

Allocation of KS4 Curriculum time

Subject	Core or Option	Number of 100 minute lessons per fortnight (from Sept 17)		
		Year 9	Year 10	Year 11
English	Core	4	5	5
Maths		5	4	5
Science		6*	6	6
PE		2	2	2
Skills for Life / Culture & Beliefs		1	1	
Option 1	Option	3	3	3
Option 2		3	3	3
Option 3		3	3	3
Option 4		3	3	3

* - This changes from 4 periods to 6 periods in September 2017. Currently Y9 complete one lesson of Core ICT and one lesson of English in this time. The charts above represent intended departmental time in modelling for next year.

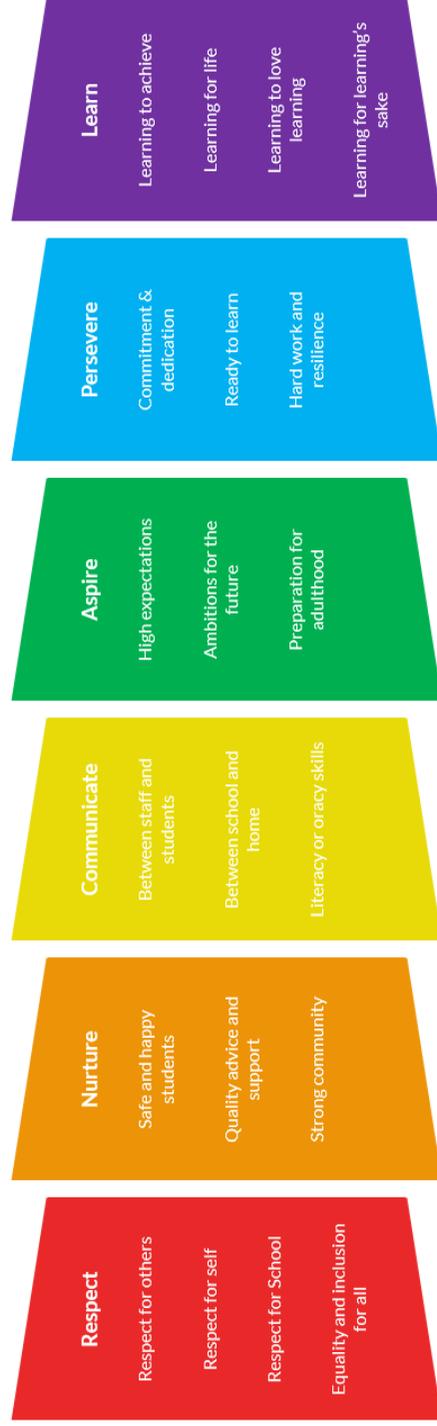
Marshland High School



Curriculum Policy

Approved - January 2017

Core Values at Marshland High School



Allocation of KS3 Curriculum time

Subject	Number of 100 minute lessons per fortnight											
	Year 7						Year 8					
	Nurture	Lower	Middle	Higher	Lower	Middle	Higher	Lower	Middle	Higher		
English		4	4	4	4	4	4	4	4	4	4	
Maths	4		4	4	4	4	4	4	4	4	4	
Science	4		4	4	4	4	4	4	4	4	4	
Art	1		1	1	1	1	1	1	1	1	1	
Music	1		1	1	1	1	1	1	1	1	1	
Drama	1		1	1	1	1	1	1	1	1	1	
Humanities (inc Culture and Beliefs)		5	5	5	5	5	5	5	5	5	5	
MFL		2	3	3	2	3	3	2	3	3	4	
Literacy		1			1			1				
ICT	1		1	1	1	1	1	1	1	1	1	
PE	2		2	2	2	2	2	2	2	2	2	
Skills for Life	1		1	1	1	1	1	1	1	1	1	
Technology	3		3	3	3	3	3	3	3	3	2	
Literacy based lessons - Eng, Literacy, Hums, MFL	12											

- ICT: CIDA (The Certificate in Digital Arts)
- BTEC Music and Rock School L2
- GCSE & BTEC Physical Education
- GCSE Religious Studies*

**Unfortunately GCSE Religious Studies did not run due to low uptake and viability. All students follow a core 'Skills for Life' curriculum in KS3 and KS4 which ensures that we deliver our statutory guidance, and that students learn about the wider world around them and their place in it.*

We also have access to a few practically orientated learning placements which we may make use of, depending upon the needs of individual students (eg. Open Road). We do not currently offer access to college courses – and instead offer suitable students access to Additional English & Maths, and a unit award scheme to accredit wider learning and preparation for working life.

Key Stage 4 students can access the Duke of Edinburgh scheme as an additional extra-curricular activity hosted by the school and our staff. This is a very successful course with good uptake by our students.

