

The Thomas Aveling School

Policy No: 12

CURRICULUM POLICY

January 2005 - KGU
Ratified by full Governing Body:
Amended Jan 2006, April 2007, Jan 2008, Sept 2008 - KGU
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To Governors Curriculum Cttee Oct 09
Ratified by Gov Curr Cttee – Feb 2010
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To Governors Curriculum Cttee – Feb 2012

Curriculum Policy

The school's curriculum follows statutory requirements and the requirements of the National Curriculum.

It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our students and of society and prepares our students for the opportunities, responsibilities and experiences of adult life.

The school intends to:

- ensure that students develop the necessary literacy and numeracy skills
- provide students with a full and rounded entitlement to learning
- foster students' creativity and develop essential skills, including learning skills
- promote a healthy lifestyle
- inspire students to a commitment to life long learning
- promote high standards in all learning and teaching.
- **promote community cohesion.**

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Inclusion

A balanced and broad curriculum is provided to offer personalised pathways of choice for all students taking options in Key Stages 4 and 5. In addition, a range of opportunities are offered for students in Key Stages 3 and 4 to take part in inclusion programmes to support positive behaviour. In Key Stage 3 the school has created its own inclusion programme to give extra support to students with emotional, social and behavioural difficulties whilst in Key Stage 4 a variety of external providers are used as well the use of an Alternative Curriculum with three distinct pathways.

Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs.

Subjects offered

Key Stage three

At Key stage three, all students study the subjects listed below until the end of year 8. There is however, flexibility within the curriculum to allow for effective differentiation to take place.

English	Maths	Science
ICT	Design Technology	History
Geography	RE	PE
PSHE	Music	Drama
Dance	Art	MFL

Key Stage Four (Year 9, 10 and 11)

At Key stage four, students have some choice in what to study of over 60% of their timetable through the option process. From 2012, students can follow the programme below.

English	Maths	Science
Vocational course*	Citizenship	PE
PSHE	RE	Three options**
		Selected students choose one option plus the Alternative Curriculum

*One vocational course from:

Art and Design
 Business
 Health and Social Care
 ICT
 BTEC Sport
 Performing Arts

**Two other options from:

Art
 Dance
 Food Technology
 French
 Geography
 Graphics
 History
 Italian
 Media
 Music
 PE GCSE
 Raw Materials

Product Design
Spanish
Textiles

*** There is also a work based learning (WBL) option that is targeted at specific students. Limited ability students will also be offered a 'study group' option instead of further GCSE to help support their other subjects. There may be an opportunity for selected students to take a/some GCSE(s) early but this can be subject to annual changes. Parents will be contacted to discuss this and progression routes for these students will be planned by staff.

Post 16

Students are offered level 3 courses in the sixth form at Thomas Aveling School. Level 3 courses are be a mix of traditional and vocational.

Students may also choose courses from the local neighbouring school where it can be fitted into the timetable. This would mean that they are studying courses that are run at other sixth forms whilst remaining on roll at Thomas Aveling.

The school reserves the right to only run courses that have sufficient numbers to make the course viable to run. Where a course has started in AS the school will continue the course through to A2.

Disapplication

In accordance with the law the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage four, to:

- allow a student to participate in extended work related learning
- allow a student with individual strengths to emphasise a particular curriculum area
- to allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the student and parent.

Religious Education

Religious Education is available to all students. Parents have the right to withdraw their children form Religious Education but this request must be made, with sufficient reasoning, in writing, to the Headteacher.

Collective Worship

All students are expected to take part in daily collective worship. The school has a programme of collective worship involving main assemblies, year assemblies, vertical assemblies and time to reflect during tutor time.

Sex Education

The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. It has been drawn up in consultation with staff, students and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education without giving reasons, but this should be in written form to the Headteacher.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE and Games

All students are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with school.

Extra Curricular Activities

The school has a wide and varied programme of educational, cultural and sporting activities that take place outside the formal curriculum. Students are invited to take part in these as they arise.

