



# **CURRICULUM POLICY**

**Dormers Wells High School**

**Maths, Computing and Applied  
Learning Specialist College  
& Leading Edge School**

|                       |             |
|-----------------------|-------------|
| Ratified by Governors | June 2020   |
| Review Date           | June 2021   |
| SLT Responsible       | Mr D Fenlon |

## **1. Introduction**

At Dormers Wells High School, the governing body, the Headteacher and staff aim to provide a secure but challenging learning environment where each student can aim for the highest standard in whatever he or she attempts to do. The school has students of diverse talents, needs and interests. Within the school and wider community we hope all our students will learn to be aware of other people's needs, to be tolerant towards others and to develop their own self-confidence, self-judgement and self-discipline.

## **2. The School's Beliefs**

A students' learning journey involves a combination of entitlement and choice that involves a breadth of study and personal relevance. In order to maintain the continuum of learning for all students, we believe close liaison with feeder primary schools is essential. To add value to the learning journey, we believe in the provision of personalised learning where appropriate. To this end we are committed to the principles and practice of assessment for learning.

## **3. The School's Aims**

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent and challenging curriculum that builds on students' experiences in the primary phase and that helps all students to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help students to:

- achieve high standards and make excellent progress.
- more easily make progress based on ability not age and to be able to enter students for public examinations when they are ready rather than being dictated by age.
- have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- be challenged and stretched to achieve their potential.
- celebrate human achievements in creative arts, science, sport, technology and computing, literature, languages, and the humanities.
- understand and value the interdependence of individuals, races, religions and countries.
- prepare for adult life.
- develop self-respect, a tolerant attitude, a set of moral values and beliefs that includes respect for others.
- have a sense of adventure and purpose and an ability to deal with failure and success.

## **4. The School Curriculum for 2019/20**

The whole school curriculum encompasses a wide range of subjects including English, mathematics, science, computing and technology, religious education, citizenship, at least two foreign languages, geography and history, the arts, drama, music, and physical education. Each student is taught for 25 hours during a normal school week. Students are taught in set or mixed ability groups. Extra help is given where appropriate to those who need it, to those whose first language is other than English and to those with learning difficulties. Some students are withdrawn for additional tuition from some subjects.

Personalised attention is also given to those students assessed as more able. Those students whose abilities develop at a later stage are also given personalised attention. To continue to encourage high achievement and a rigorous programme of challenging work, the school runs a system of accelerated groups in core subjects. These are designed for those who have already demonstrated the ability to work faster or the need to work at a higher level earlier in their school career.

At Dormers Wells High School, it is expected that the curriculum will:

- lead to qualifications that are of worth for employers and for entry to Higher Education.
- fulfil statutory requirements.

- provide challenge for all.
- enable students to fulfil their potential.
- meet the needs of students of all abilities.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at the end of Key Stage 3, Key Stage 4, and beyond.
- ensure continuity and progression within the school and between phases of education.

## **5. Support for Students and Parents**

It is important that all students are able to read and write well at the earliest stage possible. This is a significant predictor of examination success. Support is given as far as possible to those who need additional help. Counselling and mentoring are available for students with challenging behaviour.

There is a strong emphasis on home learning. Students carry a home learning diary to record home learning that has been set and to seek parents' comments. Home learning is an essential part of supporting student progress. It teaches and encourages organisational skills, personal development, independence and responsibility for learning. At Dormers Wells High School home learning is set in all years. Home Learning is also recorded on frog. Parents are required to sign this each week. It may also be used for messages or comments to the form or subject tutor. This enables parents an opportunity to know what their children are working on in school. Parents are strongly encouraged to be interested and involved in the work and progress of their children. Parents are given a username and password for frog to enable them to monitor home learning set.

## **6. The Role of Curriculum Areas**

Curriculum leaders and key stage coordinators will ensure that:

- long term planning is in place for all courses.
- there is consistency of curriculum delivery, schemes of learning should be in place and be used by all staff delivering a particular course.
- schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning encourage progression at least in line with national standards.
- schemes of learning challenge all students from Year 7 to Year 13.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- assessment is appropriate to the course and the students following particular courses and there is consistency of approach towards assessment.
- students' progress is reviewed on a regular basis to ensure that any necessary changes of curriculum delivery are planned and carried out in a timely fashion.
- they oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the Dormers Wells High School curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.

- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

## 7. Curriculum Overview

### 7.1 Key Stage 3 - Years 7 and 8

All students have access to a similar course of study. The hours per subject per fortnight are as follows:

|         | Key Stage 3 25 period week over two weeks, 50 periods per cycle |       |         |    |       |           |      |     |      |      |       |     |    |       |
|---------|---|-------|---------|----|-------|-----------|------|-----|------|------|-------|-----|----|-------|
| Subject | English   | Maths | Science | PE | CPSHE | Computing | Tech | MFL | Hist | Geog | Music | Art | RE | Drama |
| Y7      | 8   | 7     | 7       | 4  | 2     | 2         | 2    | 4   | 3    | 3    | 2     | 2*  | 2  | 2*    |
| Y8      | 8   | 7     | 7       | 4  | 2     | 2         | 2    | 4   | 3    | 3    | 2     | 2*  | 2  | 2*    |

\* Year 7 technology, art and drama are taught on a rotation in for one term at a time for six lessons a fortnight. This equates to two lessons a fortnight over a whole year.

A literacy based curriculum is also offered for targeted students in Year 7. These students study a core of English, mathematics, science, games, the arts and technology. In addition, they follow an enhanced literacy course through the medium of foundation subjects.

### 7.2 Key Stage 4 - Years 9, 10 and 11

During the spring term of Year 8 and Year 9, students in those year groups are given careful guidance in helping them decide which subjects they wish to study for the next year. Students in Year 9 receive similar guidance to decide their courses for Year 10 and Year 11. The guidance students receive on their choice of courses involves parents, teaching staff, tutors and careers advisers. Most subjects lead to the GCSE examination, but there are some vocational courses at a comparable level.

Year 9 students study the core subjects of English language and literature, mathematics, science, computing, PE, RE and CPSHE. In addition, they choose four from the following option subjects:

Art and Photography  
Food and Nutrition  
Graphic Products  
PE/Sports Leadership  
Textiles

Computer Science  
French  
History  
Product Design

EAL  
Geography  
Performing Arts  
Spanish

Years 10 and 11 students study the core subjects of English language and literature, mathematics, science, PE, RE and CPSHE. In addition, the following option subjects are also on offer and students choose three of these:

Art  
Computer Science  
French  
Graphic Products  
Horticulture  
PE  
Sociology  
Triple Science

ASDAN  
Drama  
Food Technology  
Health and Social Care  
Media Studies  
Photography  
Spanish

Business Studies  
EAL  
Geography  
History  
Music  
Religious Studies  
Textiles

Students are also given an opportunity to complete a GCSE in a home language.

The allocated hours per subject per fortnight are as follows:

|                | <b>Key Stage 4 25 period week over two weeks, 50 periods per cycle</b> |       |         |    |       |    |           |          |          |          |          |
|----------------|--|-------|---------|----|-------|----|-----------|----------|----------|----------|----------|
| <b>Subject</b> | English  | Maths | Science | PE | CPSHE | RE | Computing | Option 1 | Option 2 | Option 3 | Option 4 |
| <b>Y9</b>      | 8  | 8     | 8       | 3  | 1     | 1  | 1         | 5        | 5        | 5        | 5        |
| <b>Y10</b>     | 9  | 7     | 10      | 3  | 2     | 1  | 0         | 6        | 6        | 6        | N/A      |
| <b>Y11</b>     | 9  | 7     | 10      | 3  | 1     | 2  | 0         | 6        | 6        | 6        | N/A      |

### 7.3 Key Stage 5 – Years 12 and 13

Learners in the Sixth Form follow either A level or BTEC courses. Almost all learners have progressed from the Sixth Form to university and colleges of Higher or Further Education or to posts in commerce, industry, or to a variety of local or national services.

The subjects available at A level, which are taught in ten hour blocks, include:

|                     |                    |                           |
|---------------------|--------------------|---------------------------|
| Art and Design      | Biology            | Business Studies          |
| Chemistry           | Computer Science   | Drama and Theatre Studies |
| Economics           | English Literature | French                    |
| Further Mathematics | Geography          | History                   |
| Mathematics         | Media Studies      | Music                     |
| Photography         | Physics            | Psychology                |
| Religious Studies   | Sociology          | Spanish                   |

Business Studies and Health and Social Care are offered as BTEC 3 courses.

Students may also follow the Extended Project Qualification (EPQ) course.

Subjects will only be run where there are sufficient learners to make the course viable, and where the staffing capacity exists to support the course.

### Help and Queries

Parents and carers have the opportunity to discuss their children's progress at parents' evenings for individual year groups. Should they want more information about any aspect of the curriculum; an appointment can be made with the appropriate curriculum or year leader, or the Deputy Headteacher with responsibility for the curriculum.

The Curriculum Policy was reviewed with the members of the Leadership Team on 24<sup>th</sup> May 2018.

### Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Chair of Governors: Tan Afzal**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Headteacher: Róisín Walsh**