and related skills course to a small number of KS4 students. This is taught in a double option block. Wherever possible, we will look at tailoring the curriculum to the specific needs of the year 9 cohort. A very small number of pupils will be provided with off-site tuition such as the Star 16 course.

The penultimate week of the academic year is reserved for an activities week for Year 7-9 (Y10 are on work experience in this week). The activities are designed to enrich the curriculum and provide pupils with skills and experiences they would not normally get in the classroom or through a normal school day.

4. Learning and Teaching

The **best learning** will frequently have many of the following characteristics:

- clear sense of purpose shared with the learner;
- new learning is placed in the context of previous experience;
- new learning is applied to other situations;
- pupils are confident about what they are expected to do, but are set tasks which will extend their learning;
- pupils explore the beliefs and values they currently hold in the context of new learning;
- pupils are able to work individually, in groups and in the community to consider the implications of new learning for themselves, for society and for the environment;
- pupils are able to take responsibility for their learning;
- pupils are able to appreciate the continuity of their learning.

Best teaching is likely to occur when:

- there is clear identification of learning objectives;

- the learning experience is appropriate to the pupil's stage of development and maturity;
- the selected strategy is appropriate to the learning purpose of the lesson;
- the teacher's lesson plan takes account of the range of ability in the class and strategies are used which ensure that every pupil is suitably challenged and at the same time has opportunities to succeed;
- planning includes consideration of how the time available is to be managed and by whom;
- the teacher regularly records the progress pupils make as well as their achievements;
- the teacher has clear expectations of the pupils which s/he shares with them;
- the teacher communicates clearly with the pupils;
- there is an atmosphere of trust and respect throughout the lesson;
- all the adults in the classroom are able to carry out their roles confidently and competently.

At Henley-in-Arden School the following principles would be a **minimum** requirement for every lesson to ensure good standards of learning:

1. Effective learning environment (including students' work, high quality display materials, SPEED poster, ATL ladder, Word of the Week, Word Walls, Homework and Behaviour for Learning protocols)
2. All lessons should be planned by taking into consideration the following:
 - What are the *students* going to be doing?
 - What opportunities are there for pupils to voice and demonstrate their learning? (AFL)
 - Describe how there is a suitable level of challenge for all pupils (differentiation)
 - In terms of learning theories and pedagogy, what is driving the decisions you are making to enable learning?
3. Quality production of resources
4. Greet the pupils at the door; immediate engagement in learning
5. Registers completed on SIMS (not necessarily in silence and not necessarily at start of lesson)
6. Praise and celebration of good learning and use of behaviour for learning protocol
7. Feedback and marking (including dialogue marking, marking for literacy and numeracy) according to school policy
8. Homework set according to the departmental policy
9. Consistent use of SPEED and literacy initiatives
10. Use of 4 Bs (Brain, Buddy, Book, Boss)

These ten elements will be monitored through formal and informal lesson observations

Schemes Of Work

Heads of Department are responsible for overseeing the writing, and monitoring of Schemes of work in accordance with the guidelines laid out in **Appendix 3**.

Literacy and Numeracy

Literacy and numeracy are cross curricular themes that should be taught through the subjects of English and Mathematics but also through other areas as appropriate. The schools approach to Literacy and Numeracy are laid out in **Appendix 4**.

5. The Academic Placement of Pupils

Please see **appendix 1**

Pupils are placed in mixed ability form groups on entry in Year 7 and they generally remain in these form groups until they leave in Year 11, and normally with the same Form Tutor. A new Head of Year takes over the year group in Year 8 and then stays with the cohort until the end of Year 11. There are five forms in year 7; 4 in years 8-11.

At Henley School pupils benefit from working in both mixed-ability groups and in sets with other children of similar ability. Objective testing methods are used as part of the process and wherever possible individual subjects will be set according to their subject specific criteria.

In Years 7 and 8 pupils are in four timetable blocks comprising of six teaching groups in year 7 and 4 or 5 teaching groups in year 8 organised by ability in English (with MFL and some humanities subjects*); in Maths & Science (with IT and Tech*) and in mixed ability groups in dance, drama and art. Sets 1 and 2 are a mixture of the higher ability pupils; sets 3,4 and 5 are a mixture of the middle and lower ability pupils.

*This is dependent on timetable restrictions each year.

The groupings are reviewed throughout the year and at the end of each year. Departments are asked for their recommendations so that all pupils are always in the appropriate groups.

At KS4 pupils are ideally blocked separately for English, Mathematics and Science and then in mixed ability groups for option subjects.

6. The School Day

The current school day has a 2-2-1 structure.

08.40 – 08.50	Registration/Assembly
08.50 – 9.50	Lesson 1
9.50 – 10.50	Lesson 2
10.50 - 11.10	Break
11.10 – 12.10	Lesson 3
12.10 – 1.10	Lesson 4
1.10 – 1.45	Lunch
1.50 – 2.50	Lesson 5
2.50 – 3.10	Registration/Tutor Time/Assemblies

7. External examinations policy

- All pupils are expected to take GCSE examinations at the end of their five year course. This will normally be 8 – 10 subjects. Any exceptions will need pupil, parent and Leadership Team approval. Some subjects access BTEC awards such as Foundation Learning, Creative Media, Dance and Business Studies.
- All costs relating to exam entries endorsed by the school will be paid for by the school.
- The school will endeavour, by any means possible to ensure parents are informed of relevant examination timetables. This is especially important when there are module examinations which are outside the main assessment periods.
- Parents will be billed if any pupil fails to satisfy the requirements of the Examination Boards by absence or failure to submit coursework, following entry for any subject.
- The school will not normally make arrangements for resit examinations for former pupils.
- The school will expect parents to give full support to examination preparation and will expect pupils to attend for public examinations observing all normal school procedures relating to behaviour, uniform and appearance.

8. Assessment and Reporting

The School has a separate Assessment Policy which should be read in conjunction with this document. The assessment policy also includes details of the school's pupil tracking, monitoring and recording processes.

9. Monitoring and Evaluation

The curriculum and its delivery is monitored and evaluated in a number of ways. Monitoring through the consideration of pupil tracking data and

examination results is considered in Pupil Tracking, Target Setting and Results Analysis. Other monitoring includes:

- Formal lesson observations as part of the school's performance management procedures;
- Learning walks carried out by SLT members, heads of faculty, heads of department, heads of year and other staff with responsibility for developing teaching and learning;
- Work trawls which consider the quality of written and verbal feedback as well as the quality of students' work;
- Regular departmental reviews;
- Conversations with pupils (via student voice (departmental reviews), student council and informally in lessons and around school);
- Conversations with parents

Much of this monitoring is carried out by Heads of Faculty; the efficacy of their monitoring is evaluated through half-termly line management meetings in which the evidence for and conclusions arising from monitoring activities is discussed (These are referred to as Faculty Interim SEF meetings). More detail on Monitoring and Evaluation is provided in the Assessment policy.

10. Homework Policy

Homework is taken to include all work outside the timetabled curriculum. It is an extension of the timetable but contains a strong element of independent study. It may be set either for a specific day or over a longer period of time. Homework is a vital and integral part of school life at Henley-in-Arden School. Please refer to the separate homework policy.

