



The Downland Federation

Curriculum Policy

Date established: March 2011

Date of last review: May 2017

Monitoring and Evaluation: The curriculum policy and its implementation will be reviewed annually following consultations in December with members of the Heads of Faculty meeting, the SLT team and shared with Governors.

There will be ongoing monitoring of the implementation of the policy in order to ensure it remains responsive and relevant.

Status: Non-statutory

Purpose of the policy:

1. **To build on the requirements of the National Curriculum by responding to national and local developments in curriculum and assessment, as they meet the needs of our students**
 - To identify the curriculum entitlement for students in the school
2. **To set out the structure of the curriculum a curriculum which is characterised by breadth, balance, coherence and relevance so as to ensure equality of opportunity and the potential for success for all students**
3. **To establish a curriculum which offers choice and diversity at appropriate stages and ensures progression within and beyond the school**
 - To identify the key knowledge and skills required to prepare students for life in a global society

Consultation:

This policy is established through consultation with the Heads of Faculty, The Downs Senior Leadership team, staff, governors and students.

Relationship with other policies:

Home-learning, Special Educational Needs, Equalities, Assessment, Teaching and Learning.

Roles and Responsibilities:

Head teacher and Governors

- Ensure the school meets its legal requirements in organising the school curriculum according to the school priorities and the available resources

Deputy Head (KS4/Curriculum)

- Advises and implements a legal curriculum which fosters high achievement for all students

Heads of Faculties, Department Heads and Teachers

- Organise subjects, construct schemes of work and an annual timetable of lessons according to the main aims of the policy

Complaints:

The procedure for registering complaints about the school curriculum may be obtained from the school

Principles

The school endeavours to personalise learning to meet the needs of students by:

- Developing a range of academic and applied courses suited to the needs of students including:
 - enhanced learning opportunities for able, gifted and talented students
 - support programmes of study, in small groups or individually, for students with alternative or special educational needs
 - adapting the curriculum or timetable for students at risk of exclusion
- Developing learning opportunities outside the normal timetable structure that enhance and enrich the experience of students
- Developing learning opportunities beyond the capacity of the school through partnerships with other providers
- Providing a wide range of extra-curricular activities and visits
- Providing opportunities for personal growth and understanding as part of a Personal Development Programme and Social, Moral, Spiritual and Cultural learning
- Identifying opportunities of relevance to the world of work through business links, enterprise activities and work placements

The study of at least one language subject and at least one applied subject will remain an important component of the programme of study for the majority of students during Key Stage 4.

Curriculum structure

The allocation of time to the various curriculum areas is subject to annual review.
For the academic year 2017-2018 the distribution of curriculum time is as follows:

Year 7 – Year 11

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Art	1	1	1	*	*
Applied Learning (BTEC, Ext. Project, yr 11 - statistics)				2	2
BTEC (Countryside and Environment)	1			*	*
Business Studies				*	*
Health and Social Care				*	*
Drama	1	1	1	*	*
English	3 +1SPAG	3	3	4	3
Economics				*	*
Geography	1	1	1	*	*
History	1	1	1	*	*
Computing / IT	1	1	1	*	*
Mathematics	4	3	4	3	4
Media Studies				*	*
Modern Language (1 st) (French)	2	2	2	*	*
Modern Language (2 nd language)		2	2	*	*
Music	1	1	1	*	*
PDP	1	1	1	1	1
Physical Education	2	2	2	2 *	2 *
Religious Studies	1	1	1	1 *	1*
Science	3	3	3	4 *	4*
Technology	1	2	1	*	*

* Available as an optional GCSE and/or BTEC Full Course in Years 10 and 11 (2 hours). For Science this enables study of the three separate sciences

In years 10 and 11, students study a common core of English, English Literature, mathematics, science, applied subjects, physical education and religious studies. Many students study at least 1 language. A further guided choice of subjects is then available from a list of optional subjects. Three separate sciences at GCSE are available to a number of students who meet the required standard in KS3.

Courses in all subjects offered in Years 10 and 11 (Key Stage 4) normally lead to an external assessment except for religious studies and physical education which are taught as part of the core curriculum

Sixth Form

In the Sixth Form the following subjects are offered at Level 3 (BTEC or A Level):

Applied Science	Further Mathematics	Physical Education
Art and Design	Geography	Politics
Biology	German	Psychology
Business Studies	Health and Social Care	Religious Studies
Chemistry	History	Sociology
Creative Media	Law	Spanish
Computing	Mathematics	Sport
Design and Technology	Media Studies	Travel and Tourism
Drama/Dance	Music	
Economics	Performing Arts	A/S
English Language	Philosophy	Extended project
English Literature	Physics	
French		

A one year BTEC, level 2 qualification, is also offered in Performing Arts with additional certification in First Aid, Workskills and functional numeracy and literacy. GCSE English and mathematics is also available for those not attaining grade 4 during KS4.

All sixth form students also take part in a “Personal Development Programme” which covers topics related to personal, social, health and cultural learning, career progression, enterprise and citizenship.

Organisation of Teaching Groups and Timetable

Students are taught in a variety of groupings depending on the needs of the students and the demands of the particular curriculum area; these may vary from year to year. Mixed ability teaching groups are the most common for the teaching of years 7 and 8. Broad ability groups or sets are introduced generally higher up the school. The school week is divided into a basic allocation of twenty five periods each of one hour duration. In addition other aspects of the curriculum, forming part of the Personal Development Programme (including PSHCE, Careers Education and Enterprise) are covered in separate lessons and programmed events. Time is also allocated for a daily act of worship, assemblies and the registration of students.

English

Year 7	Mixed ability groups, two “progress groups”
Year 8	Two half year groups, mixed ability classes
Year 9	Two half year groups, mixed ability classes
Year 10	Mixed ability classes with a progress groups
Year 11	Mixed ability classes with a progress groups

There are occasions when students are withdrawn from classes for additional support throughout years 7 – 11.

Study Plus (4/5 borderline) and Study Support (literacy enhancement) groups exist in the pathway choice

Mathematics

Year 7 Two half year groups each with students set following an induction period.

Year 8 Two half year groups, each with students set

Year 9 Two half year groups, each with students set

Year 10 Set Groups

Year 11 Set Groups

Study Plus (4/5 borderline) and Study Support (numeracy enhancement) groups exist in the pathway choice

Science

Year 7 Six mixed ability groups

Year 8 Two half year groups, each with broad bands of ability.

Year 9 Two half year groups, each with broad bands of ability.

Year 10 Groups of separate sciences (core plus option).
Other students follow a two GCSE course

Year 11 Groups of separate sciences.
Other students follow a two GCSE course

Modern Languages

Year 7 Mixed ability groups of French

Year 8 French in two half year groups
Second language in mixed ability groups
(some literacy support for a small group of students)

Year 9 French in two half year groups
Second language in mixed ability groups
(some literacy support for a small group of students)

Year 10 French, German, Spanish groups

Year 11 French, German, Spanish groups

Art, BTEC courses, Drama/Dance, Geography, History, Computing / ICT, Music, PE, RE, Technology

These subjects are taught mainly in mixed ability groups. Occasionally the teaching of these subjects is timetabled with another subject and the groupings may follow a different arrangement. In PE, groups are of mixed gender for some activities, in others they are single sex.