



## CURRICULUM POLICY

Key Manager	<b>Vice Principal - Curriculum</b>
Monitoring	<b>Local Governing Body</b>
Ratified	<b>June 2021</b>
Review Date	<b>June 2024</b>
Location of Policy	
Access to Policy	<b>Open</b>
Policy Context	<b>This Policy applies to all staff and students of the Academy and to those others offered access to such Academy resources.</b>

### Revision History

<b>Revision Date</b>	<b>Description</b>	<b>Sections Affected</b>	<b>Revised By</b>	<b>Approved By</b>
11 <sup>th</sup> June 2018	Updates to curriculum provision and time allocation	All	Principal	
April 2021	Review of policy	various		

### Summary of the Policy

The Manor School curriculum is constructed across three core strands of Work. World. Wellness. We aim to ensure students are happy, healthy, employable and have a positive view of the world. Work. World. Wellness. Establishes the content for and content and provides the core curriculum that will run through all that we do, to ensure that students are prepared for life beyond school.

As a school we are committed to comprehensive education and the belief that all students are of equal value; a school that prides itself on delivering a broad and balanced curriculum whilst fulfilling the National Curriculum requirements and one that responds to, and caters for, the needs of individual students.

We aim to ensure that all students acquire a range of transferable skills to equip them for the demands of an ever-changing society.

We believe that successful learning can only take place in an atmosphere built on good relationships. We set high standards and expect students to show care and consideration to other students, members of staff and the community.

Our facilities and human resources are provided for the benefit of this community, and are its investment for the future.

## **1. Core Values**

2.1 At Manor School Sports College we are committed to the following 10 curriculum values:

2.1.1 Delivering a broad and balanced curricular and extra-curricular programme based around the core strands of Work. World. Wellness.

2.1.2 Raising the quality of teaching and learning, improving standards and extending and developing high quality opportunities for all students.

2.1.3 Developing student's cultural capital is secured through wide ranging enrichment and extra-curricular experiences. STEM, sport and the arts will have a prominent place within and beyond the school day.

2.1.4 To include, out of hours learning, industry/business links and enrichment to aid mental and physical well-being.

2.1.5 Increasing take-up and interest in specialist subject courses, particularly post-16.

2.1.6 Enhancing opportunities for the socially/physically disadvantaged and becoming a centre of excellence for inclusion at all levels.

2.1.7 Providing an education that enhances the personal characteristics of: Resilience; Empathy; Aspiration; Curiosity and Humanity (REACH) and values honesty, trust, consideration of others, teamwork and the skills of cooperation.

2.1.8 Encouraging regular participation in, and enjoyment of, sporting activities which promote a healthier lifestyle, improved levels of physical fitness, enhanced self-esteem and a greater sense of well-being.

2.1.9 Developing the school as a focal centre within the East Northants area, to provide excellent sports opportunities, working with our partner primary and secondary schools and community sports facilities/clubs.

2.1.10 Providing equality of access to the full range of vocational and academic courses for all students.

## **2. Curriculum Provision**

3.1 Students follow a broad entitlement curriculum until they are sixteen.

3.1.1 English, Mathematics, Science, Culture & Ethics (including RE and PSHE) and P.E. are a required core for all students. This will guarantee that students are well educated for a wide variety of careers, including higher or further education.

3.1.2 Our curriculum is Macro Micro of big thinking and knowledge – engagement. Micro of subject level knowledge and skills. Macro level for students to be able to think critically and apply their knowledge from a range of contents successfully through Work. World. Wellness.

3.1.3 There are carefully selected curriculum choices at the end of Year 9. In all cases, it is assumed that most students at the age of sixteen will be accredited at level 1 or level 2 as appropriate to their academic ability.