11. Extra-Curricular Provision

Extra-curricular activities are an important part of the overall educational experience. The breadth and balance of education is often dependent upon this element and pupils will be encouraged to take advantage of the range of opportunities available in the form of team games, lunch time clubs, choirs, orchestras, productions, arts evenings, peripatetic music lessons and so on. These elements will vary from term-to-term and year-to-year according to staff expertise and availability. A list of current opportunities will be maintained on the school's website

The residential educational opportunities are a part of this extra-curricular provision and are covered in a separate section below.

12. Residential Education

- Where possible the school aims to provide the opportunity for pupils to have a residential experience in Years 7 to 9. It is hoped that each child will make at least one visit in their time at Henley.
- The school reserves the right to withdraw this opportunity for pupils who persistently breach school rules or who exhibit anti-social behaviour.

- The school will seek to find funds in cases of financial hardship. Applications, which will be kept confidential, should be made in writing to the Headteacher.

Residential Education offers an extremely broad set of opportunities for personal development which in many ways cannot be quantified but is nonetheless of extremely high value. Opportunities such as visiting Northern France, adventurous problem solving physical activities such as those provided by PGL or sporting trips offer students unique and memorable experiences.

13. **Spiritual, Moral, Social and Cultural Education**

Our commitment to *Spiritual, Moral and Cultural Education* is embodied in the aims and vision for the school. This dimension of the curriculum is achieved through:

- The subject curriculum;
- The Pastoral Curriculum including Support and Guidance systems;
- Weekly assembly and form time themes and collective worship;
- Our extra-curricular provision including residential education;
- Our programme for Personal, Social, Health and Citizenship Education (PSHCE) which is delivered via six drop down days per year for every year group (PSHRE), and includes sex and drugs education, Citizenship and Religious Studies.
- Our Careers and Work Experience Programme;
- Our approaches to teaching and learning.

Spiritual education depends on a curriculum and approaches to teaching which embody clear values and provide opportunities for pupils to gain understanding by developing a sense of curiosity through reflection on their own and other people's lives and beliefs. It relies on teachers receiving and valuing pupils' ideas across the whole curriculum, for example in literature, art, music, history or religious education. To the extent that spiritual insights imply an awareness of how pupils relate to others, there is a strong link to both moral and social development.

The essence of **moral development** is to build a framework of values, which regulate personal behaviour. It is achieved through teaching and promoting principles rather than through punishment or reward. It fosters values such as honesty, fairness and respect for truth and justice.

We seek to enrich pupils' knowledge and experience of their own and other cultural traditions as well as the diversity of our own society. Appreciation of art, music, literature, histories and technological contributions of different cultures are all evidence of **cultural education**.

14. **Religious Education and Worship**

The governors support that the ethos of the school should reflect the common values espoused by the major world religions. The School will follow the S.A.C.R.E. (Standard Advisory Councils for Religious Education) advice in developing the R.E. syllabus. The School accepts the right of parents to withdraw their children as a matter of conscience. Please see our agreed syllabus.

Religious Education is taught to all year groups through our six, half-termly 'drop-down' days, when the timetable is collapsed and students are immersed in religious, moral, spiritual and cultural education days. In addition, assemblies and form periods are used to deliver our agreed syllabus.

The School ensures that Collective Worship takes place during each week through a programme of Year group assemblies and form periods.

Assemblies

- There is a year assembly every week for each year group. The programme for assemblies is set termly. Assemblies sometimes make use of visiting speakers and other guests. There are weekly themes for assemblies based on British Values and SMSC. These themes are continued during form time with weekly PowerPoint presentations which include activities that link to the theme and current events.
- All assemblies should aim to be positive in tone and content

15. Cross curricular links

The school recognises that to prepare students for life after school, education must not consist of a series of detached specialised skills and knowledge taught discretely in self-contained subject departments; most knowledge and skills are applicable to a range of subjects and disciplines. To this end the school seeks opportunities for cross-curricular cooperation. Examples include multi-disciplinary groups arranging activities for students during activities week (see above); CPD opportunities that encourage multi-disciplinary cooperation; cross curricular planning (e.g. English and Drama, STEM subjects, R.E. and PSHCE planning). Extra-curricular activities also promote cross-curricular education.

16. Performing Arts

Although funding specifically for Specialist School Status is now no longer available, Henley in Arden school remains a specialist school for the Performing Arts. The school holds the Arts Mark Gold Award and is very well equipped for the performing arts. A separate policy, "Arts Policy" exists and should be read in conjunction with this policy.

Appendix 1: Academic Grouping Policy

Principle

All decisions made about setting will be made in the best interests of teaching and learning. We aim to provide each student with opportunities most appropriate to his or her individual needs. The target levels for all students will be set individually and based upon the Fisher Family Trust predictions.

Grouping in Y7 and Y8

Year 7 are taught in two mixed ability bands; each band is then sub-divided, broadly by ability, in English (and other subjects) and Maths.

In Year 8 pupils are in four timetable blocks comprising of four or five teaching groups organised by ability in English, Maths and Science; and Technology and P.E. These are broadly set according to ability in the respective subjects. The arts subjects are ideally taught in mixed ability groups.

We will split the students into classes of approximately the same size and in making decisions about which class a student is in, we will take account of gender, behaviour issues, social dynamics and any special needs that have been identified.

This grouping is designed to create classes of mixed, yet broadly similar, abilities and will enable all our students to achieve their individual targets and avoid negative labelling of students.

Grouping Review Process

New students arriving into Year 7 will be placed into classes by the Head of Lower School and the incoming Head of Year 7. Grouping review meetings will take place at the end of the first term and the end of the academic year and will be led by the Assistant Head of lower school and include Heads of Department and Heads of Year.

In our group review meetings, we will use internal assessments, Fisher Family Trust Data to make decisions on moving students. If decisions are made about a move, all parents/carers and students will be informed by phone or letter of any proposed move. Any movement from one class to another will be made with the guidance and advice of the Class Teachers, Heads of Department and Heads of Year's.

KS4

At KS4 the number of curriculum pathways increase and it is therefore necessary to create a variety of groupings. The classes will broadly be determined by the curriculum choices. The students will be placed in ability based groups in English Mathematics and Science. These are determined mainly from internal teacher assessments and will be decided by the

appropriate Heads of Departments taking account of the views of the teachers, Head of Year and Assistant Headteacher. Option groups will mostly be mixed ability.

When a student enters the school mid-way through the school year or joins the school in Y8 – Y11 we will gather information from the previous school and other sources to assess the best fit group for the student. Decisions will be negotiated by the relevant Assistant Headteacher, Head of Year and Head of Department.

Concerns and Appeals

If a parent/carer or student is concerned about the class they are in they should, in the first instance, make contact with the relevant Head of Department to request a review. If concerns remain, parents need to contact the appropriate Assistant Headteacher who will consider the request, taking full account of all information.