As a school we make use of qualifications to accredit ICT skills developed across the curriculum throughout the five years. Currently this is through the ECDL qualification (European Computer Driving License).

Aims of the Curriculum

The aim of the curriculum is to focus on both the qualities and skills learners need to succeed in school and beyond. The curriculum should enable students to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Purpose of the Curriculum

The school is committed to providing a broad and balanced curriculum that:

- provides the core knowledge, understanding and skills to enable pupils to build upon Key Stage 2 and to support progression to the next stage of their learning once they leave the school
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life
- promotes the spiritual, moral, cultural, mental and physical development of learners at the school and within society

In particular our curriculum should:

- raise attainment in all subjects, particularly in English, Mathematics, Science and ICT
- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- induct learners into the essential knowledge, skills and discourse of subject disciplines and to develop specialisms appropriate to aptitude
- prepare young people for the world of employment and further and higher education
- make learners more aware of, and engaged with, their local, national and international communities
- encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- contribute to community cohesion
- acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation

Values

We aim to produce a well-resourced, rich and stimulating learning community based on the belief that all pupils should:

- be valued equally, regardless of sex, race, ability or background
- have equal opportunity to access the curriculum and all aspects of school life

- be entitled to high quality, diverse, well-planned and well-organised learning experiences
- have opportunities to develop their emotional, physical, intellectual, social, cultural and spiritual growth
- experience a curriculum that is planned to build on and broaden their previous achievements and learning
- be enabled to attain the highest possible standards in all areas and aspects of the curriculum, in relation to their capabilities
- participate actively in their own learning; develop the skills to evaluate the quality of their own work; have a clear understanding of how well they are doing and how they might improve; and learn to make informed choices and be responsible for their actions
- be encouraged to participate in the wide range of extra-curricular opportunities which are available at Marshland
- benefit from the school's relationships with the wider community and the contribution that the school makes to the community

Curriculum Organisation

Increasing flexibility allows schools to provide more personalised pathways, particularly through the 14-19 curriculum, and increasingly within Key Stage 3. It is important that these pathways do not become early corridors and turn into a form of streaming, thereby restricting students' choice and their opportunity to achieve.

There is no one curriculum organisation which fits all, but a flexible, supportive, challenging learning environment will maximise the potential of students. Objective tests and information from primary schools are used to estimate the abilities of students on entry to Marshland. Year 7 students complete tests shortly after joining the school as a source of benchmark data. This range of information is used to place students in teaching groups. Regular assessment and monitoring of student performance ensures that students are able to be moved to a more appropriate teaching group should it be felt necessary.

The increasing number of students on intake with very poor literacy skills and social skills is a concern. As a response, a small nurture group has been introduced into Key Stage 3. The nurture group is taught by the same teacher, for all English and Humanities subjects, with the emphasis on developing literacy and social skills to enable students to achieve and be integrated within a comprehensive system.

In Year 7 and Year 8 additional literacy lessons assist students requiring further support. This necessitates a reduction in the number of modern foreign language lessons these students have.

The school moved to a three year Key Stage 4 model from September 2016, with students following GCSE courses throughout Years 9, 10 and 11. This

additional subject-specific curriculum time allows students to prepare more appropriately for the more content heavy reformed GCSEs. Therefore, our students opt for their GCSE courses in Year 8 and are supported through this process by subject staff, the school Pastoral system, and our Careers advisor.

Within Key Stage 4, pupils follow a curriculum which has been shaped to help support their needs and future ambitions. The advice which we give to them to help them select their option subjects is based upon our knowledge of the child as

- Most students will follow our core curriculum, which ensures that they achieve Progress 8, and meet the statutory requirements
 - Some students will be encouraged to pursue the English Baccalaureate, this aspirational curriculum gives the widest range of options beyond GCSE as students progress to 6th Form, University and beyond
 - A few students have the option to take fewer GCSEs, and have additional support with English and Maths
- an individual, prior performance data, and teacher assessments.

The curriculum is organised within 30 periods per timetable cycle of two weeks. Each period is of 100 minutes duration.

GCSE Options Choices subjects offered at Marshland High School

We review our Key Stage 4 curriculum offer constantly to ensure that we are offering an engaging and relevant curriculum to our learners. We have a passionate and motivated staff, who work hard to ensure that we offer a range of challenging subjects that prepare our students for their future career and academic pathways.

This year we have offered the following optional Key Stage 4 courses:

- GCSE Art and Design
- GCSE Art and Design: Photography
- BTEC Business
- GCSE Computer Science
- GCSE Design and Technology (specialising in Graphics or Resistant Materials)
- GCSE Drama
- GCSE Food and Nutrition
- GCSE French
- GCSE Geography
- GCSE German
- BTEC Health and Social Care
- GCSE History