

Elizabeth Woodville School	
Policy Name:	Curriculum
Owner:	Assistant Headteacher
Statutory:	Yes
Date Ratified	Review date
November 2018	November 2019

Elizabeth Woodville

School we believe that:

- We are all different, and we all have the potential to achieve
- We achieve more when we work together
- We have the right to feel safe and to enjoy our learning

Because of our beliefs we hold high value on the qualities of:

- Ambition – setting challenging goals to work towards
- Confidence – having the belief in our potential to achieve these goals
- Curiosity – demonstrating intellectual enquiry and asking questions
- Leadership – influencing others to make positive changes
- Respect – having due regard for the feelings of others and for the environment

We aim to provide a curriculum that meets the needs of different groups of students through a structure which fosters variation in the curriculum balance as well as a framework which enriches students' experiences. The curriculum is designed with a sense of purpose and direction to support a life-long love of learning and prepare all of our students to be confident 21st Century global citizens.

PRINCIPLES

A school curriculum, in the broadest sense, should aim to:

- meet the individual's learning needs
- encourage learners to manage their own learning through providing support and challenge
- encourage independent learning and an a love of life-long learning
- enable learners to make informed choices
- provide equal opportunities for all, regardless of age, ability, gender, ethnicity or background
- include a range of assessment practices and an evaluation of students' achievement in order to set future goals
- support learners to achieve the highest possible standards
- acknowledge students' different starting points and rates of progress
- not only be about individual subjects, but about a student's whole programme of study
- be about relationships, respect, caring and valuing individuals
- provide additional support for any group or individual with specific learning needs.

The curriculum should develop skills, knowledge and understanding in all learners and encourage the holistic development of every individual student.

CHARACTERISTICS OF THE CURRICULUM

The characteristics that identify a successful curriculum are breadth, balance, relevance and differentiation. Continuity, progression and coherence in the learning experience can only be achieved by ensuring that the curriculum is equally available to all.

Breadth

Students need a broad range of experiences which ensure that they are able and confident:

- to communicate effectively with others
- to make informed choices
- to gain an understanding of the world of work

The curriculum is broader than the formal timetable of subjects, despite this being the main mode of delivery.

Balance

The curriculum should meet the individual interests, aptitudes, abilities and development of each student. The balance of the curriculum may not be the same for each student. Balance should be sought in order to create the widest range of opportunities for each learner.

The Personal, Social and Health Education (PSHE) programme is delivered by form tutors during form time in the mornings in all year groups and by teachers in a fortnightly timetabled lesson for KS3 (Y7 & 8) following National Baccalaureate programme of study.

In addition to offering breadth in terms of areas of experience, the school acknowledges the need to provide a balance of teaching styles and learning opportunities. This combination of breadth of subjects and variety of facilitated learning opportunities encourages students to develop their capabilities as learners.

Relevance

Each student should see the curriculum as being relevant to both present needs and future aspirations. The curriculum provides knowledge and understanding. It also focuses on the skills and qualities required for successful participation in a 21st global society. The school aims to engage the interest and motivation of students and encourages a broad view of education as a life-long learning experience.

Differentiation

All students require a curriculum which is differentiated according to their individual abilities, interests, aptitudes, special educational needs and stages of development.

The school is committed to accessing and using a wide range of information about student levels of achievement, to guide the development of learning experiences at an appropriate level. All form groups are mixed ability. Learning Leaders, in consultation with Senior Leaders, decide on appropriate student groupings in subject areas and this results in a mix of set and mixed ability groups for most students.

Continuity and Progression

Students succeed best when their learning experiences are related to previous achievement. The factors that lead to a continuous and progressive curriculum for each student are:

- a clear framework for the whole curriculum
- a curriculum that is composed of related experiences, including knowledge, skills and understanding
- effective strategies for assessment of all aspects of students' development
- liaison between phases of education, which seeks to ensure continuity and progression

- partnership between school and home

The school is committed to building on the progress made by students at Key Stage 2. Staff aim to make use of student performance data and information collected through liaison with feeder schools.

Learning is seen as a life-long process and every effort is made to prepare students for the next stage of their education. Careers guidance and Citizenship are key aspects of the Personal, Social and Health Education (PSHE) programme.

Coherence

Elizabeth Woodville School aims to provide students with a coherent curriculum. Departments develop and regularly review schemes of work that reflect progressive learning experiences, as well as national changes. The intention is to provide clear learning objectives linked to individuals' needs and abilities. There is a programme of extra-curricular activities which offer opportunities for students to gain wider experiences.

THE CURRICULUM IN YEARS 7 and 8

Aims at KS3

- To create a structure which increases the degree of personalised learning
- To create a greater sense of purpose for students linking their course of study to broad pathways and through demonstrating the relevance of what they learn and how they learn
- To improve the learning skills of all students
- To prepare them fully so they are 'KS4 Ready'

(One hour lessons. Number per fortnight)

	Year 7	Year 8
English	6	6
Maths	8	6
Science	6	6
History	4	5
Geography	4	5
RS	3	3
MFL	5	5
Music	2	2
Drama	2	2
PE	4	4
DT/Art/Food	6	6
Totals	50	50

Some subjects are taught in tutor groups and others are in sets.

THE CURRICULUM IN YEARS 9, 10 AND 11

Aims at KS4

- To maximize examination success
- To establish skills and knowledge for successful post-16 study
- To ensure that all students at EWS are socially responsible and aware in preparation for their post-16 pathway

	Year 9	Year 10	Year 11
English	8	8	8
Maths	8	8	8
Science	10	10	10
Opt 1*	5	5	5
Opt 2*	5	5	5
Opt 3*	5	5	5
Opt4*	5	5	5
PE	4	4	4
	50	50	50

*A range of student chosen options start in Year 9.

THE CURRICULUM IN YEARS 12 AND 13 (2018-19)

In Years 12 and 13 there are four option blocks from which advanced courses can be chosen. The structure is shown below. Advanced level subjects are normally allocated 4 hours a week in Year 12 and Year 13.

Curriculum Plan for Year 12

Block A	Block B	Block C	Block D
Biology	Applied Business	English Literature	Applied Business
History	English Language	Mathematics	Fine Art
BTEC IT	Financial Studies	BTEC Sport	Chemistry
Product Design	Geography	Psychology	Photography
Sociology	Physics*		Philosophy & Ethics
	Music*		Psychology

Asterix * denotes a subject taught in conjunction with Sponne School in Towcester.



In addition, we provide staffed lessons for a small number of our post-16 students that do not achieve a good pass in either English or Mathematics at GCSE.

Curriculum Plan for Year 13

Block A	Block B	Block C	Block D
Biology	English Literature	Fine Art	Business Studies
Drama*	Financial Studies	Chemistry	French
Economics*	Geography	History	German*
English Language	Mathematics	BTEC HSC	Physics*
BTEC IT	Philosophy & Ethics	Media Studies	
Music*	Sociology	Product Design	
BTEC Sport		Photography	
Psychology			

Asterix * denotes a subject taught in conjunction with Sponne School in Towcester.