Appendix 3: Schemes of Work (SOW)

Background

All departments will have schemes of work that outline how the knowledge, understanding and skills to be taught will be delivered. They will be used by teachers planning lessons and other staff such as teaching assistants who may contribute to pupils' learning. These should be available on the school intranet and on the school website. They will be word processed. SsOW may be developed in school or from other sources

Aims

- To ensure the knowledge, understanding and skills of subject curricular are taught consistently between groups and years.
- To ensure equality of opportunity between teaching groups
- To foster the sharing of good practice between teachers.
- To develop layered curriculum targets that ensures links between action planning, evaluation and learning and teaching.
- To contribute to efficient monitoring of learning and teaching.
- To allow regular review and updating of teaching programmes
- To include reference to key elements such as
 - Place in teaching programme such as KS and year group
 - Timing available (e.g. number of lessons).
 - Key ideas/questions
 - Teaching ideas with starters, main, plenaries and homework.
 - Resources needed
 - Assessment (see Assessment for Learning Policy)
 - Key words and cross curricular opportunities
 - Differentiation such as for less able and Gifted and Talented.

It is the responsibility of departmental leaders to:

- Ensure Schemes of work are written and updated regularly and that they cover the necessary specified areas dictated by, for example, examination boards;
- Make them available to others who teach the subject, other staff, LMT and outside agencies including parents (on request);
- Ensure SsOW include and address departmental curriculum targets;
- Evaluate the effectiveness of SsOW and arrange for their review;
- Keep an up to date folder of SsOW (paper copies or digital);
- Ensure departmental budget spending supports the delivery of SsOW.

It is the responsibility of teachers to:

- Contribute to the writing, review and evaluation of SsOW
- Plan and teach according to the elements of the SOW as published.
Where a change is made to meet the needs of a pupil or group inform the HOD so that it can be reviewed.

LMT will discuss arrangements for the review of SsOW and the delivery of curriculum targets as agreed. They will consider how SsOW will contribute to the delivery of items raised by review processes such as SEF.

Appendix 4: Literacy

Aims

- To enable pupils to better access the curriculum by developing a more consistent approach to the assessment and marking of literacy.
- To improve the quality of communication through reading, writing and speaking across the whole curriculum, for pupils of all levels of ability through effective teaching of literacy within the English curriculum.
- To recognise the fundamental importance of literacy to the learning process in all areas of the curriculum and develop a consistent whole-school approach to literacy demands of extended writing within all departments.
- To increase whole-school literacy awareness that concentrates on creating, and maintaining, a positive ethos towards literacy and a high public profile for literacy within the school;
- To encourage pupils to read widely and promote enjoyment of reading;
- To improve provision for literacy across all departments.

Principles

- Literacy includes speaking, listening, reading and writing.
- All staff share responsibility for developing pupil literacy.
- All staff make consistent use of agreed whole-school literacy initiatives.
- The literacy plan lays the foundations for literacy development across the school.

Strategies

Reading

Across the whole curriculum, pupils will be given opportunities to:

- Read and follow written instructions, develop and explore ideas and develop understanding.
- Learn how to skim, scan and take notes from text and question and challenge what they read from all resources including computers.
- Read during at least one registration time and have access to the library on at least one lunch time a week.
- All classrooms will make use of word walls to reinforce key language.

Writing

Across the curriculum, teachers will provide opportunities to:

- Use whole-school literacy initiatives for extended writing (SPEED: **S**tate your **P**oint; give your **E**vidence or **E**xample; **E**xplain and **D**evelop).
- Use writing to plan, organise, draft, discuss and reflect on their writing.
- Write for a range of purposes and audiences and in a range of styles.
- Use writing frames to support and develop writing.

- Encourage good Spelling, Punctuation and Grammar.

Speaking and Listening

Across the curriculum, we will provide opportunities for pupils to:

- Listen to and carry out instructions.
- Explore and develop ideas with others, through structured talk.
- Ask questions as well as answer them.
- Value speaking and listening as an essential means of learning.
- To talk with working partners and in small groups.

Assessment of literacy

- Teachers will refer to pupils' use of literacy skills in their feedback. Teachers use their assessments of pupils' speaking and listening to inform future planning of their work.
- Teachers make use of the whole school extended writing initiative to create greater consistency marking and feedback.
- Teachers make common use of the whole-school guidance on marking literacy in the Assessment policies.

Marking for Literacy

- The following symbols are to be employed to aid consistency across the school in the marking of literacy as and when staff feel it is appropriate to do so:

Sp	When written in the margin, this means that a spelling error has occurred. These words must be written out THREE times correctly spelt at the end of the piece of work but it is pragmatic to ask for no more than three corrections at one time.
T	Target
WWW	What Went Well
P	This indicates a punctuation error
/	This means that a word has been missed out
*	This highlights a strikingly good piece of work within the particular written assignment
Gr	This shows that a clear, grammatical error has been made
//	This means there should be a new paragraph

In the particular case of extended writing using the SPEED model, a system of three ticks should be adopted: one tick for a paragraph that states a point; two ticks for stating a point and giving an example of evidence; three ticks for stating a point, supporting it with evidence and then explaining and developing that point.

Appendix 5: Numeracy

Purpose

The majority of young adults should have a comfortable grasp of the basic mathematical skills required in everyday life. They should understand how numbers operate as part of communication and should come to appreciate and take pleasure in their understanding of number.

The purpose of this policy is to promote consistency in approach to teaching and with the application of numeracy skills in order to promote the above.

We recognise the existing good practice in our school and wish to build on the knowledge and expertise of staff to further enhance the opportunities given to students.

All teachers have a responsibility to assist the development of students' numeracy skills.

Aims

- To improve the numeracy skills of students, including the learning of multiplication tables, answers reported to an appropriate degree of accuracy;
- To involve students in the development of their numeracy skills;
- To make students confident in their use of number;
- To prepare students for skills needed in their future;
- To give students a variety of mental strategies and written methods with which to tackle problems;
- To encourage a positive and 'can do' attitude to problem solving;
- To raise all teacher awareness of language, notation, conventions and techniques;
- To adopt a whole school approach in the methods being used to teach skills, using posters as visual aids, student prompt sheets or word walls;
- To encourage consistent correct representation of statistical data in the form of graphs and charts;
- To monitor the progress and attainment of students in numeracy and for pupils self- correction of errors;
- To inform parents of our work and encourage them to take part.

Use of calculators

The school expects all pupils to bring their own scientific calculator to all lessons, in case they are required.

In deciding when pupils use a calculator in lessons we should ensure that:

- pupils first resort should be mental methods;
- pupils have sufficient understanding of the calculation to decide the most appropriate method: mental, pencil and paper or calculator;

- pupils have the technical skills required to use the basic facilities of a calculator constructively and efficiently, the order in which to use keys, how to enter numbers as money, measures, fractions, etc.;
- pupils understand the four arithmetical operations and recognise which to use to solve a particular problem;
- when using a calculator, pupils are aware of the processes required and are able to say whether their answer is reasonable;
- pupils can interpret the calculator display in context (e.g. 5.3 is £5.30 in money calculations);
- we help pupils, where necessary, to use the correct order of operations – especially in multi-step calculations, such as $(3.2 - 1.65) \times (15.6 - 5.77)$.

