



DRAYTON MANOR HIGH SCHOOL

CURRICULUM POLICY

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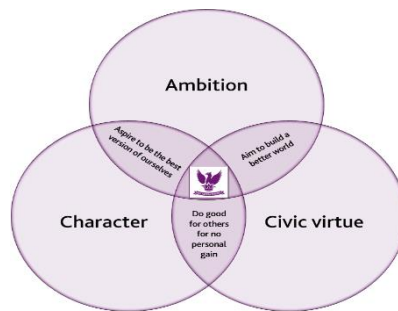


DRAYTON MANOR HIGH SCHOOL

CURRICULUM POLICY

The Curriculum at Drayton Manor High School

At Drayton Manor, we are committed to producing personally rounded and highly knowledgeable students who strive to be exemplary citizens, contributing in all ways, and especially as role models within their communities and on the world stage. To this end, the vision for Drayton Manor is that we provide an education which is ambitious and uncompromising in the pursuit of academic excellence as well as rich in both character development and personal development. These principles enable us to promote the maximum possible development of individual students' talents and potential within our tolerant and caring community.



Our school mission statement and curriculum are underpinned by the core values of Ambition, Character and Civic Virtue and we aspire for the curriculum intent for each subject area to build on these values. Therefore, our curriculum strives to offer and develop:

ambitious learning; instilling in every student the fundamental importance of academic rigour and hard work in all they do, combined with the value of breadth in their studies and the commitment to doing their very best and becoming the finest version of themselves;

the character of students; stimulating relish for fresh challenges and personal responsibility alongside the development of the necessary resilience, courage and determination to overcome challenges in a fast-moving world; inspired by the school's motto *Nec Aspera Terrent*;

acquisition of civic virtue; including integrity, care for others, service and sharing non-academic life experiences. Civic virtues are character traits that are necessary for engaged responsible citizenship, contributing to the common good.



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THE CURRICULUM

We have a values driven curriculum underpinned by our core values of Ambition, Character and Civic Virtue. Ambition is about instilling commitment and academic rigour so that students are being the best possible versions of themselves. Character concerns responsibility, resilience, courage and determination in overcoming challenges, whilst Civic Virtue is about integrity, care for others and contributing to the common good. We ask a high standard of our students by creating an atmosphere of encouragement with the emphasis on students developing the habits of hard work, organisation and responsibility for their own work. The school curriculum and its organisation are kept under constant review to enable students to achieve their best.

THE NATIONAL CURRICULUM

There are 25 one-hour lessons each week for all students in Years 7 -11. To ensure that every student can work at a level and pace appropriate to their ability and needs, some subjects are taught in groups arranged according to students' ability in that subject.

KEY STAGE 3 (YEARS 7, 8 AND 9)

All students study English, Maths, Science, Classics, Design and Technology, History, Geography, Physical Education, Art, Music, Drama, Religious Education (RE), Computing and 'Shine' (a programme of personal development and RSHE)

- All students study one Modern Foreign Language chosen from French, German or Spanish
- A coordinated Design and Technology course comprises the areas of Graphics, Product Design, Food and Textiles
- A small number of students undertake additional literacy and numeracy lessons

CHOOSING KEY STAGE 4 OPTIONS

In Year 9, Students and parents attend a series of meetings outlining and giving advice on what subjects and courses are available in KS4.

KEY STAGE 4 (YEARS 10 AND 11)

Students are asked to select from one of three Learning Programmes. Each is designed to meet the needs of, and provide progression for, an identified group of students.



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All students study English Language, Maths, Religious Education, Computing, 'SHINE', Physical Education and a Science course as part of the core curriculum. The vast majority of students also study English Literature.

STUDENTS MUST CHOOSE

- A Science course – either the three separate Sciences (Biology, Chemistry and Physics) which leads to three separate GCSEs or a Combined Science Award which leads to two GCSEs
- A Humanities subject – History or Geography
- A Modern Foreign Language – either French, German or Spanish
- Option Choices from a wide variety of subjects including Art & Design, Business Studies, Computing, Design Technology, Drama, Economics, Enterprise & Marketing, Food Preparation & Nutrition, Health & Fitness, Sociology, IT, Latin, Media Studies, Music, Philosophy & Ethics, Physical Education.

All subjects are studied to GCSE or equivalent. In addition, reduced GCSE programmes are on offer for a small number of students who would benefit from this provision.

SIXTH FORM (YEARS 12 AND 13)

Our aim is to promote breadth and balance in the Sixth Form programme of study and each student's programme is individually negotiated. Students have a tutor and follow a personalised programme to prepare them for university, further study and the world or work. There is a wide range of extracurricular activities offered in the enrichment programme such as subject societies, sports societies, volunteering, community service and work experience as well as many leadership opportunities. The Sixth Form is extremely successful and the standards of excellence are reflected in its examination results and successful applications to leading universities, including Oxbridge.

The school offers 25 A Level courses and the Extended Project Qualification (EPQ). To ensure continuing quality and success existing courses are reviewed annually and new syllabuses introduced as appropriate. Each course comprises five hours of teaching per week. The Sixth Form work closely with highly successful schools to offer opportunities such as careers, networking events and interview practice.