Homework

The school expects homework to be set as appropriate. Each department has their own homework policy which is in line with the best education aims for their subject. These are detailed in the curriculum booklets for each year group which are available from the school's website and are updated annually. The school also uses an e-homework system on the school's website which shows what homework has been set by a student's teachers.

Special Educational Needs

The school has a SEN policy for statemented and non-statemented students. The school will determine the appropriate courses in consultation with parents.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with their child's form tutor.

If the issue is not resolved then parents should make an official complaint in writing to their child's Director of learning. If the matter is still not resolved then parents should make an appointment to see the relevant Assistant Headteacher responsible for child's house.

Appeal process for examinations

This policy, relating to Internal Assessment Decisions and Examination Results, is to help ensure that the school's appeals procedure contains the essential elements of transparency, right of hearing, independence in the hearing and a written record of outcomes.

The Deputy Headteacher is the nominated senior member of staff to manage appeals. The Examinations Officer will be responsible for disseminating information to all candidates and their carer/s about the appeals procedures and for informing the Headteacher about the existence and outcome of all such appeals.

Coursework

- Appeals regarding coursework must be made in writing at least two weeks before the date of the final written examination paper in the subject that exam session. An internal appeal will be resolved by the date of the final written examination paper of the session.
- The teacher(s) concerned in making the assessment, which is the subject of the appeal, will see a copy of the appeal and in conjunction with their Head of Department, respond in writing. A copy will be sent to the candidate.
- If the candidate is not happy with the written response they have received, then they will be entitled to a personal hearing. Reasonable notice will be given of the hearing date and the candidate will have sight of all the relevant documents (eg. The marks given, the assessment made) to the case in advance of the hearing. Where a candidate is presenting their own case, they will be allowed to be accompanied by a (single) carer/friend. The teacher(s) and the candidate will have the opportunity to hear each others submission to the panel at the hearing.

- The Appeals Panel will comprise at least two individuals who had not previously dealt with the particular case, such as the Headteacher and a Governor.
- A written record of all appeals will be kept outlining the outcome of the appeal and reasons for that outcome. A copy will be sent to the candidate and, where appropriate, to the carer/s within a two week period following the hearing.
- The Awarding Body will be informed if there is any change to an internally assessed mark as a result of an appeal.

Examination Results

- Appeals regarding examination results should be made in writing to the Examinations Officer stating the details of the complaint and the reasons for the appeal. All appeals must be received within 7 days of the publication of results to allow sufficient time for a fair hearing.

The school is aware of the need to resolve speedily any internal dispute or appeal against any internal assessment decision, since the Awarding Bodies cannot change the dates on which certificates are printed and issued. All appeals must be dealt with by the date set as the deadline for enquiries about results by the Examination Boards.

Appeals initiated by parents will attract a fee. The fee will be reimbursed to the parents, by the school, if the grade is improved.

Monitoring and Review

This policy will be monitored by the Deputy Headteacher (Curriculum) who will report to the Headteacher on its implementation on a regular basis.

The Headteacher will report to the governing body's curriculum Committee on the progress of the policy and will recommend any changes.

Work Related Learning

School Policy to be added as an appendix to the Curriculum Policy (amended and ratified by full Governing Body Nov 2006)

Introduction

There is a statutory requirement under Section 351 of the 1996 Education Act for the school to provide a balanced and broadly based curriculum which 'prepares pupils for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life.'

The school is committed to maximising the benefits for every pupil, in the development of a whole school approach to work-related learning. The school recognises that there should be some work-related learning for all pupils, and more for some. The school wishes to promote work-related learning as part of the learning entitlement for all pupils and as a means for learning about work, learning through work and learning for work.

Rationale

Work-related learning has an important contribution to make to the education of all our pupils in order for them to make an effective transition from the school to adulthood and employment. So that pupils are able to make this effective transition the school provides a wide range of opportunities for pupils to learn, about, through and for work in a range of contexts. The school has clearly identified work-related learning outcomes for all pupils together with a set of procedures for assessing individual pupil's progress. The School Development Plan includes a framework to evaluate the effectiveness of the school's programme of work-related learning.