- 3.2 Teaching is given the highest priority and every effort is made to provide students with the best possible conditions for study. All students will be expected to take a minimum of eight GCSE certificates or equivalent (including English, Science, Mathematics and Humanities) with the possibility that many will be accredited with between eight and twelve certificates at the end of Year Eleven.
- 3.3 In addition to teaching specific subjects, the school aims to build links between them through cross-curricular strategies, which include: Literacy, Numeracy, Gifted and Talented, Personal, Social and Health Education, Citizenship and Careers education.
- 3.4 Work. World. Wellness. Is planned to be integral to the education of Manor School students. A range of discrete lessons help provide the visible realisation of our 'Why'.
- 3.4 The Duke of Edinburgh's Award is first offered to students in Year 9 to enable them to start with the Bronze Award. The Award is a programme of activities for young people to do in their own time, but many school-based activities can lead them into a section of the award.
- 3.5
- 3.6 Links are also developed within the Nene Education Trust which currently includes 4 local feeder primaries and our other local primary schools to ensure that students transfer smoothly to secondary education and we engage in curriculum support within our feeder schools.
- 3.7 Statutory requirements of Relationship sex education and Health education is covered with the curriculum and discrete Wellness. Lessons.

### **3. The Key Stage 3 Curriculum (See Appendix 1)**

- 4.1 The timetable is based on a 1 week (5 day) timetable, with five 60-minute lessons per day. In addition time is set aside each day for registration, assemblies and activities.
- 4.2 A small number of students may begin studying Languages in Year 8 after completing an intensive literacy programme in Year 7.
- 4.3 Year 7, 8 and 9 is split into two half year group bands of equal ability. Within the bands classes are either set or taught in mixed ability groups according to the subject area.
- 4.4 In both mixed ability groupings and sets, differentiated resources and tasks are used to meet the needs of individual students. A variety of teaching and learning styles are used to maintain a high level of interest and participation.

### **4. The Key Stage 4 Curriculum (See Appendix 2)**

- 5.1 The timetable is based on a 1 week (5 day) timetable, with five 60-minute lessons per day. In addition, time is set aside each day for registration, assemblies and activities.

- 5.2 An extensive range of vocational and academic qualification at Levels 1,2 and 3 including GCSEs, BTEC, Cambridge National and A Level qualifications are available to students in order to meet individual needs.
- 5.2 The Preferences system allows students to study a group of subjects that reflect their strengths and are related to their future career aspirations.
- 5.3 Where there is an additional need for twilight courses, these are taught from 3.15–4.45pm by Manor School staff.
- 5.4 Information advice and guidance is provided to students to aid their preferences selection. Individual learning needs of students are considered when helping them to choose their preferences subjects.
- 5.5 All KS4 students complete a core entitlement of English, mathematics and science. RE provision is delivered either through a GCSE option or through the World. strand of the discrete lessons.
- 5.6 Students whose attainment suggests they will achieve the English Baccalaureate are strongly encouraged to follow a program of study that includes the required GCSE subjects. To attain the English Baccalaureate students must attain grades 5 or higher in a combination of GCSE subjects that confer a core set of academic skills and knowledge as well as a breadth of study that will be advantageous to higher and further education.
- 5.7 Subjects are offered to ensure that students can select a humanities subject, a language subject, an arts subject and a technology subject as per their entitlement.
- 5.8 The vocational programme may be extended further, including more collaboration with partner schools and colleges, in order to meet individual student needs. Each year the school will liaise with school based / college linked vocational courses to enhance our curriculum offer where appropriate.
- 5.9 Some students may participate in extended work placements during Key Stage 4 in accordance with their individual needs or if part of their course. Work experience is offered to all students in the 6<sup>th</sup> Form.

## **6. The Key Stage 5 Curriculum (See Appendix 3)**

- 6.1 The timetable is based on a 25 session one week timetable, with 5 60-minute lessons per day. In addition, time is set aside each day for registration, assemblies and activities in a 20 minute tutorial slot each day. The curriculum offer includes an extensive range of A Level qualifications, as well as BTEC Awards.
- 6.2 With linear courses, in Year 12 most students follow a pathway that consists of three or occasionally four Level 3 courses. The curriculum includes time set aside for supervised study and enrichment; home study time is by negotiation with individual students and is regularly reviewed.
- 6.3 Subjects that can be studied are in Appendix 3.
- 6.4 Students completing 3 linear A levels are encouraged to complete an Extended Project Qualification during Year 12 and the beginning of Year 13. This enables them to complete wider research into a topic of interest, submitting an extended

essay and presentation to a group of adults. This develops research techniques, presentation skills, and also carries additional UCAS points for students.

