



# Castle Donington College

## Curriculum Policy

**Date agreed by the Full Governing Board**

**26<sup>th</sup> November 2018**

**Date for review**

**November 2019**

**Signed by Chair of Governors**

*The College follows Guidance and Advice given by the Government and Local Authority when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date.*

## Contents

1. Aims of the Curriculum
2. Outcomes of the Curriculum
3. Roles & Responsibilities
4. Monitoring, Evaluation & Review
5. Teaching Groups, Class sizes and Grouping by Ability
6. The School Day
7. Year 7 and 8 Curriculum
8. Year 9 Curriculum
9. Year 10 and 11 Curriculum

## **1. Aims of the Curriculum**

The Castle Donington College Curriculum aims to:

- Provide every student with the skills knowledge and qualifications to enable them to access the next stage of their education/career
- Inspire, challenge, stretch and support students to achieve their potential
- Give students the experiences and opportunities to develop as caring, healthy and informed young people in the 21st century
- Develop in students the resilience and flexibility to be able to adapt to the changing world they will meet.
- Foster an enjoyment in learning and a commitment to lifelong learning
- Promote learning in its broadest sense, across and beyond the taught curriculum

## **2. Outcomes of the Curriculum**

The Castle Donington College Curriculum will:

- Lead to qualifications that our students need to pursue their chosen career or future pathway
- Lead to qualifications that are of worth to employers and for entry into Further and Higher Education
- Meet the needs of students of all abilities
- Prepare students to make informed and appropriate choices at the end of KS3 and KS4
- Help students develop lively, enquiring minds, an ability to question and argue rationally and to apply themselves to tasks and physical skills
- Adapt to changing requirements and expectations from Government Post 16 providers and Higher Education
- Exceed national standards in achievement, attainment and progress.
- Help students develop personal moral values, respect for religious values and tolerance of other beliefs and cultures

## **3. Roles & Responsibilities**

The Principal will

- Ensure that the curriculum policy is implemented and regularly reviewed to ensure it remains relevant, fit for purpose and up to date with national and local initiatives
- Make recommendations to governors when changes to the curriculum policy are required
- Monitor the implementation of the curriculum policy within the academy and to ensure the policy contributes to high standards, ensuring pupils leave well qualified with qualifications which are relevant to their next stage of their education
- Fulfil the statutory requirements of the Funding Agreement and meet the expectations of regulatory bodies

#### The Governing Body will

- Hold the Principal to account in the successful implementation of the curriculum policy
- Challenge the Principal where necessary to ensure the curriculum policy enables the pupils to achieve high outcomes in qualifications which are relevant to their next stage of their education

#### The Vice Principal will

- Monitor National developments
- Update the curriculum model to meet national requirements and the needs of the students
- Have an oversight of curriculum structure across the College
- Report to the Teaching, Learning and Assessment Committee in line with the Terms of Reference
- Ensure the College timetable delivers the curriculum
- Manage the KS4 Option Process
- Advise the Principal on staffing requirements to deliver the curriculum

#### SLT Line Managers will

- Monitor and evaluate standards within departments
- Monitor curriculum delivery within departments
- Ensure the Curriculum offer is appropriate
- Contribute to developing and managing the curriculum
- Consider and debate curriculum developments
- Keep up to date with curriculum development

#### The Heads of Year 10 and 11 will

- Manage Interventions to support the Year 11 Curriculum
- Manage KS4 students with personalised curriculum as appropriate
- Evaluate the curriculum to ensure that it meets the needs of the cohort

#### Heads of Department will

- Plan the delivery of the curriculum within their department
- Provide teaching staff with appropriate schemes of work
- Monitor standards of teaching and learning
- Ensure appropriate assessment is carried out and recorded
- Regularly review performance data
- Manage interventions to support students within their subjects and liaise with Heads of Year and SENCO where appropriate
- Keep up to date with developments within their subject
- Work with the Vice Principal in timetabling their subjects

- Select courses and qualifications to best meet the learning needs of the students
- Liaise with their line manager and the Vice Principal over proposed changes to curriculum delivery
- Work with the Exams Officer and meet deadlines over examination entries

The SENCO will

- Monitor the progress of students on the Register
- Manage interventions/personalisation to support these students and ensure that they can access the curriculum
- Ensure the curriculum meets the needs of all students

KS3 Heads of Year will

- Monitor progress of individual students in their year group
- Liaise with Assistant Principal and Vice Principal over students requiring personalisation
- Provide CIEAG as part of the PSHEE curriculum

#### **4. Monitoring, Evaluation & Review**

The Governing Board will receive a regular report from the Principal on the standards achieved by the College

The Governing Board will review this policy annually and assess its implementation and effectiveness.

#### **5. Teaching Groups, Class sizes and Grouping by Ability**

In Year 7, students are placed in tutor groups of approximately 26 and work in these groups through to the end of Year 9 for all subjects other than Maths and Science where students are grouped by ability to allow for appropriate challenge and support. In Design, students are grouped into smaller classes for practical activities.

A small number of students are identified on transition from KS2 as having particular needs with literacy. These students follow a literacy based programme in Springboard. Depending on progress, they may return to regular lessons during the year or continue in Springboard. Where students are setted in ability groups, class sizes will vary, but are usually smaller for the students requiring additional support.

At KS4, students are taught in ability groups for Maths and Science, and in mixed ability groups defined by their option choices for other subjects and English.

## 6. The School Day

The school day runs from 8:50 to 15:25 and consists of five 60 minute lessons. There is a morning break of 15 minutes and 55 minutes for lunch.

## 7. Year 7 and 8 Curriculum

The Year 7 and 8 Curriculum focuses on embedding and developing knowledge, understanding, basic skills and developing strengths. All students study the same subjects. The current allocation of periods per week is:

Year 7

English	4	Languages	2	Geography	1	Design	2	Humanities	1
Maths	4	Computing	1	History	1	Music	1	Art	1
Science	3	PE	2	RE	1	PSHEE	1		

Year 8

English	4	Languages	3	Geography	1	Design	2	Art	1
Maths	4	Computing	1	History	1	Music	1		
Science	3	PE	2	RE	1	PSHEE	1		

## 8. Year 9 Curriculum

The Y9 Curriculum is a transition from KS3 to KS4. Core subjects begin GCSE programmes of study.

English	4	Languages	3	Geography	1	Design	2	Art	1
Maths	4	Computing	1	History	1	Music	1		
Science	3	PE	2	RE	1	PSHEE	1		

From October to December, there is a major focus on careers education and the options process. Students select four subjects from a range of approximately 18 GCSE and vocational courses. The final choice for each student is made with support and guidance involving student, parents, pastoral and subject teachers and the Vice Principal. Students are encouraged to follow the EBacc suite of subjects (English, Maths, Science, History or Geography and a Language)

## 9. Year 10 and 11 Curriculum

The Y10 & 11 Curriculum provides students with the core subjects they need for a broad and balanced curriculum coupled with the opportunity to specialise in areas of interest and aptitude. A number of students may follow more personalised courses to address particular needs.

All students study English Language and English Literature, and all three sciences – taking either Science (trilogy, two GCSEs) or three separate Science in Biology, Chemistry and Physics (3 GCSEs)

English	4	Maths	4	Science	4	PE	1
Option A	3	Option B	3	Option C	3	Option D	3