

CANBURY SCHOOL
Curriculum Policy
A: The Educational Experience Provided

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Every Child Matters

In designing its curriculum, Canbury School hopes to approach as closely as it can the ideals behind the QCA publication *Every Child Matters (2004)*.

In particular, it embraces the envisaged outcomes of that document, namely:

- for every child, whatever their background or their circumstances, to have the support they need to:
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well-being;

- that the curriculum should enable all young people to become
 - successful learners who enjoy learning, make progress and achieve
 - confident individuals who are able to lead safe, healthy and fulfilling lives
 - responsible citizens who make a positive contribution to society.

With a view to achieving this, Canbury School will keep under constant review its **lessons**, the **locations** of its learning, the learning **environment**, the **events** it runs, its school **routines**, its **extended hours** activities and its recognition of **out of school learning**.

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Canbury School aims to offer a broad and balanced curriculum to all age groups, underpinned by the requirements of the National Curriculum at KS3 and 4.

In years 7, 8 and 9 a wide variety of subject are followed as shown below.

In Years 10 and 11 most pupils study nine subjects for their GCSE examinations. In addition to these subjects, PSHE, PE and games are also timetabled.

The percentage time allocation for each subject is as follows:

| Subject | Percentage allocation | | Notes |
|--|-----------------------|-------|--------------------------|
| | KS3 | KS4 | |
| English | 10.00 | 10.00 | |
| Drama | 3.33 | 0.00 | |
| Maths | 8.89 | 8.89 | Split class with Spanish |
| Biology | 5.56 | 6.67 | |
| Chemistry | 5.56 | 6.67 | |
| Physics | 5.56 | 6.67 | |
| Geography | 4.44 | 7.78 | |
| Business Studies | 0.00 | 7.78 | |
| History (10/11 optional against ICT) | 4.44 | 7.78 | |
| ICT (10/11 optional against History) | 6.67 | 7.78 | |
| Swimming/Games | 13.33 | 6.67 | |
| PE | 2.22 | 3.33 | |
| Spanish | 8.89 | 8.89 | Split class with Maths |
| Art | 3.33 | 8.89 | |
| DT | 3.33 | 0.00 | |
| Music | 3.33 | 0.00 | |
| Learning to Learn/Supported Personal Study | 4.44 | 3.33 | |
| PSHE | 2.22 | 2.22 | |
| Tutor Time | 4.44 | 4.44 | |

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Curriculum

Canbury School is an 11-16 secondary school keen to ensure that its curriculum offer covers as fully as possible the seven key areas of educational experience designated for this age range, as shown in the grid below.

| Subjects | Seven Key Areas of Educational Experience | | | | | | |
|-----------------------|---|--------------|------------|----------------------|----------------------|----------|------------------------|
| | Linguistic | Mathematical | Scientific | Technological | Human & Social | Physical | Aesthetic and Creative |
| English | KS3 & 4 | | | | | | KS3 & 4 |
| Drama | KS3 | | | | | (KS3) | KS3 |
| Maths | | KS 3&4 | | | | | |
| Physics | | | KS3&4 | | | | |
| Chemistry | | | KS3&4 | | | | |
| Biology | | | KS3&4 | | | | |
| Geog | | | | | KS3&4 | | |
| BS | | | | | KS4 | | |
| Hist | | | | | KS3&4 ^{opt} | | |
| ICT | | | | KS3&4 ^{opt} | | | |
| Games | | | | | | KS3&4 | |
| PE | | | | | | KS3&4 | |
| Spanish | KS3&4 | | | | | | |
| Art | | | | | | | KS3&4 |
| DT | | | | KS3 | | | KS3 |
| Music | | | | | | | KS3 |
| *L ₂ L/SPS | | | | | | | |
| PSHE | KS3&4 | | | | KS3&4 | | |
| Tutortime | | | | | KS3&4 | | |

*L₂L : Learning to Learn; SPS : Supported Personal Study

The above scheme meets the statutory requirement for education at both key stages in speaking and listening (Drama[KS3 only], PSHE, English), in literacy (English) and in numeracy (Mathematics).

Please see the School Development Plan for curriculum development issues.

The school provides full time education

The school week comprises 5 days x 6 hours of educational provision giving 30 hours of school time in total. The school year is 34 weeks long, thus providing 1020 hours of educational contact.