Appendix 6a Curriculum Map Year 7

Subject	Autumn Term	Spring Term	Summer Term
English	Study and explore a range of poetry (APP Reading). Write a short narrative (APP Writing). There will be some opportunities for speaking and listening.	Study and explore 'Holes' by Louis Sachar or 'Private Peaceful' by Michael Morpurgo (APP Reading). Produce a range of non-fiction texts (APP Writing). There will be some opportunities for speaking and listening.	Study a Shakespeare play ('A Midsummer Night's dream) (APP Reading) Study newspapers and TV news (APP Writing) There will be some opportunities for speaking and listening.
Maths	Number : integers, powers, roots, ratio and proportion Shape: lines, angles, construction and loci and area Algebra: Sequences, functions, graphs, equations, formulae, identities and expressions Data : Probability	Shape: area, transformations and coordinates Algebra: Sequences, functions and graphs Data: interpreting and discussing results	Number : Fractions, decimals and percentages Shape: volume, coordinates and constructions Algebra: equations, formulae ,identities and expressions
Science	Acids and alkalis Bubbles, bangs and burning Tissues and transplants Sex and science	Energy and sustainable living Electrical circuits What a waste Explaining the earth	Forces and their effects The solar system and beyond Flowers and photosynthesis Ecology matters
PSHRE – Personal, Health and Social Education, RE, Citizenship and careers education	How can we keep ourselves safe? What does it mean to be a Christian?	How can we prevent bullying? Why do some people believe God exists?	Careers education Why is it important to celebrate diversity in Britain?
IT	Kodu Pupils develop an understanding of programming in a visual three dimensional environment. The will develop object programming.	Computer Control Pupils create flowcharts using logic programming techniques for controlling devices. Spreadsheets	Esafety. Creating desktop published documents. Scratch Develop a computer game of their own design using a block based language.

		Pupils will develop spreadsheet skills and modelling using computers	
PE	All students follow a combination of half termly and/ or 6-9 week modular rotations in the following indoor & outdoor sports covering - game based skills, strategies and tactics, observation, analysis and evaluation of performance:		
	Boys: Rugby, football, health related fitness, gymnastics, basketball, Girls: Tag rugby, football, netball, gymnastics, basketball, health related fitness		Boys: Cricket, athletics, tennis Girls: Rounders, athletics, tennis
Geography	Where am I in the world? Mapping Festivals.	Water on the landscape. Frozen landscapes.	You are what you eat. Fascinating places.
History	Introduction: What is History? How has Rome influenced Britain?	What was the impact of the events of 1066? What were the changes brought by the Normans? What was life like in the Middle Ages (peasants and Black Death).	What were the challenges to authority during the Middle Ages? Islam, Christianity and the Crusades
French	Introduction Meeting and Greeting People Age Birthday School	Talking about self and others. Describing school subjects Food	Hobbies, including Sports Discussing what other people do in spare time
Spanish	Introduction, including Spain in the World Greetings Simple descriptions of self Alphabet and numbers	Hobbies and spare time Sports Weather	School-describing subjects, school day Start describing self and family
Music	Bridging Project: The Passenger Vocal Styles leading to a performance in the Carol Service	Melody Writing African Drumming	Jazz and Blues Music
Dance	Introduction to a variety of dance styles. Learn and perform street dance / warm up routine	Choreograph a warm up sequence. Introduce floorwork, travelling and freeze frame techniques. Choreograph a short dance.	Work on improving performance level and production skills. Showcase of choreographies.
Drama / Performing Arts	Storytelling	Character	Script
Art & Design	Portraiture	Structure	Landscapes

	2D project focusing on the formal elements, in particular: shape, tone and colour.	2D/3D project with an emphasis on abstract concepts.	2D project using the local environment for inspiration.
Design & Tech	<p>All students follow 3 modules in rotation (Approx. 13 weeks) around the 3 subject areas: Food Technology, Graphics and Resistant Materials.</p> <p>Module 1 Technical drawing and drawing techniques. Cubee craft models, working with nets and CAD/CAM keyrings.</p>	<p>Module 2 Design & Make a piece of smart jewellery using pewter casting. Design and make a picture frame using inspiration from biomimicry</p>	<p>Module 3 Let's Bake! Sweet products/cake making process</p>

Appendix 6b Curriculum Map Year 8

Subject	Autumn Term	Spring Term	Summer Term
English	Study the art of advertising (APP Reading) Study a selection of short stories and produce a range of non-fiction writing (APP Writing). There will be some opportunities for speaking and listening.	Study and explore a novel ('Animal Farm' by George Orwell' or 'Stone Cold' by Robert Swindells) and a selection of poetry from the English Literary Heritage (APP Reading). Produce a range of non-fiction texts (APP Writing). There will be some opportunities for speaking and listening.	Explore and produce non-fiction writing. Study and explore 'Much Ado About Nothing' by William Shakespeare. There will be some opportunities for speaking and listening.
Maths	Number : integers, powers, roots, ratio and proportion Shape: lines, angles, construction and loci and area Algebra: Sequences, functions, graphs, equations, formulae, identities and expressions Data : Probability	Shape: area, transformations and coordinates Algebra: Sequences, functions and graphs Data: interpreting and discussing results	Number : Fractions, decimals and percentages Shape: volume, coordinates and constructions Algebra: equations, formulae ,identities and expressions
Science	Food glorious food Going for gold Water Materials and recycling	Light Sound Science and fiction Skeletal and muscular systems	Heat transfers Forces and transport All that glitters Sculpture park
PSHRE – Personal, Health and Social Education, RE, Citizenship and careers education	How can people express the spiritual via music and art? Why is it important to be healthy?	Is it possible for relationships to be perfect? Careers	How important are the home and tradition for Jews? Why is it important to make good choices about drugs, alcohol and tobacco?
IT	Understanding how computers work Pupils investigate how computers work including the use of basic logic gates	Modelling using spreadsheets using financial data. Class programming Alice3.0	Safety online. HTML Coding and web development.