## **7. Extra-curricular Activities (See Appendix 4 - subject to change)**

7.1 All students are encouraged to take part in a wide range of extra-curricular activities. Such activities enhance personal development through wider experiences.

7.4

7.2 Where direct costs are involved, the school will ask for a voluntary contribution and, subject to there being sufficient funds available to cover costs, the activity will take place. Although fees are payable for extra-curricular activities and courses, the school operates an equal opportunities policy and may be able to assist in cases of financial hardship.

7.3 A Student Executive is created each year who are led by appointed Head Students to provide a significant student voice to the developments at Manor School.

**APPENDIX 1 – KEY STAGE 3**

<b>Subject</b>	<b>Lessons per Week</b>	<b>Lessons per Week</b>	<b>Lessons per Week</b>
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
English	3	3	3
Mathematics	3	3	3
Science	3	3	3
Humanities (History, Geography, RE)	3	3	3
Languages (Modern Foreign)	2	3	3
PE	3	2	2
Technology	3	3	3
Expressive Arts (Art, Drama, Music)	2	3	3
Computing / ICT	1	1	1
WWW	2	1	1
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>

**APPENDIX 2 – KEY STAGE 4**

<b>CORE (30 lessons per week)</b>		<b>PREFERENCE CURRICULUM 10 lessons per week</b>	
<b>Subject</b>	<b>Lessons per week</b>	<b>Students express their preferences from:</b>	
English	4	Geography History French German Spanish Science ('tri sci') Computer Science	Art Business Studies Dance Drama Food Technology Graphics Health and Social Care ICT Music PE Resistant Materials
Maths	3		
Science	4		
Sport	2		
WWW	2		

Accurate at September 2020

### **APPENDIX 3 – KEY STAGE 5**

Students express preferences for their courses of study from the subjects below. There is no guarantee that all courses offered will run depending on student uptake.

English Language	Business Studies
English Literature	Applied Science
Mathematics	Physical Education
Further Mathematics	Sport
Geography	Psychology
History	Design and Technology
French	Art
German	Dance
Spanish	Media
Computer Science	
Sociology	
Public Services	Information Technology
	Economics
	Drama
	Health and Social Care
	Music

## APPENDIX 4 – EXTRA CURRICULAR ACTIVITIES

Students have the opportunity to participate in a range of extra curricular activities. A selection of activities offered during the course of the year is shown below.

### ART

Coursework workshop sessions for Years 11, 12 & 13 (twilight and holiday sessions).

Y7/8 Art Club.

Art Gallery trips Years 9-13.

### DESIGN TECHNOLOGY

KS4 coursework/revision sessions in all areas

Graphic Products Year 10 & 11

### ENGLISH/DRAMA

Theatre visits

Visiting Theatre companies/workshops

KS3 Drama Club

Intervention Programmes

### HUMANITIES

Various visits and field studies in all years.

### MATHEMATICS

Intervention Programmes

Visits, Conferences (Years 7 – 13)

UK Maths Challenge (Years 7 – 10)

UK Team Challenge

### MODERN FOREIGN LANGUAGES

Visits (Year 7 – 13)

KS4 Booster classes (French and German).

### MUSIC

Brass, Guitar, Drum, Woodwind, Strings and Vocal lessons

Recitals (Year 12 & 13)

Concerts

Ensemble groups including choir

Revision sessions (Year 11, 12, 13)

Visiting musicians during Arts week.

### PHYSICAL EDUCATION

A wide range of National Governing Body and Community Sports courses exist, **some** of which include:

- Badminton, Basketball, Rounders, Netball, Table Tennis, Rugby, Trampolining, Hockey, Football, Tennis, Fitness;
- GCSE PE catch up

- Sports' Leadership Awards, Junior Football Organisers' Course, Junior Netball Organisers' Course, F.A. Referees' Certificate, Netball Umpires' Award.

### SCIENCE

Visits and field studies (Year 7 – 13)

Intervention Programmes

KS3 & 4 Revisions sessions.

### GENERAL

Curriculum days with a specific focus for each year group

Ski trip (Feb half term holiday)