

## COCKSHUT HILL SCHOOL

### CURRICULUM STATEMENT

#### Ninestiles Academy Trust Mission Statement

Ninestiles Academy Trust will be nationally and internationally acknowledged as a high achieving, innovative and exciting group of schools which recognise and respect the richness and diversity of their communities.

The trust will be structured and resourced to meet the needs of 21st century students and pupils. Within a caring environment, we will develop and reinforce the values, skills and attributes which promote good citizenship and lifelong learning. Parents, directors and academy councillors, and the wider community will work in partnership with our committed, appropriately skilled workforce and our students and pupils, to ensure that high quality learning takes place.

Outcomes will be outstanding.

Policy title	Curriculum Statement
<b>Rationale</b>	<p>Cockshut Hill School, An Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.</p> <p>Our aim is to meet the needs of young people and prepare them for adult and working life in the 21st century.</p> <p>The educational vision and curriculum design for Cockshut Hill School recognises that:</p> <ul style="list-style-type: none"> <li>• The world of 2020 will be very different to the world of today</li> <li>• The pace of change is increasing, hence the importance for flexibility.</li> <li>• Young people have, and will have increasingly, greater access to information and learning material independently of school.</li> </ul> <p>Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.</p>

Cockshut Hill School's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Be committed to excellence and continuous improvement.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

**Students will:**

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

In practice students in Years 7, 8 and 9 follow a broad and balanced curriculum, which though weighted to supporting excellent progress in the academic core (English, mathematics and science), offers students an opportunity to experience the arts, humanities, technology, PE and PSHE. All students follow this curriculum and in accepting a place at Cockshut Hill School, they and their parents are accepting that their children will experience and take part in the whole of this curriculum. There cannot be exemptions.

In Years 10 and 11, Students are able to choose the subjects they will study alongside the core of English, Mathematics, Science, and PE. In addition all students in Years 7 to 11 are offered a variety of other enrichment activities, through extra-curricular opportunities.

## Policy statement

### The Key Stage 3 Curriculum Year 7,8 & 9

The curriculum is devised to allow students to follow the essential core subjects of English, Mathematics and Science as well as having a broad and balanced experience of humanities and creativity subjects. The subjects will allow students the opportunity to make more informed choices in the elective curriculum. Every student has either English or Mathematics every day to build on the importance of literacy and numeracy skills so that they can have a good foundation for access to the elective curriculum.

Subject	Allocated time in a fortnight (mins)
English	450
Mathematics	450
Science	450
Globality (Geography/ History/RE)	375
Modern Foreign Languages	225
Physical Education	225
Art	225(yr7) 150(yr8+9)
IT	75 (150 Yr 9)
Music and Drama	225 (300 Yr8)
Technology	225

### The KS4 Curriculum Year 10 & 11

Cockshut Hill Schools' curriculum at 10 and 11 is based on the principles of 'personalised learning'. Each student has a "personalised curriculum" based on prior attainment. All students will experience the options pathways process. A recent change in educational policy means that from 2015-16 student attainment and progress is to be measured over a suite of eight subjects. So students with the support of options evenings, web based option information, advice and guidance, assemblies and student interviews, will choose a curriculum appropriate to their learning and recognised needs, in individual subjects leading to a differentiated form of qualifications and accreditations.

#### Pathway 1 (EBACC)

This is aimed at more academic students who have achieved a high level in English and Maths during Year 9. Students will follow the core subjects of Maths, English language, English literature and Science. They are also expected to complete the modern foreign language they are currently studying (Spanish or Urdu) and a humanities subject (History or Geography). More able students may attempt triple science resulting in 3 GCSE's (Biology, Chemistry and Physics). Many 6th form colleges and Universities value this combination of qualifications.

In addition to this core curriculum, students will also be able to choose one other option. If students elect to choose both history and geography, this combination is possible within this pathway.

### **Pathway 2**

This is aimed at students who have a more vocational outlook. They too will follow the core subjects of Maths, English language, English literature and Double Science and choose another three options. One of these options must be History, geography, Spanish or Urdu. They will not **have** to study a modern foreign language. In addition a student following this pathway will choose two other options.

### **Pathway 3**

Students in this pathway are currently in year 10 and follow the core subjects of Maths, English Language, English Literature, Double Science and PE. They also have V-Certs (Level 2) in Health and Fitness and Craft. Pathway 3 students also do RE as a GCSE subject and IT.

