



The Stourport High School & VIth Form College

Curriculum Policy

Overview & Special Features:

The whole school curriculum is structured around the learner. 'Be the best you can be', personalisation in action and equality of opportunity underpin the school's curriculum philosophy. The curriculum meets the statutory requirements. Our curriculum is organised into three Key Stages and effective Careers Education, Information, Advice and Guidance (CEIAG) enables smooth transition between the stages. Some of our students follow a 'stage not age' provision in order to access a curriculum suitable for them - personalisation is at the centre of what we do. This is evidenced and reflected in the school's curriculum offer and student timetables. Regular contact is made with parents/carers regarding curriculum change both by letter, personal contact and organised information evenings.

The curriculum reflects the schools specialisms: Modern Foreign Languages and PE/Sport. There are a range of examination courses - GCSE, BTEC Level 2, BTEC Level 3 and A Level. Outstanding results are achieved, especially in terms of levels of progress from Key Stage 2 (KS2) to Key Stage 4 (KS4). Students study 3 hours of core PE and provision is made for Outreach.

Students and the community have the opportunity to study a vast range of languages at all levels. Some students will become dual linguists in KS4. There is a substantial outreach programme into the local schools. Languages are supported by an excellent trips programme, language days and events. We are the lead school for languages in the Post 16 ContinU Trust provision.

All staff are allocated PPA levels above the 10% recommendation. Learning Managers are employed to cover absent staff. Cover is monitored carefully and wherever possible matching groups to staff strengths.

The Stourport High School & VIth Form College is a leading force within the ContinU consortium. Innovative courses have been developed to reflect the needs of the students, national initiatives and the needs of the local community. The consortium continues to attract attention nationally. There are shared alternative provision courses at KS4 and through A Level provision. All institutions have a common Post 16 timetable, joint funding arrangements and travel arrangements.

An extensive SMSC (Spiritual, Moral, Social and Cultural) curriculum programme, Academic Tutoring (AcTu) and activity days provide support, advice and learning on staying healthy and safe. SMSC days, SRE (Sex and Relationship Education) lessons and assemblies support this.

Students experience enterprise, financial skills and work in teams during the Creative Learning programme and it is mapped across the curriculum.

There is an extensive enrichment and extra-curricular programme including: art, music, drama, Duke of Edinburgh Award, sports, languages, college competitions and talent show.

A two week timetable was introduced in September 2015 to provide greater flexibility in the delivery of the curriculum. The vast majority of the timetable is identical in both weeks.

Key Stage 3

Overview:

Even before students embark on an education journey at The Stourport High School & VIth Form College, substantial work in the form of outreach is undertaken in the feeder Primary Schools to ensure smooth progression particularly in languages, mathematics, English and physical education. A thorough transition programme is in place throughout the year supported by the Year 7 Director of Learning.

Students are divided into X and Y bands. X has four tutor groups and Y has four tutor groups. These tutor groups are of mixed ability and have been structured based on the information provided by the Primary Pyramid Partner Schools and data. Students are taught and set in half year groups. Subsequent movement of students may happen in relation to an academic or pastoral need via liaison between Director of Learning (DoL) and Head of Faculty (HoF).

In addition to developing knowledge and understanding in each subject area, students will also develop a range of competencies and skills which will equip them to cope with all aspects of life, both inside and outside of school. Through all subjects, students will improve their readiness to learn (R2L) and acquire skills for lifelong learning including problem-solving, communication, independence, research and teamwork.

Year 7:

Students are set in blocks and this enables mobility between the sets. Setting is used in English, mathematics, science and physical education. In the other subjects students are of mixed ability and with members of their tutor group. We believe this provides a balance of academic rigour and pastoral support to allow all students to settle into the school. KS2 data, Cognitive Ability Test (CAT) data and the school's own assessments are used to clarify the setting policy. Students are banded at the end of Year 8 based on prior attainment.

Organisation of Setting & Hours Taught:

*From January in Year 7, students are banded based upon prior attainment.

Subject	Hours per week	Setting*	Subject	Hours per week	Setting*
English	4.5	Yes	Art	1	Mixed Ability
Mathematics	4	Yes	Drama	1	Mixed Ability
Physical Education	3	Yes - Gender & Ability	Languages	2	Mixed Ability
Technology	2	Mixed Ability	Computer Science	0.5	Mixed Ability
Science	3	Yes	Music	1	Mixed Ability
History	1	Mixed Ability	Religious Studies	1	Mixed Ability
Geography	1	Mixed Ability			

Year 8:

Organisation of Setting & Hours Taught:

Subject	Hours per week	Setting	Subject	Hours per week	Setting
English	4.5	Yes	Art	1	Banded
Mathematics	4	Yes	Drama	1	Banded
Languages	2	Yes	Music	1	Banded
Physical Education	3	Yes - Gender & Ability	Computer Science	0.5	Banded
Technology	2	Yes	History	1	Banded
Science	3	Yes	Religious Studies	1	Banded
Geography	1	Banded			

Key Stage 4

Year 9:

Year 9 sees the introduction of the schools springboard year between KS3 and KS4. Students embark on GCSE examination courses in the core subjects of English, science and mathematics. This enables the students to begin on a three year programme which is both relevant and has the potential to secure greater success. Students also choose two GCSEs or GCSE equivalent BTECs to study and complete during Years 9 and 10 - this is currently under review for September 2016 onwards.

