



DRAYTON MANOR HIGH SCHOOL

CURRICULUM GUIDANCE

Updated May 2011



DRAYTON MANOR HIGH SCHOOL

CURRICULUM POLICY

The curriculum aims to:

- promote the maximum possible development of individual students' talents and potential within a tolerant and caring community
- help students develop a lively, enquiring mind and the ability to question, to argue rationally and to apply themselves to tasks and physical skills
- help students to acquire in all areas of the curriculum the knowledge, understanding and skills relevant to adult life, employment and leisure in a fast changing world
- help students to use language and number effectively
- promote equal opportunities for all, to counter racism, sexism and all other forms of discrimination whenever they occur
- encourage respect for religious and moral values and tolerance of other races, religions and ways of life
- help students to appreciate human achievement and aspirations in all forms of human endeavour
- help students in the development of their personal and social skills

THE CURRICULUM

We want our students to achieve the highest possible standards and to do this we create an atmosphere of encouragement with the emphasis on developing habits of hard work, organisation and responsibility.

The school curriculum and its organisation is kept under constant review to enable students to achieve.

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 (see setting/grouping arrangements).

Key Stage 3 (Years 7, 8 and 9)

- All students study English, Maths, Science, Design and Technology, History, Geography, Physical Education (PE), Art, Music, Drama, Religious Education (RE), Information and Communication Technology (ICT) and Careers, Citizenship and Work Related Learning (CCW). The coordinated Design and Technology includes electronics, product design, food technology and textiles

- Most students study one Modern Foreign language chosen from French, German or Spanish
- A small number of students undertake additional literacy and numeracy lessons instead of a Modern Foreign Language
- Latin is offered to those students with the necessary ability

YEAR 9 OPTIONS

During Year 9, all students and parents have access to a programme of guidance and support to ensure they make the correct choices of programmes of study and subject at KS4.

KEY STAGE 4 (Years 10 and 11)

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

- All students study English Language, Maths, RE, ICT, CCW and PE as part of the core curriculum. The majority of students also study English Literature and a Modern Foreign Language (French, German or Spanish)
- Students must choose
 - A Science course – either Triple Science (Biology, Chemistry and Physics) which leads to three separate GCSEs or a modular Science course which leads to two GCSEs
 - A Humanities subject – History or Geography
 - Optional choices include Art and Design, Business Studies, Dance, Product Design, Economics, Electronics, Drama, Food and Catering (BTEC, double award), ICT, Latin, Media Studies (GCSE and BTEC), Music, PE, Full Course RE, Study Plus English, Study Plus Maths, Skills for Life and Learning, Sociology and Textiles.
- Some study a vocational course in Leisure and Tourism.
- All subjects are studied to GCSE or equivalent except Study Plus and Skills for Life and Learning. In addition, reduced GCSE programmes are on offer for those students who would benefit from this provision.

By using the options system students can take both History and Geography. Students engage in a broad and balanced curriculum, which will provide a range of choices at the end of Year 11.

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. The school offers over 30 AS and Advanced Level courses, Applied A Level in Business Studies, a BTEC Level 3 course in Media Studies and OCR Level 2 National Business and Finance. To ensure continuing quality and success existing courses are reviewed annually and new syllabuses introduced as appropriate.

Students all have a tutor and follow AS Level Citizenship. All students are encouraged to attend university summer and specialist courses. There are a wide range of extra curricular activities such as sports clubs, a drama workshop and societies in Astronomy, Debating, Economics, Medicine, and a Sixth Form paper. The Young Enterprise programme is also offered and the Duke of Edinburgh Award Scheme is very popular.

AS and Advanced Level

Courses include: Art, Biology, Business Studies, Chemistry, Citizenship, Design and Technology, Drama, Economics, English Language and Literature, English Literature, Film Studies, French, Geography, German, Government and Politics, History, ICT, Latin, Mathematics, Further Mathematics, Media Studies, Music, Philosophy and Ethics, Physical Education, Physics, Psychology, Sociology and Spanish.

Extended Project Qualification (EPQ) Level 3

The EPQ is available to all students and carries the same UCAS points as an AS Level. It encourages students to independently pursue an area of study outside of the regular curriculum. Students who opt into this qualification are very successful and find it extremely useful as preparation for university studies.

Applied A Level

We offer Applied Double A Level qualification (Level 3) Business

Level 2 Qualification

We offer a Level 2 National OCR Award Business/ICT.

GCSE Courses

Retake GCSE courses in English and Maths are available. Functional Skills in ICT, Maths and English are taught to those students studying the Level 2 OCR. They also study General Studies.

ASSESSMENT AND RECORDING (KS3, KS4 and Sixth Form)

Assessment is seen as a formative part of learning. The school has an assessment and reporting guidance, which is reviewed on a regular basis. Every effort is made to ensure that students' learning is accurately assessed and that students are prepared for internal assessments and public examinations. Three progress reports on each student's progress and attainment are sent to parents each year. In addition, mark sheets providing examination results and at the end of Year 9 National Curriculum Teacher Assessment levels are sent home. In addition, parents are invited to attend 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 Diary and signing it weekly. The Diary is a major means of communication between home and school and Tutors and Heads of Year check it regularly. At the start of each academic year, each student is given a home learning timetable. There is a home learning club available for Years 7 to 10 in the Learning

Resource Centre (Library), Monday to Thursday, from 3:30 to 5:00 pm, and in the Sixth Form Library from 3:30 to 4:45 pm for Years 11 to 13.

OTHER AREAS OF THE CURRICULUM

Personal and Social Education

The Personal and Social Education programme is incorporated into CCW. It is designed to foster social awareness, academic study and the active experience of decision making. In Years 10 and 11, CCW is taught every week and leads to a short course GCSE qualification. Students are involved in a range of work related activities and a work experience placement is arranged at the end of Year 10. CCW continues in the Sixth Form where it leads to an AS level qualification. 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 10 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. Many Sixth Form students also take part in work shadowing and work experience placements.

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

In Key Stage 4 all students follow a short course GCSE with the opportunity to study a Full Course. The GCSE has two main components – Thinking about God and Moral Issues. Parents have the right to withdraw their children from religious education and collective act of worship.

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 CCW 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.

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 guidance will be evaluated on an annual basis by the Head and Deputy Head (Curriculum).

LINKS TO OTHER POLICIES

The school curriculum guidance 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
- CCW and PSHE
- Work experience
- Exams
- Home school agreement
- Staffing
- Behaviour Policy
- Setting and grouping arrangement

ANNEX

Curriculum Plan