**Year 10 in 2016/17** \*Allocated time in a fortnight (mins)

<b>Subjects</b>	<b>Time*</b>
English	450
Maths	450
Science	525
Art	300
Business Studies (GCSE)	300
Computer Science	300
PE	225
Drama	300
Geography	300
History	300
Health and Social Care	300
IT	300
Law	300
Music	300
Media Studies	300
PE	300

Product Design	300
RE	300
Spanish	300
Urdu	300
Health & Fitness v-cert	300
Food Preparation v-cert	300
Craft v-cert	300

**Year 11 in 2016/17** \*Allocated time in a fortnight (mins)

<b>Subjects</b>	<b>Time*</b>
English	500
Maths	500
Science	525
Art	300
Business Studies (GCSE)	300
Computer Science	300
PE	225
Drama	300
Geography	300
History	300

Health and Social Care	300
IT	300
Law	300
Leisure and Tourism	300
Media Studies	300
PE	300
Product Design	300
RE	300
Spanish	300
Urdu	300

**The KS5 Curriculum – Years 12+13**

- Cockshut Hill offers Health and Social Care BTEC at Level 3 to Year 12 and 13 students.
- Year 12 study NQF updated specification and Year 13 study QCF specification (old) with no exam.

**Support for Students with exceptional needs – Learning Support Unit (LSU)**

The Learning Support Unit is a base for students who have particular needs usually on a short-term basis. This could include long term absentees who need reintroduction into a school environment or a student who has broken their leg and can't access all of their classrooms.

The Learning Support Unit is staffed by a full time member of staff who liaises with teaching staff to provide relevant work to all Key Stages.

The aim of the Learning Support Unit is to get students ready to enter classrooms as soon as possible.

### **Support for Special Needs - Mainstream**

In line with the SEN Code of Practice, Cockshut Hill has a Director of Inclusion/SENCO whose responsibility it is to co-ordinate provision for mainstream students with special educational needs. The school's inclusion policy details how students' special needs are identified and monitored with support tailored in accordance to their Code of Practice stage and specific needs.

Cockshut Hill recognises that there are many students without a statutory statement of SEN who also have diverse needs. All faculties have an inclusion policy which reflects our commitment in providing a broad, balanced, relevant and differentiated curriculum and, in doing so, meets the needs of individual students across the ability range.

### **EAL Department**

Cockshut Hill has 2 full time members of staff who specialize in the teaching of students with EAL at all levels. Students are assessed for their need and then given discrete language lessons alongside accessing the rest of the curriculum once they are ready.

### **Work related Learning**

Work –related Learning takes place across the curriculum, with different subjects and courses providing students with the opportunities and contexts in which to develop work-related skills, knowledge and understanding. The school's co-ordinator has mapped and recorded all programmes of work undertaken by faculties, and also any extra-curricular learning activities which contribute to the work-related learning curriculum. There is no discrete curriculum time for work-related learning.

Work-related learning is defined by us as any planned activity that uses work as a context for learning. It encompasses a broad range of activities which allow students to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts.

	<p>The aim of our work-related learning element of 13-16 curriculum is to enable all young people to:</p> <ul style="list-style-type: none"> <li>• fulfil their academic and vocational potential</li> <li>• apply their learning in a work context</li> <li>• acquire the skills, attitudes and behaviours required in the workplace, including those necessary for health and safety</li> <li>• be enterprising and to support enterprise in others</li> <li>• develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work</li> </ul> <p>Cockshut Hill prides itself on the quality of its numerous links with the community and with business and industry in the local area and further afield.</p> <p>Cockshut Hill is a member of our local Chamber of Commerce who also support the classroom by providing links and companies to enrich specific curriculum related projects. The school has a member of staff who has the unique roll of 'employer engagement' and deepening the experience of our students across the curriculum from 11-18. We take great pride in providing opportunities for our students as we believe that making the appropriate links to the 'real world' will not only enrich their understanding of the curriculum area but will also begin to prepare them for life outside of school.</p>
<b>Monitoring and review</b>	The Principal, Vice Principal and Curriculum Assistant Principals will review the curriculum annually and will also respond to any national changes.
<b>Links</b>	
<b>Staff responsible</b>	Principal, Vice Principal and Curriculum Assistant Principals
<b>Committee responsible</b>	
<b>Date approved</b>	
<b>Review date*</b>	

*\*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next academy council meeting.*