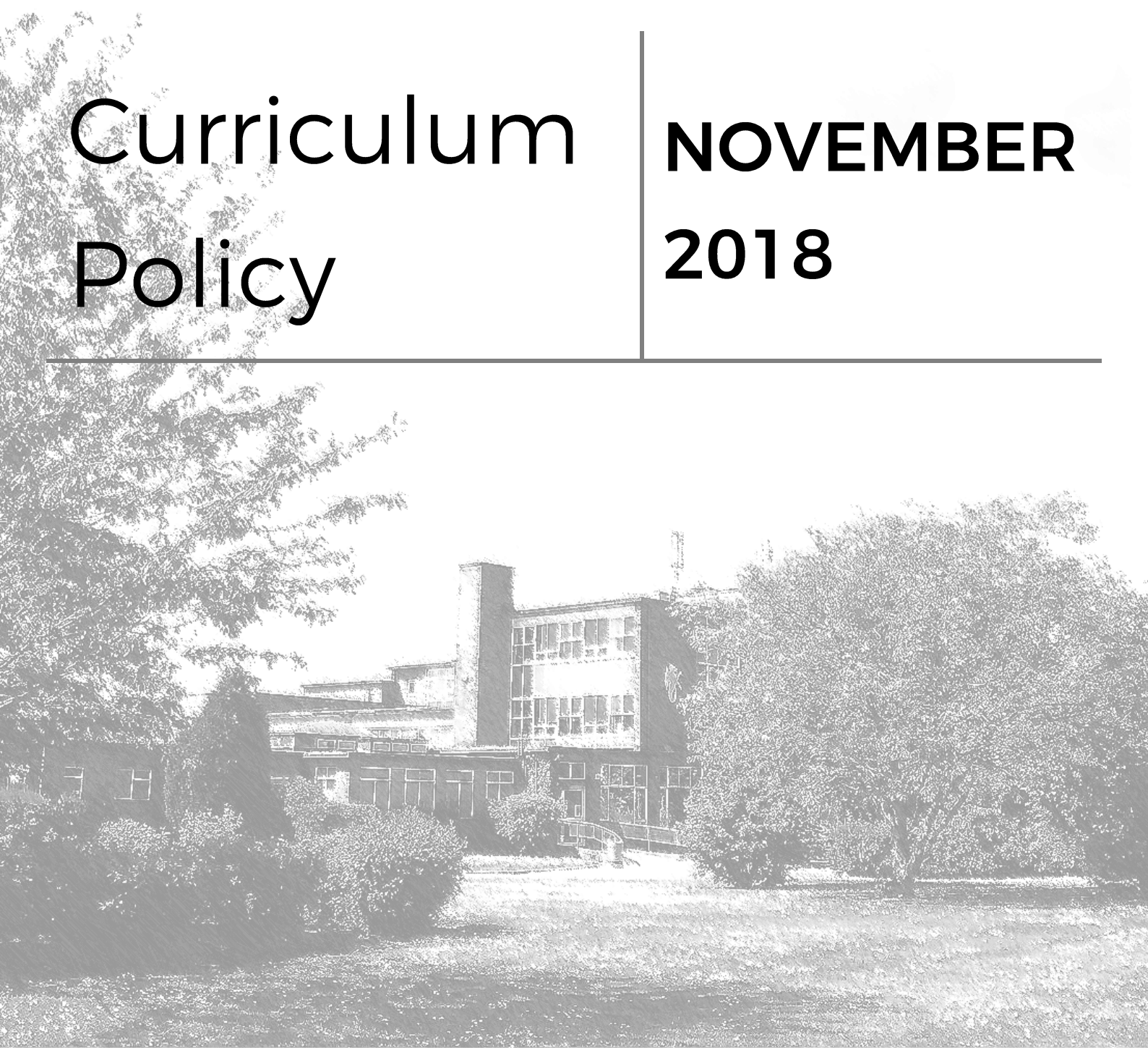




Curriculum Policy

**NOVEMBER
2018**



AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success



Curriculum intent:

The Whitby High School strives to ensure that all students, irrespective of their starting points, achieve their full potential whilst at school. We will achieve this by challenging and supporting students of all abilities in all aspects of their studies and extra-curricular activities. We aim, not only to develop academic, sporting and practical skills but also to actively develop character. Opportunities to develop Leadership, communication skills, resilience etc. will be built into our curriculum.

Our curriculum recognises our local context and will develop skills and knowledge which have currency at a local, national and international level, reflecting British values. Our curriculum seeks to:

- Set high academic aspirations
- Reflect local and regional employment opportunities
- Broaden horizons through an extensive programme of international links.

