

# John Port School



## Curriculum Policy 2016-2017

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Additional Notes
This policy links with: <ul style="list-style-type: none"><li>Staffing Restructure</li></ul>

Summary of Changes		
Rev	Date of Revision	Detail of Changes
2	2016 Sept	Review and update

*Big Smiles, Exciting Challenges, Bright Futures*

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## **John Port School – An Academy Trust**

John Port School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

Our aim is to meet the needs of young people in the Etwall and District area of South Derbyshire preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for John Port School recognises that:

- The world of 2020 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation but more.
- 18+ year olds will still be at an early stage of learning.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.
- John Port School's curriculum policy is based on the following aims, to:
  - Have students at its heart, putting their interests above those of the institution.
  - Have a curriculum that is fit for purpose, offering differentiation and personalisation.
  - Be a centre of excellence in learning and teaching.
  - Prepare all students for a successful adult and working life in a 21st century global society.
  - First achieve and then exceed national standards in achievement, attainment and progression.
  - Be committed to excellence and continuous improvement.
  - Value vocational and academic routes equally.
  - Nurture the talents of all and celebrate success.
  - Work with Primary Schools to ease transition.
  - Involve the community.
  - Involve parents/carers.
  - Be in a learning environment that is above all else inspiring.

## Curriculum

### Curriculum aims

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

Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- have and be able to use high quality personal, learning and thinking skills (PLTS) and become independent learners.
- 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.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

### The curriculum outcomes

John Port School's curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education.
- fulfil statutory requirements.
- enable students to fulfil their potential.
- meet the needs of young people of all abilities at the academy.
- 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 KS3, KS4 and beyond.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.

- ensure that the curriculum incorporates, and is improved and extended by, the academy's specialist status – Technology, mathematics and ICT.
- develop a specific curriculum for key stage 3 (years 7, 8 and 9) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- design a key stage 4 curriculum which meets the needs of students, parents and wider society.
- design a post-16 curriculum which provides a “bridging year” between level 2 and level 3 qualifications. This will allow students an additional year of study to prepare more thoroughly in order to follow the post-16 courses on offer.
- design a post-16 curriculum which is not constricted by the curriculum offer from the academy alone but incorporates other schools/colleges which may be in partnership with the academy.
- benefit other secondary and primary schools in the area.

### **Roles and responsibilities**

The Head Teacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on statutory targets in order to make informed decisions.
- The governing body will ensure that:
  - it considers the advice of the Head Teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
  - progress towards annual statutory targets is monitored.
  - it contributes to decision making about the curriculum.
- The Deputy Head Teacher in conjunction with the Assistant Head Teacher curriculum will ensure that:
  - they have an oversight of curriculum structure and delivery within the key stages
  - detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
  - schemes of learning are monitored and reviewed on a regular basis.
  - levels of attainment and rates of progression are discussed with DoF/AL year coordinators on a regular basis and that actions are taken where necessary to improve these.
- Directors of Faculty and Year Specific Achievement Leaders will ensure that:

- long term planning is in place for all courses. Such schemes of learning will be designed using a standard academy pro-forma and 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.
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- 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. There should be consistency of approach towards assessment.
- they keep the appropriate member of the Senior Leadership Team (SLT line manager) informed of proposed changes to curriculum delivery.
- all relevant information/data is shared with the data manager. This includes meeting deadlines related to exam entries etc.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- 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 academy 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.
  - work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Students will:
  - be treated as partners in their learning, contributing to the design of the curriculum.
  - have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
  - be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
  - receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.
- Parents and carers will:
  - be consulted about their children's learning and in planning their future education.

- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

### **Monitoring, evaluation and review**

The governing body will receive an annual report from the Head Teacher on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was dis-applied and the arrangements which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

## Annex 1

Teaching groups, class sizes and grouping by ability.

In year 7 students are placed in tutor groups of approximately 28.

Students are generally taught in mixed ability groups with the exception of maths, English and science where students are grouped by ability to allow for appropriate support and challenge.

In years 8-11 class sizes average 30 students.

The academy day starts at 8.55am and ends at 3.25pm and consists of 6 50 minute lessons split by two breaks one at 10.55 am (15 minutes) and one at 12.55pm (40 minutes).

### Key stage 3 (Years 7, 8 and 9)

In Year 7, students are placed in one of twelve form groups with a Form Tutor who will, as far as possible, stay with the form throughout years 7 to 11.

At the start of their first year at John Port, students are taught in "all ability" classes in all subjects. This gives students time to settle and the school an opportunity to assess their strengths and weaknesses, before setting arrangements in some subjects.