Staffing and Supervision

All subject areas are staffed by professionally qualified teachers, supported where required by Learning Support Assistants, particularly at KS3.

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Occasionally small groups of students may be required to study independently for short periods of time without direct supervision, for example in the Library area, the ICT room or in Drama, for instance, in adjacent break-out spaces for rehearsal or preparation of group presentation work.

Students with Special Educational Needs

The needs of such students are met in line with the school's SEN policy (qv).

The Policy for the Study of Spanish by ESOL Pupils

If pupils enter at the start of Year 7, they will study Spanish as long as they understand a few basic words in English and can read and write in Roman script at this basic level (the upper band of Pre-elementary – ESOL level).

If pupils enter part way through Year 7, they will not study Spanish, unless they have reached Elementary 1 – ESOL level.

If pupils enter Year 8, they will not study Spanish, unless they have reached a good level of English (Pre-intermediate – ESOL level).

They will have supervised study periods with the ESOL tutor where possible, and where not possible, will join the Spanish class doing work set by the ESOL tutor.

If pupils enter in Years 9-11, they will not study Spanish. They will have study periods in the library with no direct supervision.

N.B. Year 9 pupils who are not mature enough to study on their own may have to have supervised study periods as described per Year 8.

At a glance:

| Year of Entry | Policy |
|---------------|--|
| 7 | New pupils will study Spanish with certain provisos (see above). |
| 8 | New pupils will only study Spanish in certain circumstances. Otherwise, pupils will have supervised ESOL study periods. (See above.) |
| 9, 10 + 11 | New pupils will not study Spanish, but will normally have unsupervised general study periods in the library. (See above.) |

Opportunities to learn and make progress

All students of all ages and abilities have the ability to learn and make progress.

Subject areas progress steadily from early KS3 material (revisiting KS2 expectations as required) to KS4 through planned and differentiated schemes of work. These may be found in individual subject policy files.

Students with very particular needs may receive a modified curriculum. For example, they may be not be required to study Spanish, or Art. Such circumstances may arise with a student arriving late to the school who has not previously studied Spanish as a language.

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In addition, the school offers the following support arrangements:

- ESOL for those for whom English is not the primary language
- In-class LSA support for SEN students, whether by Statement or by parental request/school recommendation
- Support by withdrawal from occasional classes whether by Statement or by parental request/school recommendation

Please also see the school's policy on assessment and tracking progress which also impacts upon this area.

PSHE

PSHE is timetabled throughout the school. Its scheme of work (qv) ensures that it covers the required tripartite focus.

Religious Education

Religious Education is delivered through units of the PSHE programme. Parents may withdraw their child from these units if they wish.

Sex Education

Sex Education is delivered in a variety of ways: through Biology, through units of PSHE and through display materials posted around the school. Parents may withdraw their child from the Sex Education units in PSHE if they wish.

Careers Education

Careers guidance is given particularly at KS4 as part of the PSHE provision. The school organises:

- A programme of Work Experience in liaison with the Kingston Schools' Vocational Development Service, undertaken in Year 10
- Individual Careers guidance interviews with a Connexions Advisor
- Lessons focusing on Careers, as evidenced in the scheme of work for PSHE.

The PSHE programme encourages students to develop self-knowledge with a view to being able to make informed and appropriate life choices, including the ability to choose from optional subject choices. Specific individual advice is also offered to students about to choose GCSE options. This will become of greater importance as the curriculum develops. (See Development Plan.)

Preparation for the opportunities, responsibilities and experiences of adult life

In addition to the contributions made by the PSHE programme and Careers to this area of education at Canbury, the school offers a variety of posts of responsibility to help students prepare for the responsibilities and experiences of adult life:

- Year 11s prepare written statements and are interviewed to become House Captains – the student leaders of the school
- Junior Assistants to the House Captains are elected by consultation with staff
- Form representatives are elected to serve on the School Council, renewable termly.

The School Council is involved in a variety of aspects of school life: it organises the choice of charity for the year, plans events and initially considers ideas and suggestions before onward presentation to the Head.

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B: The Quality of Teaching (including Assessment)

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It seeks to foster good habits of independent learning by providing opportunities for independent research as evidenced in subject schemes of work and through its homework programme.

Lessons at the school offer pupils a wide range of educational opportunities and experiences and seek to embrace a wide range of learning styles and teaching methods. Please see schemes of work.

