

Liskeard School & Community College

Curriculum Policy

Issued: November 2018

Linked policies: Teaching & Learning

1. Curriculum Policy

- I. Liskeard School and Community College aims to provide an education of the highest quality for all of our students. The curriculum is broad and balanced and meets all statutory requirements. A rich learning experience is offered through the curriculum that develops literacy, numeracy, ICT and a range of skills for the future lives of the students.
- II. Our curriculum is organised so that all students are able to access learning opportunities that foster Liskeard School and Community College as a learning community that enhances the quality of students' lives, their expectations and their aspirations, both now and in the future.
- III. Our curriculum builds on the foundations laid in primary schools and aims to provide young people with successful pathways onto further learning, careers and the adult world.
- IV. Our curriculum promotes our school values of courage, resilience and kindness.
- V. Through our community links, our curriculum promotes local industries, business links and opportunities in the real world.

2. Student Entitlement

- I. Liskeard School and Community College recognises that every student is entitled to a curriculum that is characterised by breadth, balance, coherence, relevance, differentiation and progression. Underpinning the curriculum is the belief that every student should have a curriculum that is personalised to their needs.
- II. We believe that students are entitled to a curriculum that:
 - Promotes spiritual, moral, cultural (SMSC) and physical development;
 - Promotes the development of Literacy and Numeracy skills;
 - Is rigorous, creative and engaging;
 - Contains a breadth of choice and experiences;
 - Motivates, challenges and raises aspirations;
 - Recognises and celebrates achievement;
 - Strives for excellence in all its forms;
 - Promotes independent learning and encourages lifelong learning;
 - Develops team work, co-operative and collaborative skills;
 - Meets the requirements of the National Curriculum, the needs of the students and the community;
 - Is inclusive and meets students' individual needs as far as possible;
 - Is enriched by and influenced by the communities in which we live and by the wider community;
 - Prepares and equips students to be successful in the real world.

3. Curriculum Organisation

I. Key Stage 3

Our Key Stage 3 curriculum is broad and balanced, and fully meets the requirements of the National Curriculum. Our timetable is based on a two week cycle of fifty 1 hour lessons. All KS3 students study the following subjects:

English
 Mathematics
 Science
 Art
 Design Technology: Resistant Materials, Textiles and Food
 Drama
 Geography
 History
 IT
 Languages
 Music
 PE
 Religious Education

Teaching groups are set by ability or subject specific criteria in English, Maths and Science from the beginning of Year 7. Modern foreign languages are set according to ability in Years 8 and 9. RE lessons are set from Year 9. All other subjects are taught in mixed ability classes. Students and their parents are consulted during the transition process from primary schools to Year 7 and grouped into two cohorts (X and Y), one of which studies French and the other Spanish. A small number of students who have low literacy skills are grouped into the X cohort and receive extra literacy and numeracy intervention rather than being taught a language in Years 7-9. Students capable of studying triple science begin the GCSE course in Year 9 (this does not affect which pathway they can follow in Year 10 – see below.

II. Key Stage 4

Our Key Stage 4 (Years 10 and 11) curriculum is characterised by an increasing element of choice for students. 40% of curriculum time is provided for the study of courses that students have chosen. Students are carefully prepared for making their choices with appropriate advice and guidance and are currently presented with four choices. We are conscious of the fluid national agenda regarding accountability measures and will continue to review the shape of the Key Stage 4 curriculum on an annual basis. In response to the DfE aims for the study of the EBacc suite of subjects, parents and students will be informed of the merit of the EBacc and the value of languages to help inform their option choice.

Pathways

Pathway	Notes
Baccalaureate	Students must opt for a language (French or Spanish) and a humanities course (Geography or History). Students then have 2 free choices.
Central	Students must choose one subject from the EBacc suite of subjects. They then have 3 free choices.
Occupational	Students follow an occupational skills course 1 day per week. The course is designed to support students with their literacy and numeracy, to develop their team working skills and independence, and to prepare them for working life. Students then have 2 free choices, although we recommend one is from the Ebacc suite.

For a list of the GCSE and vocational subjects available on each of the pathways please see appendix 1 (a, b, c).

III. Key Stage 5

Our post-16 curriculum aims to provide as much breadth and choice as possible, without compromising standards, in order to provide as many of our students as we can with fulfilling pathways into the wider world. Our curriculum is largely academic but also contains vocational courses and routes through to manufacturing, industry, health and social care, sport and local enterprise. Student choice is

critical and tailors the shape of the post-16 curriculum. The number of students who opt for courses determines whether they are viable and this decision is based on a principal of fairness and economic viability. As well as A levels and level 3 vocational courses, our post-16 curriculum contains level 2 routes that enable students to work in a variety of vocational fields and re-take their English and Maths GCSEs if necessary. All Sixth Form students follow an enrichment course (choosing from the Extended Project Qualification, Critical Thinking AS, CSLA or Arts Award). Wednesday afternoon in each week is reserved for Games and all students have the opportunity to join our Football Academy. The curriculum pathways at Key Stage 5 are shown at appendix 2.