	(Boolean) and how computers use binary to store data.		
PE	All students follow a combination of half termly and/ or 6-9 week modular rotations in the following indoor & outdoor sports covering - game based skills, strategies and tactics, observation, analysis and evaluation of performance:		
	Boys: Rugby, football, health related fitness, trampolining, basketball, table-tennis, Girls: Tag rugby, football, netball, trampolining, basketball, health related fitness, table-tennis		Boys: Cricket, athletics, tennis Girls: Rounders, athletics, tennis
Geography	Natural hazards. China today.	Coasts. Geography of conflict.	Changing Climates. Who wants to be a billionaire?
History	Here come the Tudors (Tyrants or great rulers?)	The Transatlantic Slave Trade: causes and consequences Why was slavery abolished in the British Empire in 1833?	The Holocaust.
French	Describing your town	Holidays, including discussing past and future holidays	Television, reading, Paris and French feasts
Spanish	My family and friends Describing your house and area	Describing yourself Spanish festivals in a typical Spanish city	Talking about your city Things to do in your city Future plans-ie next weekend etc
Music	Music from the Caribbean Theme and Variations	Understanding the Conventions of Popular Music	Musical Futures: Battle of the Bands
Dance	Introduction to contemporary dance techniques of set studies.	Group work – creation of an advert containing dance sequence, choreographic, media and marketing and team work skills.	Showcase of work to audiences. Development of production skills.
Drama / Performing Arts	Shoplifting	Finish 'Shoplifting' and start exploring a Shakespeare play.	Finish exploring a Shakespeare play.
Art & Design	Shared View (pottery) 3D cultural project with a contemporary art element (Grayson Perry) + form and function of everyday objects.	Cubism 2D project considering the work and influences of the Cubists. Higher level of independence required by the pupils – taster of GCSE	Portfolio Make improvements and develop previous work further. Pupils also have an opportunity to explore 'art themes' and techniques of their own choice
Design & Tech	All students follow 3 modules in rotation (Approx. 13 weeks) Module 1	Module 2 Design & make an electronic USB lamp.	Module 3 Cultural Creation Savoury meals originating from different parts of the world

	Blister packaging design project for a small item of their choice. Lego challenge - building and programming different robotics and systems.		
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Appendix 6c Curriculum Map Year 9

Subject	Autumn Term	Spring Term	Summer Term
English	Study a whole novel and complete a practice controlled assessment. Study and produce a range of non-fiction texts and poetry. Complete some practice speaking and listening controlled assessments.	English Language exam preparation Study and create a dramatic monologue. Complete a practice speaking and listening controlled assessment.	Study 'Romeo and Juliet'. Complete a range of assessments in preparation for GCSE.
Maths	Number : Integers, powers, roots, ratio and proportion, fractions decimals and percentages Shape: Pythagoras' theorem, circles theorem, Constructions and loci Data: Probability Algebra: sequences, functions, graphs, equations, formulae, identities and expressions	Number : Place value, calculations and checking Shape: area, transformations and coordinates Data: presenting and representing data Algebra: sequences, functions, graphs, equations, formulae, identities and expressions	Number : Fractions decimals and percentages Shape: Volume, trigonometry, measures and mensuration Algebra : sequences, functions, graphs, equations, formulae, identities and expressions Data: statistical enquiry
Science	Science set 1 follow separate sciences from the beginning of year 9. The order in which the modules are taught depends on the combination of teachers the group has. Decisions about the timing of exams is also open to some flexibility. Set 1 will end up with 3 GCSEs in Biology Chemistry and Physics. Set 2 shadow set 1 for a while until setting between sets 1 and 2 are finalised. They then follow the pathway of sets 3,4 and 5. Sets 3, 4 and 5 follow GCSE Science from Easter of year 9 and are examined in summer of year 10. They then pick up additional science in the Summer of year 10 and complete in year 11. Sets 2,3,4, and 5 will end up with 2 GCSEs – Core and Additional Science.		
<u>Science topics</u> Understanding Organisms Understanding Our Environment Carbon Chemistry Chemical resources Energy for the Home	<u>Biology topics</u> Understanding Organisms Understanding Our Environment Living and Growing It's a Green World The Living Body Beyond the Microscope	<u>Physics topics</u> Energy for the Home Living for the Future (energy resources) Forces for Transport Radiation for Life Space for Reflection Electricity for gadgets	<u>Chemistry topics</u> Carbon Chemistry Chemical resources Chemical Economics The Periodic Table How Much (Quantitative Analysis) Chemistry out There

Living for the Future (energy resources)			
PSHRE – Personal, Health and Social Education, RE, Citizenship and careers education	How are human rights and hate crime linked? Is faith worth dying for?	What is good and what is challenging about being a teenage Muslim in Britain today? How can we protect ourselves against others?	How can we look after our mental and emotional health? Careers
PE (Core Curriculum)	All students continue to follow a combination of half termly and/ or 6-9 week modular rotations in the following indoor & outdoor sports covering - game based skills, strategies and tactics, observation, analysis and evaluation of performance:		
	Boys: Rugby, football, health related fitness, trampolining, basketball, table-tennis, hockey Girls: Tag rugby, football, netball, trampolining, basketball, health related fitness, table-tennis		Boys: Cricket, athletics, tennis Girls: Rounders, athletics, tennis
PE (GCSE) Practical	Students study a range of activities from 6 groups that are assessed at the end of each module: Group A: Outwitting opponents (games activities): Example(s): Basketball & football Group B: Accurate replication of actions, phrases and sequences: Example(s): Trampolining & gymnastics Group C: Exploring and communication idea, concepts and emotions: Example(s): Dance Group D: Performing at maximum levels in relation to speed, height, distance, strength or accuracy: Example(s): Athletics, & golf Group E: Identifying and solving problems to overcome challenges of an adventurous nature: Example(s): Horse Riding & Skiing Group F: Exercising safely and effectively to improve health and wellbeing: Example(s): Fitness training – circuit training & aerobics		
PE (GCSE) Theory	Topics: Healthy Active lifestyle: Benefits of exercise Influences Opportunities in sport & physical activity	Topics: Exercise and Fitness Health and Skill related fitness	Topics: Your Personal health and wellbeing Diet Body types Drug Health and risks End of year theory exam
Computing	<u>This is a new course and the content is being planned ready for September 2017.</u>		

Business Studies	Understanding the business environment. Pupils will develop an initial understanding of how businesses operate which includes the different sectors and constraints on a business.	Unlimited Liability ownerships and how this can affect business development and finance. Limited Liability business ownerships how this can affect business development and finance.	Costing and basic business finance and how businesses operate in a market. Why business set objectives.
Geography	Tourism Globalisation	Weather and Climate Coasts	Local fieldwork and practice controlled assessment Changing Urban Environments/Changing Rural Environments
History	Start of the GCSE course: Medicine Through Time – a study in development Ancient medicine (Prehistoric medicine, Egyptian medicine, Greek and Roman medicine) The Dark Ages and the influence of Islam	Medicine Through Time (continued) The Middle Ages The Renaissance	Medicine Through Time (continued) The industrial modern world. The modern world
French	Talking about self	Leisure / Lifestyle	Home and environment
Spanish	Food Clothes	Holidays (in greater detail) Past tense	Describing a town in Spain and a Spanish holiday
Music	Area of Study 1 – My Music Spotlight on my instrument Ensemble performing and composing	Analysing Music Film Music	History of Music Solo performing and composing
Dance	Contemporary dance classes Assignment 1	Urban dance techniques Letter of application preparation	Assignment 2
Drama / Performing Arts	'Peer Pressure'.	Finish 'Peer Pressure'. 'Blood Brothers' by Willy Russell.	Finish 'Blood Brothers' by Willy Russell.
Art	Explore ideas for self-initiated project. Experiment with a variety of media and techniques.	Negotiate project 1. Sketchbook work to include critical and contextual understanding of chosen theme	Negotiate project 2. Sketchbook work to include critical and contextual understanding of chosen theme