Students are guided to study the most appropriate science route. All students choose 1 or 2 languages to study in Year 9 and beyond to GCSE in Year 11.

Organisation of Setting & Hours Taught:

Subject	Hours per week	Setting	Subject	Hours per week	Setting
English	5	Yes	Physical Education	3	Yes - Gender & Ability
Mathematics	4	Yes	Option 1 - GCSE or BTEC	2.5	No
Languages	3	Yes	Option 2 - GCSE or BTEC	2.5	No
Science	4.5	Yes	Social Studies	0.5	Yes

CEIAG Prior to Embarking on Year 9 Springboard Curriculum, Key Stage 4 & Options

Students' learning styles, future aspirations and prior achievement are assessed and used to help guide the student onto the correct strand of learning, maximising their chances of success. CEIAG (Careers Education, Information, Advice and Guidance) at transfer between KS3 and KS4 is a real strength. This is evidenced in the parent/carer questionnaires and feedback on the curriculum. A carefully constructed schedule is in place involving tutor work and Guided Choices Evening is attended by subject areas, outside agencies, universities and local employers to provide guidance). Prior attainment and data including attendance and Independent Study work completion are used to guide students. Heads of Faculty (HoFs), Directors of Learning (DoLs) and members of the Senior Leadership Team (SLT) meet to discuss each individual in turn to ensure that a full

picture is established. This information is shared with staff, students and parents/carers and is used as a guide.

Every student has a Challenge Target (CT) for each subject and is regularly assessed against this. Students are aware of their targets, together with their 'Working at Grade' (WAG) and are provided with advice on what to do next to improve.

Three generic strands of learning have been identified which reflect the student's needs and aspirations:

1. **GCSE Strands** (Saturn, Venus or Jupiter)
2. **GCSE & BTEC Strand** (Neptune)
3. **Access Strand** (Mars) - enables the most disaffected and disengaged students to achieve success and enjoy school. Alternative provision is included which provides off-site learning.

Personalisation for each student is a clear aim. To raise standards further in English and mathematics, a significant investment in staffing has been made with significantly reduced class sizes. KS4 class sizes for students in the vocational strands are around 18 (this is evident in the Curriculum Plan).

Year 10:

Organisation of Setting & Hours Taught:

Subject	Hours per week	Setting	Subject	Hours per week	Setting
English	5	Yes	Physical Education	2.5	Yes - Gender & Ability
Mathematics	4	Yes	Option 1 - GCSE or BTEC	2.5	No
Languages	3	Yes	Option 2 - GCSE or BTEC	2.5	No
Science	5	Yes	Social Studies	0.5	Yes

Year 11:

Organisation of Setting & Hours Taught:

Subject	Hours per week	Setting	Subject	Hours per week	Setting
English	5	Yes	Physical Education	2.5	Yes - Gender & Ability
Mathematics	4	Yes	Option - GCSE or BTEC	5	No
Languages	3	Yes	Social Studies	0.5	Yes
Science	5	Yes			

Collective Worship

The aim of the Collective Worship is to provide the opportunity for students to:

- worship God;
- reflect on values that are of a broadly Christian nature and on their own beliefs;
- develop a community spirit, a common ethos and shared values;
- consider spiritual and moral issues from a variety of cultures and faiths;
- respond to the worship offered.

The school recognises that some students have a religious faith whilst many others do not. Prayers are an inward response to the spiritual and therefore students should not be forced to say recite the words or prayers they have learned in primary school e.g. The Lord's Prayer.

Staff taking assemblies or tutor groups can opt out of any collective acts of worship (as can students) and the large number that this would involve makes a daily act of worship very difficult. There are occasions in the school calendar when collective acts of worship are appropriate and should provide the opportunity for students to:

- worship God;
- reflect on values that are of a broadly Christian nature and on their own beliefs;

- develop a community spirit, a common ethos and shared values;
- consider spiritual and moral issues from a variety of cultures and faiths;
- respond to the worship offered.

E.g. Remembrance Assembly, Holocaust Memorial Day, Christmas and Easter.