The school continues to implement the National Curriculum as it has developed since its initial introduction in September 1989. We intend to continue to deliver the modifications as they arise in KS3 and KS4.

Implementation

The Whitby High School is committed to every student achieving their potential and as such will continue to offer a range of academic and vocational courses at Key Stage Four and Five.

Teaching Hours. Students are taught for 25 hours during the normal school week (excluding the statutory daily act of collective worship, registration and breaks, including lunch). Lessons will be of Fifty minutes in length and a One Week timetable will operate.

(a) Years 7, Y8 and Y9

During Years, 7 - 9 students follow National Curriculum programmes of study. During the first year (Y7), students are usually taught in mixed ability classes with each band having a 'top set' and a 'learning support' set. Students may be taught in mixed ability groups for Art, Music, Drama, and Physical Education or may be setted at the discretion of the Senior Curriculum Leader. Setting is then modified during Key stage 3 based upon departmental assessments.

Lessons per week: -

Year Seven

Mathematics 4, English 5, Science 3, French/German 3, History 2, Geography 2, RE 1, Music 1, Art 1, Drama 1, Technology 1, Food Technology/Textiles 1, ICT 1, PSHCE 1, Study Skills and Physical Education 2.

Year Eight

Mathematics 4, English 4, Science 4, French/German 3, History 2, Geography 2, RE 1, Music 1, Art 1, Drama 1, Design Technology 1, Food Technology/Textiles 1, ICT 1, PSHCE 1, and Physical Education 3.

Year Nine

Mathematics 5, English 5, Science 3, French/German 3, History 2, Geography 2, RE 0.5, Option 6, Art 1, PSHCE 0.5, and Physical Education 2.

Classes are taught by a variety of methods, whole class teaching, group work/individual work, practical work, project work etc.

(b) Years 10 and 11

During Year 9, a brochure is issued giving information on courses available in Years 10 and 11. Students are issued with a Pathway subject choice form, which offers a wide range of courses to choose from. The Whitby High School offers four Pathways; P, A, C and E. Individual students are provided with the pathway form that is most suitable for them, given their particular strengths, skills and interests. This is followed by a period of consultation between staff, students and parents to determine the best course of study for each student.

Currently all KS4 students at The Whitby High School are required to study English language, English Literature, Mathematics, Science, Physical Education and PSHCCE. Many students will also study a technology subject in order to reflect local employment opportunities.

Most students will study four 'Options' subjects. In Pathway p these will be mainly academic GCSEs, in Pathway A they will be a blend of GCSEs and L2 vocational qualifications. Pathway C and E are bespoke pathways which will be created for individuals or small groups depending upon the nature of the cohort.

Lessons per week: -

Year 10

Pathway P

English 5, Mathematics 6, Science (including separate sciences) 6, PE 2, PSE/Ethics 2, Optional subject 3, Optional subject 3, Optional subject 3.

Pathway A

English 6, Mathematics 5, Science 6, PE 2, PSE/Ethics 2, Optional subject 3, Optional subject 3, Optional subject 3.

Pathway C

Bespoke.

Pathway E

Bespoke (including alternative provider).

Year 11

Pathway P

English 4, Mathematics 5, Science (including separate sciences) 6, PE 2, PSE/Ethics 1, Optional subject 4, Optional subject 4, Optional subject 4.

Pathway A

English 5, Mathematics 4, Science 6, PE 2, PSE/Ethics 1, Optional subject 4, Optional subject 4, Optional subject 4.

Pathway C

Bespoke.

Pathway E

Bespoke (including alternative provider).

c) Sixth Form (Year 12 and 13).

Students are offered a range of academic (A' levels) and vocational (BTEC and equivalent) subjects at level 3 in the Sixth Form, as well as re-sit GCSE English and Maths for those without a grade 4.

Each subject has individual entry requirements, usually based on GCSE performance. As a guide, the usual minimum requirement to embark on Sixth Form study is five GCSEs at grade 4 or above.

Sixth Form courses are studied for five or six lessons per week. Re-take GCSE courses in English and/or Maths are studied for 2 lessons per week.

It is our hope that every parent and student of our school will consider very carefully the idea of some form of full-time or part-time Further Education, not only to gain academic qualifications, but also to prepare themselves in a more general way for life in the adult world.

Impact of the curriculum on achievement

The impact of the curriculum is formally assessed through the following processes:

- Annual reviews by the Headteacher and Curriculum Deputy Headteacher plus individual subject leaders.
- Discussion of curriculum and results at the Governor's Student learning and wellbeing committee meeting.
- Annual review of the curriculum by the Headteacher and Deputy Headteacher curriculum.
- Bi-annual full curriculum review by extended senior leadership team.
- Annual review of curriculum interventions by Raising Standards Team.