Film Studies	Introduction to media – What makes a good photograph? Developing an Aesthetic Unit 1 – Devices, Platforms, Digital/Analogue, Interactivity. Mise-en-scene. First trail pitch	Unit 1 - Primary research/ secondary research Unit 2 - Generating ideas / developing ideas Formal Assessment 1	Unit 2 Planning and pitching a media product – Written and Verbal Formal Assessment 2
D&T: Resistant Mat.	Design & make a small storage box	Design, make and model an Acrylic clock	Design and make an Electronic Mp3 speaker based on Art Deco.
D&T: Graphic Products	Drawing skills and typography. Design and make a small canvas bag.	Research card mechanics and design and make a pop up card and book.	Complete research task on music promotion and design and make promotional materials for a local band/ artist.
D&T: Food Tech	Skills project – cooking techniques	6 mini projects on a variety of topics.	Mini projects continued.
Foundation Learning	Home Cooking skills BTEC Learn key skills	Home Cooking skills Assessment (plan and make a two course meal)	Home cooking skills Assessment (Identify ways to economise with food/Pass on a recipe to primary school pupils)

Appendix 6d Curriculum Map Year 10

Subject	Autumn Term	Spring Term	Summer Term
English Language	<u>This is a new course and the content is being planned ready for September 2017.</u>		
English Language and Literature	<u>This is a new course and the content is being planned ready for September 2017.</u>		
Maths	Number : Integers, powers, roots, ratio and proportion, fractions decimals and percentages Shape: Pythagoras' theorem, circles theorem, area and perimeter, volume Algebra: sequences, functions, graphs, equations, formulae, identities and expressions	Number : Place value, calculations and checking Shape: area, transformations and coordinates Data: presenting and representing data Algebra: sequences, functions, graphs, equations, formulae, identities and expressions	Number : Fractions decimals and percentages Shape: Volume, trigonometry, measures and mensuration Algebra : sequences, functions, graphs, equations, formulae, identities and expressions Data: Probability, statistical enquiry
Science	<p>Science set 1 follow separate sciences from the beginning of year 9. The order in which the modules are taught depends on the combination of teachers the group has. Decisions about the timing of exams is also open to some flexibility. Set 1 will end up with 3 GCSEs in Biology Chemistry and Physics.</p> <p>Set 2 shadow set 1 for a while until setting between sets 1 and 2 are finalised. They then follow the pathway of sets 3,4 and 5.</p> <p>Sets 3, 4 and 5 follow GCSE Science from Easter of year 9 and are examined in summer of year 10. They then pick up additional science in the Summer of year 10 and complete in year 11. Sets 2,3,4, and 5 will end up with 2 GCSEs – Core and Additional Science.</p>		
<u>Science topics</u> Understanding Organisms Understanding Our Environment Carbon Chemistry Chemical resources Energy for the Home	<u>Biology topics</u> Understanding Organisms Understanding Our Environment Living and Growing It's a Green World The Living Body Beyond the Microscope	<u>Physics topics</u> Energy for the Home Living for the Future (energy resources) Forces for Transport Radiation for Life Space for Reflection Electricity for gadgets	<u>Chemistry topics</u> Carbon Chemistry Chemical resources Chemical Economics The Periodic Table How Much (Quantitative Analysis) Chemistry out There

Living for the Future (energy resources) <u>Additional science</u> <u>Summer year 10</u> <u>and year 11</u> Living and Growing It's a Green World Chemical Economics The Periodic Table Forces for Transport Radiation for Life			
PSHRE – Personal, Health and Social Education, RE, Citizenship and careers education	How do our actions influence our future? Careers	How can you look after your health effectively? How can we know anything? (philosophy of religion)	What are the dangers of drugs and alcohol? What is extremism and radicalisation?
PE (Core Curriculum)	All students continue to follow a combination of half termly and/ or 6-9 week modular rotations in the following indoor & outdoor sports covering - game based skills, strategies and tactics, observation, analysis and evaluation of performance:		
	Boys: Rugby, football, health related fitness, trampolining, basketball, table-tennis, hockey Girls: Tag rugby, football, netball, trampolining, basketball, health related fitness, table-tennis, aerobics	Boys: Cricket, athletics, tennis, softball Girls: Rounders, athletics, tennis, Frisbee	
PE (GCSE) Practical	Students study a range of activities from 6 groups that are assessed at the end of each module: Group A: Outwitting opponents (games activities): Example(s): Basketball & football Group B: Accurate replication of actions, phrases and sequences: Example(s): Trampolining & gymnastics Group C: Exploring and communication idea, concepts and emotions: Example(s): Dance Group D: Performing at maximum levels in relation to speed, height, distance, strength or accuracy: Example(s): Athletics, & golf Group E: Identifying and solving problems to overcome challenges of an adventurous nature: Example(s): Horse Riding & Skiing Group F: Exercising safely and effectively to improve health and wellbeing: Example(s): Fitness training – circuit training & aerobics		
	Personal Survival	Fitness testing & methods of training	Introduction to coursework 6 week Personal Exercise Programme (PEP)

PE (GCSE) Theory	Topic: Your healthy, active body: Skeletal system Muscular system Cardiovascular System Respiratory system	Topic: Exercise and Fitness: The exercise session Fitness testing Methods of training	Topic: Physical activity as part of healthy, active lifestyle: Principles of training Analysing training sessions Coursework (PEP) End of year theory exam End of year theory exam
Computing	This is a new course and the content is being planned ready for September 2017.		
Business Studies	Investigation in to business location. Organisational structures.	Stakeholders in a business. Relocating businesses. How businesses obtain information for decision making.	Communication in businesses. Technological effects on businesses. Adventure Business Project.
Geography	Ice on the land/ Water on the land	The Development Gap/Population Change?	Fieldwork and controlled assessments
History	History of medicine Complete the modern world. Examination practice. Medicine mock exam.	Controlled Assessment – Kenilworth Castle	Germany, 1919-1945
French	Around town Shopping – food	School and school life	Jobs Work experience
Spanish	School, including rules, teachers and uniform	Self and family Daily routine	Jobs Work experience interviews for jobs
Music	Area of Study 3: Dance Music Unit 2 Controlled assessment - composition	Area of Study 2: Shared Music: Ensembles Unit 2 Controlled assessment – ensemble performing	Area of Study 2: Shared Music Solo and Accompaniment World Music
Dance	Assignment 3 – dance skills	Assignment 4 – Contemporary dance duets	Practice letter of application. Practice solo performances.
Drama	Commedia de'll arte	Finish Commedia de'll arte. Start 'Noughts and Crosses'	Finish 'Noughts and Crosses'.
Performing Arts	Gresford Disaster	'Blood Brothers' by Willy Russell	Devising