An example of good practice:

Remembrance Assembly:

Invitation to pray by Ceri Owens - Assistant Principal

"You are now going to hear the words of a prayer that some Christians might use at this time. You might like to use the words to form in your head your own prayer or form your own. If you do not wish to pray, please stand and bow your heads as a sign of respect for those that do.

"All stand. Stourport veteran Geoff Neal says:

Let us remember before God, and commend to his sure keeping:
those who have died for their country in war
those whom we knew, and whose memory we treasure;
and all who have lived and died in the service of mankind.

They shall grow not old as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

Almighty and eternal God, from whose love in Christ we cannot be parted, either by death or life: Hear our prayers and thanksgivings for all whom we remember this day; fulfil in them the purpose of thy love; and bring us all, with them, to thine eternal joy; through Christ our Lord.

Amen."

Gifted & Talented

The 'Gifted' and 'Talented' provision aims to stretch the most able and consider any student who potentially has an undiscovered gift or talent. The support provided, led by Specialist Leader of Education, assists as many students as possible to reach A*/A targets in order to fulfil their potential and achieve the best possible grades. The school's unique 6-type model and 'Different Not More' strategy looks at different types of 'Gifted' and 'Talented' students, this means that all students will be supported to achieve their full potential.

'Gifted' and 'Talented' provision continues to be built upon within the curriculum:

- Both 'Gifted' and 'Talented' students are identified within each subject with appropriate challenge included in schemes of work;
- 'Gifted' tutor groups and master classes;
- Personalised Strand choices;
- Early entry examinations if appropriate;
- Opportunity to study additional GCSEs;
- Two languages;
- Duke of Edinburgh Award;
- Working on study skills with Specialist Leaders of Education (SLEs);
- Extra provision e.g. Science and Engineering Club;
- Aim Higher Activities;
- Work-related learning;
- Extra time for language assistance including breakfast language classes;
- Elite sports coaching e.g. Worcester Wolves basketball;
- Subject specific differentiation strategies incorporating 'Different Not More' and extension work.

Intervention Strategies to ensure success for our more vulnerable students:

- Personalised Strand;
- Reduced timetable and consolidation of subjects. For example, some students may be withdrawn from subjects where there is serious underperformance and more time allocated to those that would be beneficial. This is always done in consultation with the student and parents/carers;
- Focus group of students in Year 11 who have access to additional mathematics and English lessons within the curriculum. Students in other year groups also benefit from One-to-One tuition;
- Work-related learning;
- Students have the opportunity to pursue other courses which are relevant to them with other providers. For example land-based studies, engineering, motor vehicle - whereby they have the opportunity to secure Level 1 and Level 2 qualifications;
- Students are withdrawn from lessons for additional literacy and numeracy work with the DSEnCo (Disability and Special Educational Needs Co-ordinator) team in the LLC (Literacy Learning Centre) and NLC (Numeracy Learning Centre);
- Excel tutors - in the spring term Year 10 students at risk of under-achieving are identified and matched with expert tutors including mathematics and English focus groups. An EXCEL programme, including a Parents' Evening plus close monitoring and tutoring is undertaken. This programme has had a significant impact on results;

- Level 1 courses where necessary.

Transfer from KS4 to 5 is carefully handled - with substantial activities to support progression, particularly at the key transition points in the summer term. This can be evidenced in the Creative Learning programme at the end of Year 10 and throughout Year 11.

Post 16

Key Stage 5 (KS5) Curriculum:

An extensive range of Level 3 qualifications are on offer in the VIth Form catering for all students who achieve 5+ A*-C grades or equivalent in Year 11. Full details of the VIth Form provision can be found in the VIth Form prospectus and on the website.

Curriculum Pathways for KS5 are identified so students have a clear pathway through from KS4 both as an institution and as a consortium. Post 16 curriculum collaboration through the ContinU Trust has increased diversity in a range of subjects improving cost effectiveness. A common timetable is shared with the 6 other providers.

Students are guided carefully on paths to follow that takes into consideration both their aspirations and ability. Our experienced VIth Form Tutors Team and Senior Leadership Team and an independent Careers Advisor, provide regular guidance and advice. Review Days in Year 11 help students understand the choices available to them. Detailed guidance and support is given at carefully planned stages during KS4. After results day for GCSEs, students have the opportunity for individual interviews to discuss appropriate pathways for future success.

Courses offered:

1. 25 A Levels - however some other institutions offer additional to this and if it meets the needs of the students we make it happen (5 hours each);
2. 7 Level 3 Vocational Courses - single, double and triple awards are available;
3. Re-sit English and mathematics;
4. Extended Project Qualification (EPQ);
5. Over 30 enrichment opportunities;
6. Work Experience;
7. Core mathematics Level 3 qualification.

Signed:

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(Principal)

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(Date)

Signed:

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(Chair of Governors)

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(Date)