**The Curriculum**

**“The subjects and activities on offer for the pupils are outstanding”**

**OfSTED 2013**

**Chauncy School – Curriculum Policy**

Chauncy School is committed to promoting student achievement. Our aims are:

* to provide inspirational teaching and learning
* to welcome students of all abilities, enabling each one to enjoy learning and achieve their very best
* to be a learning centre within our community
* to enable young people to become confident individuals who live safe, healthy and fulfilling lives
* to develop our young people as responsible citizens who make a positive contribution to society

The curriculum at Chauncy:

* promotes the aims of the school
* promotes the spiritual, moral, social and cultural development of students
* ensures that all learners are given equality of opportunity in learning
* offers flexibility and choice, thereby personalising the learning experience of each student
* responds to the needs and aspirations of the students, promoting differentiation of teaching and learning, supporting, stretching and challenging students of all abilities
* broadens students’ knowledge and understanding, whilst promoting students’ abilities to learn for themselves and build self esteem
* recognises that we are educating the whole person, preparing students for the opportunities, responsibilities and experiences of adult life
* promotes the development of reading, writing and communication skills
* provides appropriate arrangements for assessment, recording and reporting of achievement
* encourages students to develop their interests and talents through involvement in voluntary extra-curricular activities
* recognises the role of parents as partners in the education of their children, facilitating the involvement of parents in the learning process and ensuring effective communication about the progress of their children
* is organised in such a way as to provide value for money, ensuring sensible and economic use of the financial resources of the school
* is continually monitored, evaluated and developed in response to student need and government priorities, implemented through the self-evaluation process and the School Development Plan

**Key Stages 3 and 4**

Students are taught by highly qualified subject specialists in accordance with the National Curriculum which can be accessed by clicking on the following link:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/330327/SECONDARY_national_curriculum_FINAL_140714.pdf>

The Key Stage 3 programmes of study can be found at <http://chauncyschool.com/curriculum-plans/ks3-curriculum-plans-2015/>

The details of subjects offered at Key Stage 4 can be found at

<http://chauncyschool.com/year-nine-options-2015/>

The details of subjects offered at Key Stage 5 can be found at

<http://chauncyschool.com/sixth-form-prospectus-2015-2017/>

The structure for each year group in 2014/15 for the week is shown in the grid below:











The study of Art and Design at Key Stage 3 includes Fine Art, Photography, 3D Art, Ceramics and Textiles. Design Technology involves the study of Food and Resistant Materials.

Following a series of taster lessons in French, German and Spanish at the start of Year 7, students are able to make an informed decision as to which modern foreign language they wish to pursue.

As an academy, we are afforded a certain amount of flexibility with the curriculum and we are able to offer specific personalised learning opportunities to our students. As such, students in Year 9 are invited to choose between Music and Computer Studies, with a twilight course being offered to those wishing to study both subjects.

Students study a condensed Key Stage 3 curriculum in both Maths and Science. In Year 9 all students study Statistics as part of their Year 9 Maths course, taking a GCSE in this subject at the end of the year. Students begin their study of GCSE Science in November of Year 9, taking either GCSE Core Science or, for those studying 3 separate sciences, one of Biology, Chemistry or Physics at the end of Year 10. The launch of the full KS4 curriculum after the summer half term of Year 9 creates a sharp focus to the end of the year.

Students in Years 10 and 11 study a core curriculum of English Language, English Literature, Mathematics, Science (Biology, Chemistry and Physics), History or Geography (or both), PE and PSHRE (Personal, Social, Health and Religious Education). Students are encouraged to study a Modern Foreign Language. After guidance and discussions with parents, students are able to choose from a wide range of subjects that will develop their individual interests and talents, and provide a strong foundation for further study and progression towards a career. The option blocks for Year 10 in 2014 were:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Option 1** | **Option 2** | **Option 3** | **Option 4** | **Option 5** |
| Geography (2) | French (1) | French (1) | Art (1) | Business (1) |
| History (1) | German (1) | German (1) | Catering (1) | Computing (1) |
| Health & SC (1) | Spanish (2) | Spanish (2) | Computing (1) | Dance BTEC (1) |
| Media Studies (1) | Art (1) | Art (1) | Drama (1) | ICT BTEC (2) |
| Psychology (1) | ICT BTEC (1) | ICT BTEC (1) | Geography (1) | Photography (2) |
|  | Photography (1) | Photography (1) | History (1) | PE (1) |
|  | PE (1) | PE (1) | Photography (1) | RE (1) |
|  |  |  | Res Mat (1) |

A cohort of around 25 students in Years 10 and 11 participates in the Increased Flexibility Programme in partnership with Hertford Regional College. Students follow an NVQ Level 1 accredited course over two years. Construction, motor vehicle engineering, electrical installation, hair & beauty, hairdressing and catering are offered. Participation in this initiative gives these students a broader more vocational curriculum choice and enables them to forge links within the college and allows them to continue their chosen course at post 16.

**Grouping**

Students are taught in general ability groups from the start of Year 7 for the majority of subjects, with mixed ability groupings in PE, Technology, and Art and Design. Grouping by general ability is replaced by setting in Maths and Modern Foreign Languages in Years 8 and 9. In Years 10 and 11, students are taught in sets for English, Maths, Science, with setting in other subjects where this is deemed appropriate.

**Promoting Rapid Progress**

The starting point for promoting rapid progress is high quality teaching throughout the curriculum. Further to this we employ a wide range of strategies to ensure that all students achieve the challenging goals that we set. At Key Stage 3 these include:

* The employment of additional staff to create small groups in English, Maths, Science, Modern Foreign Languages, History and Geography
* An extensive programme of one to one teaching for targeted students
* Compulsory participation in Literacy and Numeracy ‘catch up’ programmes

At Key Stage 4, an extensive range of intervention strategies are employed to ensure that students achieve their very best. These include:

* The employment of additional staffing to create small groups in English, Maths, Science and other key areas
* Sharp monitoring of student progress leading to a rolling programme of small group intervention
* After school, lunch time and holiday revision sessions

**SMSC (Spiritual, Moral, Social and Cultural Development)**

The promotion of SMSC through the curriculum, our programme of assemblies, RE, Citizenship and PSHE is supported by strong community links that enable students to develop an awareness of the needs of others and make a positive contribution.

**Sex and Relationships**

Sex education is taught through certain elements of the national curriculum, such as science, RE and physical education. Drop down curriculum days incorporating theatre groups, workshops and classroom activities ensure that students are given the opportunity to explore such issues as birth control, sexual health, relationships, health and hygiene, and associated moral issues.

**Key Stage 5**

Our dynamic 6th form curriculum responds to the needs of students and the changing nature of the world of work and study. We are able to employ an inclusive approach to 6th form entry by offering a wide range of academic and vocational pathways. Based upon Key Stage 4 results and students’ goals and ambitions, students are guided towards the pathway that will enable them to maximise their full potential. Full details of the 6th form curriculum can be found at <http://chauncyschool.com/wp-content/uploads/2014/09/Chauncy-6th-Form-Prospectus-2014-2016.pdf>