Art	Sketchbook work projects 1 + 2	Sketchbook work projects 1 + 2. Edit and evaluate, plan final pieces of work for each project.	Projects 1 + 2 : final pieces
Media	Unit 1: Regulatory bodies/ advertising techniques / budgeting Unit 2: Production Process Formal Assessment 3	Unit 2 Production and Post-production Assessment 4 Formal	Unit 2 Production and Post-production Assessment 4 Formal
D&T: Res Mat	Design and make a storage system for computer gaming equipment	Design and make an educational toy using the sublimation press	Start of Controlled Assessment
D&T: Graphics	Film promotion	Controlled Assessment Project	Controlled Assessment Project
D&T: Food Tech	Controlled Assessment Project	Controlled Assessment Project	Controlled Assessment Project
Foundation Learning	Work skills BTEC Award Enterprise activity	Team work Start Resistant Materials GCSE (controlled assessment and theory)	Resistant Materials GCSE (controlled assessment and theory)

Appendix 6e Curriculum Map Year 11

Subject	Autumn Term	Spring Term	Summer Term
English	English exam (Unit 1) preparation. Mock exam. Speaking and listening controlled assessment. Writing controlled assessment.	Re-do some controlled assessments if necessary. Revise for exams.	Revise for exams.
English Language & Literature	Spoken language controlled assessment. Speaking and listening controlled assessment. Writing controlled assessment. English exam (Unit 1) preparation. Mock exam.	'Of Mice and Men' controlled assessment. Re-do some controlled assessments if necessary. Revise for exams.	Revise for exams.
Maths	Number : integers ,powers, roots, proportion Shape: proof, area and volume Algebra: equations, formulae, identities and expressions Set 1 will also cover topics for AQA Further Maths	Shape: transformations and coordinates, trigonometry Number : fractions ,decimals and percentages – proof Data: statistical enquiry, interpreting and discussing results Set 1 will also cover topics for AQA Further Maths	Revision for GCSE
Science	Science set 1 follow separate sciences from the beginning of year 9. The order in which the modules are taught depends on the combination of teachers the group has. Decisions about the timing of exams is also open to some flexibility. Set 1 will end up with 3 GCSEs in Biology Chemistry and Physics. Set 2 shadow set 1 for a while until setting between sets 1 and 2 are finalised. They then follow the pathway of sets 3,4 and 5. Sets 3, 4 and 5 follow GCSE Science from Easter of year 9 and are examined in summer of year 10. They then pick up additional science in the Summer of year 10 and complete in year 11. Sets 2,3,4, and 5 will end up with 2 GCSEs – Core and Additional Science.		

<u>Additional science</u> <u>Summer year 10 and year 11</u> Living and Growing It's a Green World Chemical Economics The Periodic Table Forces for Transport Radiation for Life	<u>Biology topics</u> Understanding Organisms Understanding Our Environment Living and Growing It's a Green World The Living Body Beyond the Microscope	<u>Physics topics</u> Energy for the Home Living for the Future (energy resources) Forces for Transport Radiation for Life Space for Reflection Electricity for gadgets	<u>Chemistry topics</u> Carbon Chemistry Chemical resources Chemical Economics The Periodic Table How Much (Quantitative Analysis) Chemistry out There
PE (Core Curriculum)	All students continue to follow a combination of half termly and/ or 6-9 week modular rotations in the following indoor & outdoor sports covering - game based skills, strategies and tactics, observation, analysis and evaluation of performance:		Boys: Cricket, athletics, tennis, softball Girls: Rounders, athletics, tennis, Frisbee
PE (GCSE) Practical	Students study a range of activities from 6 groups that are assessed at the end of each module: Group A: Outwitting opponents (games activities): Example(s): Basketball & football Group B: Accurate replication of actions, phrases and sequences: Example(s): Trampoline & gymnastics Group C: Exploring and communication idea, concepts and emotions: Example(s): Dance Group D: Performing at maximum levels in relation to speed, height, distance, strength or accuracy: Example(s): Athletics, & golf Group E: Identifying and solving problems to overcome challenges of an adventurous nature: Example(s): Horse Riding & Skiing Group F: Exercising safely and effectively to improve health and wellbeing: Example(s): Fitness training – circuit training & aerobics Students & teachers decide on the best 4 practical activities for final moderation (must have at least 1 activity from a different group A – F)		

	Analysis of sport (AOP) Exam: oral interviews on 1 chosen sport/ activity. PEP practical activities continued: Circuit training, aerobics & continuous training.	Final exam: Practical moderation in 4 sports	Final Theory Exam written paper 1hr 30mins (Short course 1hr)
PE (GCSE) Theory	Topic: Analysis of performance preparation. PEP coursework controlled assessment and revision for Mock exam.	Topic: Revision of all theory topics and theory exam prep, study skills and exam technique.	
PSHRE – Personal, Health and Social Education, RE, Citizenship and careers education	How do relationships change as we get older? Is religion a good thing?	How can I 'survive' after I've left home? What are the risks and consequences of legal and illegal substances on your personal safety, career, relationships and future lifestyle?	Is there a right way to live?
IT	Computer theory and understanding techniques to search for, store and share information. Select and use software to communicate information for a business purpose.	Designing and developing use software tools to format information.	Creating techniques to search for, store and share information.
Business Studies	Understanding business customers. Legal requirements for businesses.	Tasks performed in businesses. Business planning activities.	How businesses evaluate performance.
Geography	Restless earth/Living world	Revision of year 9 units	Final Revision and Examination preparation
History	Completion of Germany 1919-1945	Course consolidation lessons.	Course consolidation lessons.
French	Tourism Weather	Food and drink Good health Relationships	Environmental issues
Spanish	Describing area, house and environment	Fit and healthy Food	Young people in society and their problems Environmental issues

Music	Area of Study 4: Programme Music Unit 1: Solo Performing and Composing – controlled assessment	Unit 3: The Creative Task – Practical Examination	Unit 4: Listening Examination – revision and preparation
Dance	External Assessment 2 solos 1 letter of application	Assignment 5 Final major production	
Drama	Start 'Pantomime'.	Finish 'Pantomime'. Start 'The Importance of Being Earnest'.	Finish 'The Importance of Being Earnest'.
Performing Arts	Mock Exam	Exam	Portfolio work
Art	Coursework enhancement. (2 projects to review and refine)	'Externally set task' issued. Sketchbook preparation for the exam.	10 hour exam. Presentation of portfolio for final assessment.
Media	Unit 1 Fictional film techniques / Features of moving image / advertising and promotional video techniques Unit 3 Film Product	Unit 1 Examination Assessment 5 Unit 3 Film Product and evaluation	Unit 1 Examination Unit 3 Film Product and evaluation Formal assessment 6
Media Studies GCSE	Unit 2 Assignment 2 - Production	Unit 2 Assignment 3	
D&T: Res. Materials	Controlled Assessment Project	Examination Preparation	Examination preparation.
D&T: Graphic Products	Controlled Assessment Project	Examination Preparation	Examination preparation.
D&T: Food Tech	Mini practical knowledge projects in preparation for written examination.	Mini practical knowledge projects in preparation for written examination.	Examination preparation.
Foundation Learning	Resistant Materials GCSE (controlled assessment and theory)	Resistant Materials GCSE (controlled assessment and theory)	Resistant Materials GCSE (theory)