Purposes

Work-related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life. The school encourages innovative approaches to work-related learning in order to motivate pupils and to raise standards. The accreditation of pupils' achievements in work-related learning has an important role to play in supporting the school's objectives.

The main purpose of work-related learning is to provide pupils with a range of activities as part of a balanced and integrated curriculum. The work-related learning opportunities provided by the school contribute to:

- attainment in individual subjects by increasing pupils' understanding;
- achievement of vocational qualifications by enhanced understanding and relevance to general and specific occupations;
- achievement and development of the main key skills and the wider key skills;
- careers education and guidance by providing an insight into the factors which can inform career choice;
- learning about the world of work and better preparation for the transition from education and training to work;
- personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility; and
- increasing the breadth of curriculum experience for every pupil to support them in their preparation for adult life.

Aims for Work Related Learning

The aims for work-related learning focus on the provision the school makes for opportunities for pupils to prepare for adult and working life and include:

- to improve educational standards through using contexts that improve motivation and attainment for all pupils;
- to ensure that pupils follow courses and programmes which are appropriate to their longer term aspirations and needs;
- to improve pupils understanding of the world of work and its demands;
- to improve the quality of provision and guidance;
- to increase access and choice for all pupils;
- to improve the transition of pupils from school to adult and working life

The School's Objectives

The key objectives for work-related learning are:

- to raise levels of attainment through high quality work-related learning for all pupils;
- to develop a range of opportunities which enhance the curriculum;
- to promote greater awareness for pupils about the world of work, the development of key skills and employability;
- to develop a range of appropriate and relevant activities which assist in raising all pupils' aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- to promote awareness and understanding of work, industry, the economy and community;
- to relate skills attitudes, concepts and knowledge learned in school to applications in the wider world;
- to develop pupils' personal and social skills in relationships in a range of contexts;
- to provide pupils with informed and impartial guidance on the choices available for education, training and employment as well as other interests;
- to improve employability through work-related learning
- to develop effective links with key partners which include MEBP, major employers, local colleges and universities, the connexions service and others.

Curriculum Provision

The school offers a wide range of activities that contribute towards work-related opportunities in order to help prepare pupils effectively for adult and working life. These activities complement subject teaching, contribute towards the development of pupils' key skills as well as contributing to lifelong learning opportunities.

The range of activities the school is currently using in order to help meet its objectives include:

- Applied A level
- Vocational level 2 courses
- Other relevant vocational courses and qualifications such as NVQs
- Literature and Project Resources provide by Business
- Careers Education and Guidance
- Work Experience
- Extended Work Placements
- Work shadowing
- Visits to employers
- Enterprise projects
- Problem Solving and Insight into Work Activities
- Personal and Social Education
- Business Mentoring
- Industry Days
- Visitors from Industry and Business

Work-related learning within the school enables each curriculum area to make a full contribution through:

- the development of schemes of work that recognise the importance of work-related learning in preparing pupils for adult and working life;
- ensuring that all pupils have access to some work related activities which are appropriate to their needs;
- the use of appropriate teaching and learning strategies;
- the regular review of learning outcomes and assessment arrangements for all work related programmes and courses;
- ensuring maximum understanding for pupils of the various aspects of work related learning to adult and working life;
- ensuring continuity and progression in schemes of work, so that all pupils' can build on work-related experiences from previous levels.

Disapplication using Section 363 Regulations

Under Section 363 of the 1996 Education Act the school is able to disapply, for any one pupil, up to two National Curriculum subjects, in order to provide for wider opportunities for work-related learning. The school is able to set aside up to two subjects from design and technology, modern foreign languages and science. The school can only do this if it meets the statutory criteria for disapplication.

Accreditation

Where possible the school ensures that all work-related learning programmes contribute, where appropriate, to approved qualifications set out in the DfEE Section 96 list. The school makes full use of the Progress File to record pupil's individual achievements.