A LEVEL

The A Level courses include the following subjects: Art, Biology, Chemistry, Computing, Drama, Economics, English Language & Literature, English Literature, Film Studies, French, Geography, German, Government & Politics, History, Latin, Mathematics, Further Mathematics, Media, Music, Philosophy & Ethics, Photography, Physical Education, Physics, Product Design, Psychology, Sociology and Spanish.



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The school may review the courses offered in Year 12 and Year 13 based on the number of applications it receives.

APPLIED GENERAL (VOCATIONAL)

Business, IT, Media and Science.

THE EXTENDED PROJECT QUALIFICATION (EPQ)

The school offers the EPQ to all A Level students. This carries the same number of UCAS points as an AS Level.

ENRICHMENT PROGRAMME

The school provides a wide range of extra-curricular and enrichment activities. On Wednesday afternoons all Sixth Formers are required to opt into a range of activities including a wide range of sports and options such as the Young Enterprise Programme, CREST Award, Law Society, Medicine Society, Debating Society and EPQ.

COMMUNITY SERVICE PROGRAMME Sixth Form students are expected to participate in the Community Service Programme. Students give back to the school or local community and develop their employability skills through opportunities such as subject mentoring, Year 7 reading and volunteering at local organisations.

SCHOLARS' PROGRAMME Our most able students who apply to Oxbridge and Medicine & Dentistry follow an additional programme to support them with their preparation and their application process. This includes mentoring, visiting speakers, a trip to the Oxbridge Conference as well as more subject specific guidance.

INSPIRATIONAL SPEAKERS' PROGRAMME Every week Sixth Form students have an hour assembly where a range of speakers from all walks of life present to them.



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ASSESSMENT AND REPORTING (KS3, KS4 AND SIXTH FORM)

Assessment is seen as a formative part of learning. The school has its own assessment and reporting policy which is reviewed regularly to ensure rigour and maximise achievement. Every effort is made to ensure our students' learning is accurately assessed and that students are prepared for their internal assessments and public examinations. Students' progress and attainment is reported regularly to parents throughout the year. In addition, parents are invited to attend our Parents Consultation Evening

HOME LEARNING AND PRIVATE STUDY

Home learning and private study are essential features of students' work. Parents are asked to involve themselves in their child's studies by seeing that home learning and private study are done consistently and by checking through the Student Knowledge Organiser and signing it weekly. The Knowledge Organiser is a major means of communication between home and school and Tutors and Heads of Year check it regularly.

OTHER AREAS OF THE CURRICULUM

Personal and Social Education

The Personal and Social Education programme is incorporated into SHINE. It is designed to foster social awareness, academic study and the active experience of decision making. In Years 7 – 9, SHINE is taught to all students weekly. In Years 10-11 students are taught SHINE in a carousel with IT and RE. Cross-curricular themes such as economic awareness, ethics and beliefs, environmental awareness, industrial understanding, citizenship and careers are included within the programme.

Work Experience

In Year 12 all students explore and experience the discipline of the world of work when they take part in a two week placement with local industries, businesses and organisations.

RE and Collective Act of Worship

We are committed to the spiritual and moral development of our students. RE is non-denominational and deals in the lower school with:

- The Christian religion and heritage
- Major religions apart from Christianity

Sex Education

The biological aspects of sex education are mainly taught as part of the Science curriculum. Sex education and relationships are also covered in the SHINE and RE programmes. A detailed statement regarding sex education is available from the school. Parents have the right to withdraw their children from sex education.



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ROLES AND RESPONSIBILITIES

Curriculum Planning

An annual review of the curriculum organisation and the options process is carried out through the school consultative structure including the governing body.

Heads of Faculty and Department are responsible for planning and managing the delivery of the curriculum to meet the stated curriculum aims within the agreed time allocations. Responsibilities for co-ordinating schemes of work, lesson planning and organising resources etc. are decided within each faculty/ department.

Senior Leadership Team

The SLT is responsible for the overall management, development, monitoring and evaluation of learning and teaching across the school. A named member of the SLT has development oversight of the Curriculum across the school.

The Head

The Head is responsible for leadership, direction, organisation and accountability of the school in all areas including the Curriculum

The Governing Body

The Governors are accountable for the performance of the school, including the appropriateness of the Curriculum, to parents and the wider community. The Governors' Student and Curriculum Welfare group meets regularly to monitor, review and plan the curriculum. In addition there are link governors with responsibility for

- Inclusion (including SEN, Gifted & Talented, Looked After Children)
- Specialist Schools
- Community Cohesion
- Health & Wellbeing (including Sex & Relationships Education, Drugs Education, Safeguarding Children)
- Safeguarding/ Child Protection



Evaluation and Review

This policy will be evaluated on an annual basis by the Head and the Senior Team.

LINKS TO OTHER POLICIES

The school curriculum policy statement is underpinned by a series of policies and procedures for related areas including

- Assessment, recording and reporting
- Home learning
- Sex and Relationship Policy
- Inclusion Policy
- Equal opportunity and anti discrimination
- SHINE and PSHE
- Work experience
- Exams
- Home school agreement
- Staffing
- Behaviour Policy
- Setting and grouping arrangement