To help us in this assessment, we assess students' reading, numeracy, reasoning and non-verbal reasoning skills either during the Autumn Term of Year 6 or in the early part of Year 7. This assessment complements the information we receive from partner primary schools.

The idea behind the KS3 curriculum is to develop the fundamental skills of numeracy and communication, including literacy and ICT skills, through a project based approach around key themes onto which are mapped the national curriculum targets.

In Years 8 and 9 some faculties/departments move towards arranging students into bands or into sets (groups of children with similar abilities in the subject concerned.) As far as possible, sets are flexible to allow movement between them, depending upon the progress of individual students.

Currently years 7, 8 and 9 students have the following number of periods per subject per week:

<b>Subject</b>	<b>Year 7 50 minute periods</b>	<b>Year 8 50 minute periods</b>	<b>Year 9 50 minute periods</b>	<b>% of KS3 time</b>
English	5	5 (4)	4(3)	15.6%
Maths	5	4	5	15.6%
Science	4	4	4	13.4%
MFL	4	3 (4)	3 (4)	11.2% (13.4%)
Humanities	3	3	3	10%
Expressive Arts	3	3	3	10%
Design Technology	2	3	4	10%
Computing	1	2	1	4%
PE	2	2	2	6.7%
Citizenship/Soc Sci	1	1	1	3.4%
<b>Total</b>	<b>25 hours</b>	<b>25 hours</b>	<b>25 hours</b>	
	NB Dual linguists gain an extra period which is taken from English			

### Key Stage 4

KS4 is a 2 year key stage beginning in year 10. Students will follow a set of core courses (English, Mathematics, Science, Life Studies (including RE, Careers, Citizenship, Enterprise, PSHE, and Work Related Learning) and Physical Education). All students then choose a subject from an EBAC option pool and three further 'free' option choices. All leading to a potential qualification. This core will be supported by a range of optional courses. Within the combination of subjects available students will have the chance to study for the EBACC qualification if desired.

<b>Subject</b>	<b>Year 10 50 minute periods</b>	<b>Year 11 50 minute periods</b>	<b>% KS4 time</b>
English Language and Literature	6	6	20%
Maths	4	4	13.3%
Science 'A' and Additional	6	6	20%
PE	1	1	3.3%
Life Studies	1	1	3.3%
Art & Design Biology (Triple sci) Business Studies Chemistry (Triple sci) Computer Science Drama DT Electronics DT Graphics Products DT Product Design DT Food Technology French Geography German Health and Social Care History: Modern World ICT i-Media Music Philosophy, Religion and Ethics Physical Education Physics (Triple sci) Sociology Spanish Statistics Textile & Design Three Dimensional Art Cambridge National ICT BTEC Hospitality & Catering Student support (non exam)	Four option columns each receiving 3 50minute periods.	Four option columns each receiving 3 50minute periods.	Option A 10% Option B 10% Option C 10% Option D 10%

## The Sixth Form

### Years 12 and 13

The academy offers an expanding post-16 provision providing a range of academic and vocational qualifications such as AS levels, A levels and BTEC. Every effort will be made to offer subjects in which students demonstrate particular interest as well as those that are enhanced by our specialist facilities.

- Students entering for advanced level study will normally study 4 AS levels or equivalent in Year 12 and continue to study 3 A2 levels in Year 13.
- Some students will elect to study for 3 AS subjects in Year 12 and add an additional Extended Project Qualification.
- A small percentage of the school cohort will elect to take a vocational route and study a BTEC qualification. The entry requirement for this option being 40 points on average from a student's best 8 subjects including English and Mathematics
- The minimum entry requirement for the advanced level course is 43 points on average for a 3 A Level plus EPQ course and 46 points on average from a student's best 8 subjects including English and Mathematics for a 4 A Level course.
- Individual subjects may specify a GCSE grade above B as an entry requirement to a course.

Subject	Year 12	Year 13	% post 16 time
Biology Business Studies Chemistry Computer Science Drama & Theatre Studies Economics English Language English Literature Environmental Studies Fine Art Further Mathematics Geography German Government and Politics Graphic Products Health and Social Care History Food Technology ICT Mathematics PE Physics Psychology Product Design Sociology Spanish Textiles	Four option columns each receiving 5 50minute periods.  NB. Subjects with small class numbers may be reduced to 4 x 50 minute periods	Four option columns each receiving 5 50minute periods.  NB. Subjects with small class numbers may be reduced to 4 x 50 minute periods	Each option subject is delivered in 16.67% of curriculum time  NB a small percentage of students will chose to take 4 A levels and an EPQ
BTEC Business Studies	12	12	40%
Extended Project Qualification [Level 3]	2		6% (year 12 only)