

Ashton Community Science College

School Policy for the Curriculum

Introduction

The School's curriculum is broad, balanced, inclusive and relevant to all students. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. The curriculum conforms to the National Curriculum programme of study and all other statutory requirements at both Key Stage 3 and Key Stage 4.

Key Stage 3 Curriculum

At the beginning of Year 7, students are placed in groups according to their ability. This is initially based upon Key Stage 2 results and is reviewed in October. As students' acquisition of English and Maths is essential for success across the wider curriculum, it is these two subjects which inform the groupings.

Pathway 1

Students are taught in their English group across a range of subjects which include: Geography, History, French, RE, PSHE, Musical Theatre.

Students' Maths groups initially inform the band that they are placed in for Science and Computing prior to being placed in sets for these subjects.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Maths			English				Science			PE		P S H E	Comp		RE	MT	DT		French		Geog		Hist	

Pathway 2

Students who are identified as needing additional English and/ or Maths support have one French/ Computing lesson per week so that they can receive an extra hour of English/ Maths.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<i>For students requiring additional English</i>																								
Maths			English				Science			PE		P S H E	Comp		RE	MT	DT		Fr	Geog		Hist		
<i>For students requiring additional Maths</i>																								
Maths			English				Science			PE		P S H E	Cp	RE	MT	DT		French		Geog		Hist		

Key Stage 4 curriculum

We operate a 3 year Key Stage 4 model to enable students to develop deeper knowledge and understanding of their chosen GCSE subjects. Students therefore make their option choices in Year 8. Prior to this, students and their parents receive advice and guidance to ensure that their choices are suitable for their ability and also for their future aspirations. Changes were made to the structure of the curriculum following a review in 2017. All students study English Language, English Literature, Maths and Science as well as the non-examined subjects of PSHE and Citizenship, Careers, PE and RE. In addition they choose 5 options, one of which must be either Geography or History, ensuring that their curriculum remains broad and balanced throughout key stage 4.

We operate 3 pathways in Key Stage 4 to ensure that we are challenging our most able students and supporting students who require additional support with the ultimate aim that all students work towards becoming the best that they can be.

Pathway 1 is for students who wish to follow the triple science option as well as being able to choose subjects which make up the EBacc or other vocational subjects.

Pathway 2 enables students to choose subjects which make up the EBacc or other vocational subjects.

Pathway 3 offers students a course in life skills currently 'Preparation for Working Life' as well as subjects which make up the EBacc and other vocational qualifications.

Subject allocations (school year 2017-2018):

	Current Year 9	Current Year 10	Current Year 11
English	4	4	5
Maths	4	5	4
Science	4	6	6
RE	1	2	2
PE	1	1	1
PSHE	1	1	1
Option subjects	5 x 2	3 x 2	3 x 2

SERF

Students within the SERF follow a mainstream curriculum where this is appropriate and an adapted curriculum where this is felt to be in their best interests.

LITERACY

Acquiring appropriate literacy skills is essential for students to access the curriculum successfully and make progress in all subjects as well as for their future lives and careers. The Literacy co-ordinator ensures that Literacy across the school retains its

high profile via the weekly literacy challenge and the encouragement of independent reading.

Students assessed to be below functional literacy receive appropriate interventions so that they achieve and maintain a functional standard and are therefore better able to access the full curriculum.

SMSC

The SMSC element of the curriculum is implicit in all aspects of the curriculum and in the general school approach to creating the best opportunities for all students.

Aspect	Definition	Curriculum coverage
Spiritual	<p>The spiritual development of students is shown by their:</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	<p>Assemblies offer opportunity to reflect.</p> <p>This aspect of SMSC is covered extensively in RE, humanities and in the Personal Development unit "SRE".</p>
Moral	<p>The moral development of students is shown by their:</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and ability to understand and appreciate the viewpoints of others on these issues 	<p>This aspect of SMSC is covered extensively in RE.</p> <p>Teachers seek opportunities to identify and include aspects of SMSC education in their lesson planning.</p> <p>Problems and disputes of all kinds handled sensitively and supportively.</p> <p>eSafety is covered in Computing.</p>
Social	<p>The social development of students is shown by their:</p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including 	<p>Students engage in charity events every year.</p>

	<p>those from different religious, ethnic and socio-economic backgrounds</p> <ul style="list-style-type: none"> • Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<p>Relationships are covered extensively in the SRE unit for PSHE.</p> <p>Team building activities are included in PE.</p> <p>Staff are positive role models for students and work hard to maintain positive and respectful relationships between students and adults.</p>
Cultural	<p>The cultural development of students is shown by their:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<p>British Values is covered annually in PSHE.</p> <p>Respecting other faiths is covered in RE.</p> <p>Appreciation of other cultures is covered via the Humanities subjects and MFL.</p>

BRITISH VALUES

The curriculum provides many opportunities for students to explore the concept of Britishness. Our school ethos of recognising every student and their contribution to the school family contributes to this. We ensure that students understand the concept of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs