

Sherburn High School



Curriculum Policy

“Achievement for All”

Next Review Date: October 2010



Science



INVESTOR IN PEOPLE

INTRODUCTION

Sherburn High School is a comprehensive school, with specialist science status, providing education for students aged from 11 to 19 years. The school is firmly committed to the principle of providing a broad and balanced curriculum for all students. The school aims reinforce the commitment to provide the highest quality of learning and teaching.

PURPOSE

The purpose of the Curriculum Policy Statement is to detail how the curriculum serves the needs of all students. To this end, the school aims:

- To recognise the individual needs and talents of each student and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities;
- To ensure that the curriculum incorporates statutory requirements, reflects the school's status as a specialist science college, and yet is flexible and relevant to students' needs;
- To prepare students for the world of work and lifelong learning.

PHILOSOPHY

A major aim of our curriculum is to support the school's Mission Statement of "Achievement for All". The curriculum is designed to be broad, balanced, relevant and meeting the needs of individual learners. It needs to be constantly reviewed to ensure that we are giving our students the best possible "deal".

The curriculum in Years 7 to 9 meets statutory requirements and is enhanced by the provision of specialist ICT lessons and, for many students, the opportunity to follow a second modern foreign language. Students who did not achieve Level 4 in their KS2 English SATS are given additional teaching in small groups in Year 7. In Year 7 most lessons are taught within carefully constructed mixed-ability classes in order to assist the pastoral progression from Primary Education. It also gives us the opportunity to judge for ourselves students' ability before setting them in Year 8. The one major exception is in Mathematics where we set them from Day One on the basis of their KS2 SATs results.

Years 8 and 9 are usually divided into two equal populations. Students are then set within the population for most subjects, according to the ability they have exhibited thus far. This allows students to progress at the best speed for them. Our system also makes it perfectly possible for a student to be in, for example, a "top" group for English and History, a "middle" group for Science and Geography and a "lower" group for Mathematics.

The school is fully supportive of The North Yorkshire 14-19 Strategy with its vision about "Putting the Learner First". Where it is feasible, and helpful for our students, we help them to access courses elsewhere if we cannot provide them.

At KS4 there is a core of English, Mathematics, Science, PE and a Personal Development Programme which includes Citizenship, Careers, Enterprise, Personal, Social and Health Education and Work Related Learning. In addition all students take a Religious Studies course in Year 10, leading to a short-course GCSE and an ICT support lesson in Year 11.

The Options Programme for KS4 allows for three broad pathways. One is to take 4 single award GCSEs (or even an AS course in IT). A second route would be to mix 2 single award subjects with a vocational course: this might be double award GCSE taught within school, sometimes with the support of staff from Selby College, or it might be an NVQ or BTEC course delivered at Selby or Askham Bryan College. A new venture last year was a Vehicle Technology Course, delivered to Sherburn and Tadcaster students at Askham Bryan College. This year students from the two schools are also following a hairdressing and beauty course at Garforth. The third option is to follow a Preparation for Work course in which a considerable amount of time is spent either at FE college or in the workplace

The school is fully involved in preparation for the new Diploma courses working in conjunction with the Selby Area Learning Partnership.

At Post-16 we remain committed to comprehensive education and so we welcome all interested students provided that we have a suitable course and they have the willingness to learn. We offer a wide array of Level 3 (Advanced), courses both academic and vocational and a smaller number of Level 2 (GCSE equivalent) courses. We have in the past collaborated with other institutions, most recently

Tadcaster Grammar School, to provide courses for students that one or other of the schools was unable to do. We are very open to working co-operatively again in the future. The Post-16 curriculum is enhanced by a personal development input covering topics such as career and HE planning, financial awareness and study skills. In addition strong links with external agencies are used to promote opportunities for community and voluntary work.

PROVISION

Timetabling

The school follows a 25 period week with lesson times of 60 minutes.

Staff student ratios for 2008/09

THE TABLE BELOW TO BE COMPLETED IN SEPTEMBER WHEN ALL FIGURES ARE KNOWN

| Year | Students | Teacher periods | Average class size |
|---------------------|----------|-----------------|--------------------|
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| Main school | | | |
| 12 | | | |
| 13 | | | |
| Post 16 | | | |
| Whole school | | | |

Nb: Teacher periods – total number of timetabled contact periods per week (not including study support)

Subject offer and student setting 2007/8

Key Stage 3

During Key Stage 3 (Years 7-9) all students study the same subjects as required by the National Curriculum, in addition to Religious Studies. ICT is studied as a discrete subject in all three years and there is a Personal Development lesson in all years.

Year 7

- Year 7 are taught in mixed ability forms for all subjects except Mathematics.
- PE and Design & Technology are taught in smaller, mixed ability groups.

Year 8

- Year 8 are divided into two equal populations and students are set for most subjects within their half-year group.
- PE and Design & Technology continue to be taught in smaller, mixed ability groups.

Year 9

- Year 9 are divided into two bands according to ability in order to allow for small groups of students with specific learning and/or behaviour problems.