Appendix 7 GCSEs and BTECs

Subject	Qualification	Exam Board
English	GCSE	AQA
Maths	GCSE	Edexcel
Further Mathematics	L2 Certificate	AQA
Core Science	GCSE	OCR
Additional Science	GCSE	OCR
Biology	GCSE	OCR
Chemistry	GCSE	OCR
Physics	GCSE	OCR

PE	GCSE	Edexcel
IT	Cambridge National	OCR
Functional Skills ICT	L1 and L2	AQA
Business Studies	Cambridge National	OCR
Economics (some pupils are entered for this alongside Business Studies)	GCSE	AQA
Computing	GCSE	AQA
Geography	GCSE	AQA
History	GCSE	AQA changing to Edexcel
Ancient History	GCSE	OCR
French	GCSE	AQA
Spanish	GCSE	AQA
Music	GCSE	OCR
Dance (Performing Arts)	BTEC	Edexcel
Performing Arts	GCSE	AQA
Drama	GCSE	AQA
Art and Design	GCSE	AQA
Creative Digital Media Production	BTEC	Edexcel
Media Studies	GCSE	AQA
Design and Technology: Resistant Materials	GCSE	AQA
Design and Technology: Food Technology	GCSE	AQA
Design and Technology: Graphic Products	GCSE	AQA
Work skills	BTEC L2 Certificate	Edexcel
Home Cooking Skills	BTEC L2 Award	Edexcel

Appendix 8

Henley-in-Arden RE syllabus

RE is provided for all students at Henley-in-Arden School, unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum'.

To achieve a broad and balanced curriculum, our syllabus is built around three aims. RE should ensure that all pupils:

- Investigate the beliefs and practices of religions and other world views;
- Investigate how religions and other world views address questions of meaning, purpose and value;
- Investigate how religions and other world views influence morality, identity and diversity.

To fulfil these aims, teaching and learning is focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry will be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with the profound issues and contemporary questions that face our communities now and in the future. Although the two attainment targets (AT1 Learning about religion and AT2 Learning from religion) have been discontinued in non-statutory guidance, it remains important for RE to encourage both the development of knowledge and the ability to reflect. The enquiry model adopted by our syllabus builds in both study of beliefs and personal reflection. Students will be taught about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. To offer depth and substance students will be offered the opportunity to engage with people and places of faith within or outside school.

We recognise that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures. 'Other world views' is taken to mean beliefs, arguments or philosophies that approach questions of meaning and purpose without reference to belief in a deity. This may include a structured, named philosophy such as Humanism, or a more general argument or approach relevant to the questions studied.

Henley-in-Arden School takes a creative approach to Religious Education, delivering it through a mixture of cross curricular work, assemblies and both subject specific and themed drop down days. There is a strong overlap between Religious Education and our PSHE and SMSC provision.

Students learn about different religions, looking at important people, events, places of worship, festivals, holy books etc. There is also a focus on people for whom religion has changed their way of life and affects their actions on a daily basis along with people who have made a significant contribution to the lives of others.

As well as learning about the importance of faith to both the individual and to communities, Religious Education allows students to explore the idea of different beliefs and the concepts

of spirituality, allowing them to think carefully about the morals and ethics that accompany them.

Right of withdrawal

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right

Key Stage 3

Key stage 3 students will extend and deepen their knowledge and understanding of a range of religions and other world views and recognise their personal, local, national and global context. They will draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study. They will be given opportunities to understand how religions and beliefs influence the values and lives of individuals and groups, and how they have an impact on wider issues. They will build on their knowledge of Christianity and the other three major world faiths, as well as developing understanding of non-religious world views. As an integral part of learning, students will be given the opportunity to engage with people and communities of faith within school or through visits outside school.

As part of knowing about and understanding a range of religions and other world views, pupils will be taught to:

- Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience, in order to understand religions and other world views as coherent systems or ways of seeing the world;
- Explain how and why individuals and communities express their beliefs and values in many different ways, enquiring into this variety and the links between them.
- Religious teachings about responsibility and commitment.
- Teachings about wisdom, justice, poverty and care
- An introduction to key narratives, beliefs and practices for Buddhists and Hindus
- Further examples of religious and secular leaders, what they have taught and how they inspire others
- The nature of spirituality and how it can be expressed in different ways.

As part of exploring questions of beliefs and meaning, pupils will be taught to:

- Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy;
- Consider, analyse and evaluate a range of approaches to questions of beliefs and meaning using some introductory theological approaches.
- Investigation of how religion can be a positive or negative force in the world.

As part of investigating questions about morality and diversity, pupils will be taught to:

- Explore and express insights into significant moral and ethical questions and reflect personal responses, drawing on a range of examples;
- Observe and interpret a wide range of ways in which commitment and identity are expressed, accounting for the impact of diversity within and between communities. These may include:
 - The basis for moral behaviour and its roots in religious and secular teachings
 - Living in multi faith Britain and the challenge of building a more inclusive society
 - Teachings about hospitality, belonging and inclusion
 - Ecology and care for the environment, linked to beliefs and teachings about the universe and planet

Key stage 4

During key stage 4, all students will extend and deepen their knowledge and understanding of religions and other world views, reflecting personal, local, national and global contexts. Building on their prior learning, they will interpret and analyse the expressions of religions and other world views they encounter. Students will be able to research and investigate the influence and impact of religions and other world views on the values and lives of both individuals and groups, evaluating their impact on current affairs. They will be able to appreciate, compare and appraise the beliefs and practices of different religions and other world views, articulating well-reasoned positions. Students will be able to use theological, philosophical and sociological approaches, including the analysis of texts. As an integral part of learning, students will be given the opportunity to engage with people and communities of faith within school or through visits outside school.

As part of knowing about and understanding a range of religions and other world views, students will be taught to:

- Analyse forms of expression and ways of life found in different religions and other world views. Analyse the influence of religion on individuals and societies. These may include:

- Specific forms of spirituality or observance, such as Ramadan or Lent
- Teachings on the relationship of the state and religion, including terms such as theocracy

As part of exploring questions of beliefs and meaning, students will be taught to:

- Analyse varied responses to questions about identity, diversity, meaning and value, offering different perspectives and showing evidence of reasoned and supported arguments;
- Enquire into ultimate questions about human life and experience, offering balanced and well-articulated analysis of diverse responses;
- Research and investigate a range of approaches to important religious and philosophical questions, providing a detailed evaluation of the perspectives of others, as well as their own views. These may include:
 - The problem of evil and the response of theodicy
 - The nature of God for religious believers
 - The relationship of 'British values' to religious belief and human rights
 - The causes, nature and consequences of radicalisation and extremism. As part of investigating questions about morality and diversity, students should be taught to:
 - Research and present a wide range of well-informed and reasoned arguments about moral, religious and spiritual issues
 - Examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect and mutual understanding
 - Investigate and show detailed knowledge of how faith communities and other groups differ in their approach to controversial issues, and how they find common approaches and tolerance. These may include:
 - Religious and secular teachings about peace and equanimity, force and violence, including concepts like just war, jihad, pacifism and respect for life
 - Examples of peace making and reconciliation
 - Issues connected to medical ethics such as genetic engineering, drugs and commerce
 - Challenges of injustice and poverty and responses to these.