Groby Community College

Achieving Excellence Together

CURRICULUM

POLICY

2014-15

Reviewed: Robert Coles and Carol Hubbard: May 2014
Agreed: Teaching, Learning & Achievement Committee: May 2014
Next review: Summer 2015

Signed:..
Chair of Governors   **Date**

Introduction

Groby Community College provides a range of learning opportunities to students aged 14-19 as well as to the wider community through adult learning programmes based both on site and in the surrounding villages.

The college plays a key role in assisting young people through the transition from key stage 4 to Post-16; around 50% continue through into post-16 at the college, most of whom progress into Higher Education.

This policy outlines our approach to designing and delivering the curriculum. The values and aims are based on our motto *'achieving excellence together'* and our vision statement developed by all our staff and students in 2011.

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Vision Statement

- Relentless focus on outcomes for <u>all</u> young people
- An outstanding school at the heart of the community
- High challenge, high expectations and high support for all
- An outstanding, creative learning environment which engages and motivates all members
- Outward facing and working in partnership to achieve excellence for all 11-19

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Values and aims
- Working together in partnership for excellence 11-19
- Showing pride in our belonging to the college and the campus.
- Be ambitious to be the best and be outstanding in all that we do.
- Be aspirational for the achievement of all
- Celebrate the success of all that we do and who we are
- Ensure excellence in teaching, learning and outcomes
- Have high expectations for all
- Value all – each other and our environment
- Respect one another
- Behave well so that we are all free to learn.
- Ensure excellence through hard work

Principles

The curriculum is the planned and unplanned experiences of our learners. It is based on the following principles:

- *Academic basis:* The core of the curriculum will provide a strong academic foundation providing learners with the essential skills in literacy and numeracy, which will enable each learner to fulfil their life chances.
- *Accessibility:* Appropriate learning opportunities will be provided regardless of gender, race and/or ability.
- *Breadth and Balance:* Opportunities, which develop learners personally and vocationally, will be balanced with academic provision.
- *Relevance:* Learning opportunities will be planned in line with the national 14-19 agenda, to take account of both individual and external needs and priorities.
- *Independence*: Learners will be encouraged to take responsibility for their own learning and become increasingly autonomous learners.

- *Progression*: Learning opportunities and schemes will build systematically on prior learning, attainment and achievement. The curriculum will facilitate access to further and higher education and prepare learners for progression to the next stage of their development.

<u>Delivery</u>

All staff at the college play a part in ensuring that the curriculum is high quality, relevant and engaging to all learners. Key members of staff have particular responsibility for curriculum review and design. Partnership working with our main feeder high school plays a key role in our curriculum planning and delivery in order to ensure progression across the 11-19 age range.

Governors will:
- Ensure that the curriculum at Key stage 4 complies with statutory requirements and that the curriculum at both Key stages reflects the aims and values of the college and the needs of our particular learners
- Review the curriculum regularly and evaluate its impact on learner attainment and progression
- Review the curriculum policy on an annual basis (at the summer term meeting of the Teaching and Learning Committee)

The College Leadership Group (senior and middle leaders) will:
- Design and develop a curriculum in line with the principles outlined above and which takes account of statutory requirements 14-19
- Ensure that there is an appropriate partnership between the college and learners, their parents/carers and the wider community e.g. employers
- Ensure learners are provided with appropriate and personalised advice and guidance at key transition points and throughout courses
- Promote appropriate courses to individuals
- Facilitate progress for progression between key stages and into employment, training, further or higher education

Curriculum and subject teams will:
- Design and deliver learning schemes and opportunities that maximise attainment and progress for learners
- Design curriculum opportunities that meet the needs and requirements of all learners
- Deploy teaching, learning and assessment strategies that promote overall college and curriculum aims

<u>Monitoring, review and evaluation</u>

The impact of the policy will be judged using the following evidence:
- The outcomes and progress of learners
- Observation and drop-ins as part of the QA schedule for the college which highlight the extent to which the curriculum is accurate, relevant and engaging.
- Any external evaluation of the curriculum including Ofsted, HMI and Challenge Partnerships
- Governor link visits
- Exam evaluations at the start of the academic year
- Faculty review
- Line management meetings
- Senior and Middle Leadership meetings
- National agenda and requirements for league tables
- Raise Online and ALPS reports

The policy will be reviewed every year by:
- Carol Hubbard – Deputy Principal
- The Senior Leadership Team
- Governors

Appendix A
KS4 Curriculum Model 2014 - 15

Curriculum Development 2014-15

The curriculum is a mixture of core and option subjects. For the 2014 intake the number of option subjects taken by students has increased from three to four. This widening of choice for students should lead to greater academic success and will allow the school to conform to the requirements of the new performance tables. This change has meant that the school has moved to a two-week timetable.

There are a wide variety of subjects with differing learning styles to choose from. All students in the new intake have had a 1:1 interview with a member of the Groby staff to help guide them towards their most appropriate options. This variety and guidance will ensure that all students can follow a curriculum program, which suits their academic needs and allows them to be successful.