Year 9

| Subject | Year 7 periods | Year 8 periods | Year 9 periods | % KS3 time |
|---------------------|-----------------------|-----------------------|-----------------------|-------------------|
| English | 3 | 3 | 3 | 12 |
| Mathematics | 3 | 3 | 3 | 12 |
| MFL | 2 | 3 | 2 or 3 | 11 |
| Science | 3 | 3 | 3 | 12 |
| Design & Technology | 2 | 2 | 2 or 3 | 8 |
| PE | 2 | 2 | 2 | 8 |
| History | 1.5 | 2 | 2 | 7.3 |
| Geography | 1.5 | 2 | 2 | 7.3 |
| Religious Studies | 1 | 1 | 1 | 4 |
| Music | 2 | 1 | 1 | 5.3 |
| Art | 2 | 1 | 1 | 5.3 |
| PD | 1 | 1 | 1 | 4 |
| ICT | 1 | 1 | 1 | 4 |

Key Stage 4 2008/09

- During Key Stage 4 (Years 10 & 11) all students follow English, Mathematics, Science, Personal Development (including Careers, Citizenship, Enterprise, PSHE, and Work Related Learning) and Physical Education.
- In Year 10 all students follow the Religious Studies GCSE Short Course and in Year 11 all students are entitled to a period where ICT is available for self-supported study.
- All students then choose a subject in each of four option pools. A number in brackets after a subject indicates the number of pools in which it must be chosen: SC indicates a subject delivered at Selby College and AB at Askham Bryan College. Subjects for which there is an insufficient demand may be dropped for the curriculum.

| Subject | Year 10 periods | Year 11 periods | % KS4 time |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|------------|
| Science | 5 | 5 | 20 |
| English | 3 | 3 | 12 |
| Mathematics | 3 | 3 | 12 |
| Personal Development | 1 | 1 | 4 |
| PE | 2 | 2 | 8 |
| ICT | 0 | 1 | 2 |
| Religious Studies (s/c) | 1 | 0 | 2 |
| Options 4 from *Art and Design *Business *Construction (sc) *Drama *Environmental Land Based Science *French *Geography *German *Hairdressing and Beauty (G) *Health and Social Care *History *ICT – AS *ICT – OCR National *Motor Vehicle Technology (2 at AB) *Preparation for Work (3 at SHS and SC) *Separate Sciences *Technology: Food *Technology: Graphics *Technology: Resistant Materials *Technology: Textiles *Theory and Practice of PE | 4 x 2.5 | 4 x 2.5 | 40 |

Post-16

- Students entering for advanced level study will normally study 4 AS levels or equivalent in Year 12 and continue to study 3 A2 levels in Year 13.
- The minimum entry requirement for the advanced level course is 4 GCSEs at grade C or above.
- Individual subjects may specify a GCSE grade above C as an entry requirement to a course.

| | | |
|---------------------------------|--|--|
| <i>One year Level 2 courses</i> | | |
| CACHE | | |

- Plus, GCSE Maths and possibly English, subject to demand and staffing.

| | | |
|------------------------------------------------------|---------------------|--------------------|
| <i>Advanced level options to be followed in 2008</i> | | |
| Art | | Music |
| Biology | Further Mathematics | Music Technology |
| Business AVCE | Geography | Physical Education |
| Chemistry | German | Physics |
| Computer Studies | | |
| Design & Technology – Product Design: 3D Design | | Psychology |
| | History | |
| Drama & Theatre Studies | ICT AVCE | |
| | Mathematics | |
| English Language | Media Studies | |
| English Literature | | |

Time allocation

Year 12 Intermediate programme

| Activity | Year 12 periods | % time |
|----------------------------------|-----------------|--------|
| Cache or Other Vocational Course | 10 | 40 |
| English GCSE | 2 | 8 |
| Mathematics GCSE | 2 | 8 |
| PSHCE | 1 | 4 |
| Private Study / Work Placement | 10 | 40 |

Year 12 Advanced level programme

| Activity | Year 12 periods | % time |
|-----------------------------------|-----------------|--------|
| 4 AS level subjects | 18 | 72 |
| Private study / Community Service | 6 | 24 |
| PSHCE | 1 | 4 |

Year 13 Advanced level programme

| Activity | Year 12 periods | % time |
|-----------------------------------|-----------------|---------|
| 3/4 A2/AS level subjects | 13.5 - 18 | 54- 72 |
| Private study / Community Service | 4 / 9 | 24 - 42 |
| PSHCE | 1 | 4 |

EXAMINATION ENTRY

It is school policy to enter all students for public examinations in the courses they have been following. In exceptional circumstances, such as failure to complete a significant amount of coursework, the school may withdraw a student's entry for one or more examinations.

EXTRA CURRICULAR ACTIVITIES

A wide variety of sporting, artistic and academic activities complement the school's formal curriculum.

MONITORING

Constituent elements of the Curriculum Policy Statement are monitored throughout an academic year in concurrence with the School Development Plan. The Governing Body monitors all aspects of the curriculum primarily by analysis of curriculum reports and school performance data.

EVALUATION

The Curriculum Policy Statement is evaluated annually as a function of curriculum provision being granted governor's approval.

LINKS WITH OTHER RELEVANT DOCUMENTS

- **School Prospectus**
- **Post-16 Prospectus**
- **Key Stage 4 Options Booklet**
- **Special Needs Policy**

Approved by Governors at Curriculum and Standards Committee
March 2006
Reviewed June 2007
Reviewed June 2008
IEB Reviewed October 2009