The quality of classroom resourcing and delivery is monitored by observation within the staff appraisal cycle, and informally by discussion between peers as and when it occurs. (One of the great advantages of being such a small establishment is that discussion about students, teaching ideas and classroom strategies arise quite naturally.)

All staff are encouraged to develop themselves professionally through in-service training and are invited to submit perceived needs through their annual budget requests.

Aptitudes, needs and prior attainment of pupils

The school takes pains to acquire information about each cohort of pupils via:

- Entry data from feeder Primaries and by means of the school's diagnostic entry tests
- MIDYIS testing
- Formal staff interchange at Monday staff meetings and at the start of each term
- Informal exchanges which then prompt formal action and documentation

Behaviour Management in the Classroom

The school seeks to manage behaviour primarily by positive reinforcement of desirable behaviours and by engaging students actively with the process of learning.

Please see the Behaviour Policy document.

Assessment

The school's Pupil Profiling system measures individual achievement against national norms, teacher expectations and MIDYIS predictions/expectations. By this means, the school hopes to offer the maximum of encouragement for individual progress whilst not allowing achievements to become decontextualised. Such assessment informs the identification of priority targets subject by subject.

Subject marking and interim assessment feed into this centralised system.

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C: Spiritual, Social, Moral and Cultural Aspects of Education

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Canbury School is committed to developing the spiritual, moral, social and cultural dimensions of its students' lives.

The table below indicates how we feel subject areas contribute significantly:

| Subject | Spiritual | Moral | Cultural |
|--|-----------|-------|----------|
| English | Y | Y | Y |
| Drama | Y | Y | Y |
| Maths | | | |
| Physics | Y | | |
| Chemistry | | | |
| Biology | Y | Y | |
| Geography | | Y | Y |
| Business Studies | | Y | |
| History (10/11 or ICT) | | Y | Y |
| ICT | | | |
| Swimming/Games | | Y | Y |
| PE | | Y | |
| Spanish | | | Y |
| Art | Y | Y | Y |
| DT | | | Y |
| Music | Y | Y | Y |
| Learning to Learn/Supported Personal Study | | | |
| PSHE | Y | Y | Y |

Developing self-esteem, self-knowledge and self-confidence

The PSHE programme, assessment and the tutorial system all focus on assisting students to develop their self esteem, self knowledge and self confidence. The school's system of behaviour management with its emphasis on positive reinforcement also contributes to cultivating such self-growth.

By virtue of being representatives on the School Council or by holding positions of other responsibility (House Captain or Junior Assistant) students are also given opportunities to develop their self esteem and self confidence principally. The processes of internal reflection that should as a matter of course accompany such positions of responsibility also help grow self-knowledge.

The performance and presentational aspects of Music, Drama and English, as well as pupil planning and participation in the school's assembly programme also make significant contributions to this area of pupil

C: Spiritual, Social, Moral and Cultural Aspects of Education

development. Everybody in Years 7-9 takes part in the school Christmas Show dramatically, musically or both. The inaugural Talent Show (for the whole school) proved to be a great success and will be repeated annually.

The school's Sports programme also makes an enormous contribution to this aspect of pupil development. A very high percentage of the school population are required by necessity to represent the school in a wide range of sporting activities. Inter-house competitions are run in such a way that every student is offered reward and encouragement to boost self-esteem and confidence.

Enabling pupils to distinguish right from wrong and to respect the law

The PSHE programme contributes to this aspect of pupil development, as do the daily interactions of staff with students in the management of behaviour. Positive guidance is also delivered through the Assembly programme and in Tutor Time.

Elsewhere in the curriculum, themes of right and wrong inevitably occur within drama and English and are addressed here to help students develop positive moral codes and to have a proper respect for law and order.

Encouraging Pupils to take Responsibility for their own Behaviour

This is achieved via the school's Behaviour Policy guidelines, reinforced via daily contact between staff and students and by Tutorial guidance and messages from the Assembly programme.

Knowledge and understanding of Public Institutions

Please see the Citizenship strand within the PSHE programme.

Appreciation and respect for Cultural Differences

The school is racially and culturally diverse and through normal day to day interactions mutual respect is cultivated, reinforced by messages from the school's assembly programme and by content within PSHE, drama, English, History and Geography particularly.