Flexible Learning Pathway

For a small number of students (15 in the new intake) for whom the full core and option programme is not appropriate, we offer a more tailored set of subjects to support their needs. The flexible learning pathway is aimed to benefit students who:

- may find the traditional combination of core subjects and 4 option subjects too intensive
- have particular learning needs
- require a personalized timetable to best suit their potential to achieve qualifications at appropriate levels
- may require additional study support across the curriculum in particular areas

Students are guided to follow this flexible learning pathway as a result of liaison between the College and the staff at the high schools. This pathway will have a timetable made up of some core and option choices (as appropriate) and additional subjects such as:

- Princes Trust xl Award (This will be studied at entry level, level 1 or level 2. Level 1 is equivalent to GCSE grade E/F; level 2 to GCSE grade B)
- Functional Skills in English and Maths (each subject category is equivalent to a ½ GCSE)

CORE [15 PERIODS PER WEEK]			
Subject	**Qualification Size**	**Time**	**Additional Information**
MATHS	1 or 2 GCSEs	4 periods	Students in Set 1 and Set 2 may sit Further Maths as preparation for A Level
ENGLISH and ENGLISH LIT	2 GCSEs	4 periods	All students sit both GCSEs
SCIENCE	2 GCSEs	5 periods	Almost all students sit at least double award science
PE	N/A	1 period	
PSHE	[TO INCLUDE RS PROVISION – worth 1 GCSE]	1 period	GCSE RS starts in Year 9 whilst students are at Brookvale High School. They complete the RS qualification across 3 years
At least one Ebacc subject	1 GCSE	2.5 periods	History, Geography, French, German, Spanish, Computer Science or Triple Science

3 OPTION Subjects – 5 PERIODS PER FORTNIGHT	
Option subjects	**Number of groups**
ART GCSE	2
COMPUTING GCSE	2
CONSTRUCTION Level 2	1
BUSINESS GCSE	3
DANCE BTEC (2015)	
DRAMA GCSE	1
FOOD TECH GCSE	1
FRENCH GCSE	3
GEOGRAPHY GCSE	3
GERMAN GCSE	1
GRAPHICS GCSE	4
HEALTH & SOCIAL CARE BTEC	2
HISTORY GCSE	3
HOSPITALITY BTEC	1
ICT OCR L2	1
MEDIA STUDIES GCSE	2
MUSIC GCSE	1
PERFORMING ARTS GCSE	1
PHYSICAL EDUCATION GCSE	2
RESISTANT MATERIALS GCSE	2
TRIPLE SCIENCE GCSE	2
SPANISH GCSE	2
SPORT BTEC	1
TEXTILES GCSE	2

Appendix B
Curriculum Model KS5 – Subject Option block 2014-15

Study Programmes
- All students in the Post 16 Centre at the college will follow a full study programme unless there are extenuating circumstances (health reasons, special educational need, career aspirations)
- Study programmes consist of at least 540 hours of taught lessons, directed personal study, non-qualification based activity and enrichment and specific work experience for whom it is relevant and pertinent.
- All students start at least 4 AS Levels in Year 12 unless there are specific reasons for starting on 3 (lower profile students) or 5 (most able).
- All students without a grade C at GCSE Maths or English at the end of Year 12 will join specific re-take classes. For a tiny minority of students stepping stone qualifications such as Functional Skills will be used to support those students who are struggling to achieve the target grade C.

Subject taught at AS/A2 Level in 2014-15

Block	Class ID	Subject
A	12A(BI)	Biology
	12A(GR)	Graphics
	12A(BS)	Business Studies A
	12A(BU)	Business Studies (BTEC)
	12E(MU)	Music
	12A(PS)	Psychology
B	12B(MA)	Mathematics
	12B(FR)	French
	12B(SP)	Spanish
	12B(LL)	English Lang/Lit
	12B(IT)	Applied I.T.
	12B(CH)	Chemistry
C	12C(SS)	Physical Education
	12C(QM)	Quantitative Methods
	12C(PA)	Performing Arts (BTEC)
	12C(SB)	Sport (BTEC)
	12C(MA)	Mathematics
	12C(BI)	Biology
	12F(LL)	English Literature
D	12D(HI)	History
	12D(PG)	Photography
	12D(PS)	Psychology
	12D(Gr)	Graphics
	12D(PH)	Physics
	12D(LI)	English Lang/Lit
	12D(PA)	Performing Arts (BTEC)

	12D(AS)	Applied Science
	12C(DE)	Design
	12E(GE)	German
	12E(FM)	Further Maths
	12E(LL)	English Literature
E	12E(PG)	Photography
	12E(PH)	Physics
	12D(SO)	Sociology
	12E(AR)	Art
	12E(HO)	Hospitality (BTEC)
	12F(Tx)	Textiles
	12F(CH)	Chemistry
F	12F(AS)	Applied Science
	12F(HS)	Health and Social Care (BTEC)
	12F(GG)	Geography
	12F(ME)	Media

Examples of non-qualification/enrichment based activity for Post 16 students

- Leadership Team
- Student Governors
- Charity Committee / Social Committee
- All Year 12 students complete the SSAT Leadership Qualification
- General Studies at AS/A2
- Young Enterprise including L3 qualification
- Extended Project
- Volunteering – Right to Read in local primary school
- Volunteering – classroom support both at college and Brookvale High School
- Targeted work experience – students aiming for apprenticeships, on vocational courses, planning vocational degree courses
- Duke of Edinburgh – Silver
- Sports Leaders
- Arts Award
- Sports teams
- College performances including back stage
- Charity Events
- Camps International – month long expedition to Africa (2014) and South America (2016)
- Other trips
- Student Ambassadors
- Cooking for Fun
- Medheads Club for students interested in medicine
- IAG - independent careers interviews for targeted student
- Visits to Universities
- Higher Education Fair