For a copy of the whole school timetable please refer to appendix 3.

- IV. The curriculum encourages the development of personal learning and thinking skills which are the responsibility of every curriculum area and every teacher.
- V. A wide range of extra-curricular activities are available that both extend and enrich the curriculum and enable all students to play a full and active role in the life of Liskeard School & Community College. In addition, Challenge Week entitles all students to participate in a wide range of activities beyond the school and community. In Year 10, students undertake at least 5 days of work experience.
- VI. Tutor time takes place for all students on a daily basis. Tutor time lasts for 25 minutes because we value this time to promote our values and build our community. Each year group follows a set programme that includes the following:
 - Year Group Assembly (presented by the Head of Year and a member of the Chaplaincy).
 - The teaching of personal, social and health education (PSHE). This takes places during two sessions for Years 7-10 and for one session a week with Year 11. Tutors follow a programme of study for their year group that promotes our students' health, wellbeing and community values.
 - Newswatch, promoting the engagement with the wider world and celebrating diversity.
 - Active tutor day to promote well-being through physical exercise.
 - Individual advice and guidance, helping students with their options and progression, and to find out about opportunities, careers and their routes onwards, whatever their chosen path.
 - Maths, English and Science intervention for all of Year 11 and for small groups of students in Years 7-10.

4. Curriculum Access and Delivery

All students have equality of access to the curriculum regardless of gender, ethnicity, or disability. Appropriate progression is available for all students from their particular Key Stage, course or pathway including progression to further education, higher education, training or employment. Differentiation, enrichment and support are available for all students to ensure that the learning needs of all students are met. Appropriate assessment, reporting and recording arrangements are designed to support the progress of all students.

5. Curriculum Monitoring and Evaluation

The curriculum is evaluated annually to ensure that it continues to meet the needs of students. The standards reached by all students are also monitored so that priorities for further development can

be agreed. The success of the curriculum will be monitored and evaluated against a range of measures including:

- Examination results and analysis;
- Performance Management Objectives;
- Progress data at KS3;
- Benchmarking against national standards;
- Recruitment and Retention at Key Stages 4 and 5;
- Lesson Observations;
- Work sampling;
- Annual timetable and curriculum review;
- Comparison with local and national priorities at Key Stages 4 and 5;
- Evaluation from external agencies;
- SMART peer reviews;
- SIP feedback;
- Governor feedback;
- Governor feedback;
- OFSTED reports;
- Parental feedback.

Appendix 1	CORE (You must study these subjects)
English Maths Separate Sciences or Trilogy Science RE (full or short course) Core PE PSHE	

OPTIONS (You can choose 4 options)			
	Block 1 (Choose one option)	Block 2 (Choose one option)	Block 3 (Choose two options or one double option)
*EBacc	History Geography French Spanish	French Spanish History Geography	Business or Business and Marketing Drama Information Technology or Computer Science Product Design Engineering CACHE Childcare Health and Social Care Art and Design Photography Art Textiles PE or Sports Studies Food Technology Media Music Geography History French Spanish
		Childcare Art and Design Photography Art Textiles PE or Sports Studies Food Technology	Or choose 1 of the <i>double options</i> below (these count as two subject choices)
	* If you choose a Humanities (Geography or History) and a Modern Foreign Language then you will have the combination of subjects for the English Baccalaureate (EBacc)		BTEC Construction Hair & Beauty Studies Level 2 Vocational Skills Course

Appendix 2

Level 3 Vocational

Engineering BTEC double award

Sports Science (including a coaching qualification) – one year course.

And/or:

YEAR 12

AS Levels

Block A	Block B	Block C	Block D	Block E
Biology Business Studies Drama History Photography	Chemistry English Literature Maths Textiles	English Language Environmental Science History Physics Philosophy & Ethics	Art Biology English Language Further Maths PE Spanish	Geography Maths Media Studies Psychology

And/or:

Level 2

Childcare

Bridge Academy (a combination of work experience and a Business Enterprise course run by a partner organisation, RIO)

YEAR 13

A Levels

Block A	Block B	Block C	Block D	Block E
Art Biology History Further Maths	Business Studies Chemistry English Language English Literature Media Textiles	English Language PE Physics Philosophy & Ethics Spanish	Drama Engineering French Maths Photography	Biology Geography Maths Psychology

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ALL STUDENTS UNDERTAKE CURRICULUM ENRICHMENT:

Compulsory	Options
Wednesday afternoon games Work experience	Core Maths Extended Project Qualification Critical Thinking Astronomy Community Sport Leadership Award (CSLA) Arts Award Football Academy Voluntary work

Appendix 3

Year	Band	TUT	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	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	TWILIGHT
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7	x		En [4]			Ma[3]			Sc[3]			RE/IT/Hi/Ge/Dr/Mu/Ar//F										Te[4]			PE[3]																												
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