



CURRICULUM POLICY

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| Key Manager | Assistant Principal - Curriculum |
| Monitoring | Local Governing Body |
| Ratified | June 2018 |
| Review Date | June 2021 |
| Location of Policy | P:\STAFF\Policy Documents |
| Access to Policy | Open |
| Policy Context | This Policy applies to all staff and students of the Academy and to those others offered access to such Academy resources. |

Revision History

| Revision Date | Description | Sections Affected | Revised By | Approved By |
|----------------------------|---|--------------------------|-------------------|--------------------|
| 11 th June 2018 | Updates to curriculum provision and time allocation | All | Principal | |
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1. Summary of the Policy

Manor School is a caring school 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.

2. Core Values

- 2.1 At Manor School Sports College we are committed to the following 10 curriculum values:
- i. Delivering a broad and balanced curricular and extra-curricular programme based around the core strands of Work. World. Wellness.
 - ii. Raising the quality of teaching and learning, improving standards and extending and developing high quality opportunities for all students.
 - iii. 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.
 - iv. to include, out of hours learning, industry/business links and enrichment to aid mental and physical well-being.
 - v. Increasing take-up and interest in specialist subject courses, particularly post-16.
 - vi. Enhancing opportunities for the socially/physically disadvantaged and becoming a centre of excellence for inclusion at all levels.
 - vii. 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.
 - viii. 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.
 - ix. 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.
 - x. Providing equality of access to the full range of vocational and academic courses for all students.

3. Curriculum Provision

- 3.1 Students follow a broad entitlement curriculum until they are sixteen.
- 3.1.1 English, Mathematics, Science, Humanities (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 There are carefully selected curriculum choices at the end of Year 8
- 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 With a legacy as a Sports College, we will continue to encourage accreditation in P.E. for all students for example BTEC Awards, Sports Leadership Award, The Duke of Edinburgh's Award, National Governing Body Awards and Community Leadership Award.

- 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 Year 7 students are offered a school planner to enable targets to be kept and monitored.

- 3.6 Links are also developed within the Manor Learning Trust which currently includes 3 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.

4. The Key Stage 3 Curriculum (See Appendix 1)

- 4.1 The timetable is based on a 2 week (10 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.

5. The Key Stage 4 Curriculum (See Appendix 2)

- 5.1 The timetable is based on a 2 week (10 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, 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 PSHE curriculum.
- 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, for example Hair and Beauty, Motor Vehicle.
- 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.

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

- 6.1 The timetable is based on a 50 session two week timetable, with 5 60-minute lessons per day. In addition, time is set aside each day for registration, assemblies and activities in a 35 minute tutorial slot each day. The curriculum offer includes an extensive range of A Level qualifications, AVCE (Vocational A-levels) as well as BTEC Awards.
- 6.2 With the reintroduction of 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 expected to complete an Extended Project Qualification during the second half of 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)

- 7.4 All students are encouraged to take part in a wide range of extra-curricular activities. Such activities enhance personal development through wider experiences.
- 7.5 A programme of Creativity, Activity, Volunteering and Enterprise is being developed with the 6th Form.
- 7.3 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.
- 7.4 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

| <i>Subject</i> | <i>Lessons per fortnight</i> | <i>Lessons per fortnight</i> | <i>Lessons per fortnight</i> |
|--|------------------------------|------------------------------|------------------------------|
| | Year 7 | Year 8 | Year 9 |
| English | 7 | 7 | 7 |
| Mathematics | 7 | 7 | 7 |
| Science | 7 | 7 | 6 |
| Humanities (History, Geography, RE) | 6 | 6 | 6 |
| Languages (Modern Foreign) | 5 | 5 | 5 |
| PE | 5 | 5 | 4 |
| Technology | 3 | 3 | |
| Expressive Arts (Art, Drama, Music) | 5 | 5 | |
| Computing / ICT | 2 | 2 | 2 |
| PSHE (Personal, Social & Health/Sex Education, Careers Guidance & Citizenship) | 2 | 2 | 1 |
| Preference subjects* | | | 12 |
| TOTAL | 50 | 50 | 50 |

*students express their preferences from Expressive Arts (Music, Art, Drama, Dance), Technology and Business/Enterprise in Year 9

APPENDIX 2 – KEY STAGE 4

| CORE (30 lessons per fortnight) | | PREFERENCE CURRICULUM (20 lessons per fortnight) | |
|--|------------------------------|--|---|
| Subject | Lessons per fortnight | Students express their preferences from: | |
| English | 8 | 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 | 8 | | |
| Science | 8 | | |
| Sport | 4 | | |
| PSHE | 2 | | |

Accurate at September 2018

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 | Information Technology |
| | Law |
| | 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;
- BTEC catchup

- 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)