



COTHAM SCHOOL CURRICULUM POLICY

Version control

The table below shows the history of the document and the changes made at each version:

Version	Date	Summary of changes
1.0	June 2016	
1.1	June 2019	P2: Introduction and Aims of the Curriculum - updated PP 2 and 3: Student Entitlement and Outcomes- updated P5: 'Roles and Responsibilities of the Headteacher and School Leadership Team (SLT), Other Staff and Governors"- added Appendix A updated

Approved by Governors:
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Cotham School Curriculum Policy

Introduction

Cotham School aims to provide an education of the highest quality for all its students. The curriculum is broad and balanced and meets all statutory requirements. A rich learning experience is offered through the curriculum that develops creativity and performance skills, literacy, numeracy, information and communications technologies skills. Our curriculum promotes intellectual, aesthetic, creative, emotional, moral, spiritual and physical development as equally important to support our students in their future lives.

The learning of students is our core purpose and at the centre of all that we do in and beyond classrooms. We offer a broad and balanced curriculum and a stimulating range of extra-curricular activities, trips and visits to support wider learning.

Aims of the Curriculum

The curriculum consists of all activities within the school and we believe that we have a responsibility to educate students far beyond it. Our curriculum promotes continuity and progression and development of the whole child. Our aim is to foster a high regard for education and training and a belief in the value of lifelong learning for all.

Our curriculum is organised so that all students are able to access learning opportunities that foster Cotham as a learning community that enhances the quality of students' lives, their expectations and their aspirations for both now and in the future. At Cotham we seek to provide a curriculum that both enables our students to gain university places of their choice and the skills needed to succeed in the workplace. Our ambition is for students to leave us well prepared for a globally changing future and ready to take their place in society.

The curriculum offered at Cotham is taught through an exciting and stimulating learning environment. It is aspirational, broad and balanced and aims to draw on the diverse heritage of Bristol and the modern City it has become, with all the opportunities this provides for our students.

Student Entitlement and Outcomes

Underpinning the curriculum is the belief that every child should have a learning experience personalised to their needs and which helps them to acquire the knowledge, understanding and skills relevant to adult life, employment and leisure in a fast changing world.

Our curriculum is characterised by breadth, balance, coherence, relevance, appropriate challenge and progression. Each subject's Schemes of Learning are designed to consider:

- Intent: The 'big ideas' essential to cover so that students have a grasp of the substantive and disciplinary knowledge which is distinct to each subject.
- Implementation: How planning, sequencing, assessment will contribute to the delivery of the subject curriculum. This also concerns the subject knowledge and pedagogical knowledge needed for the 'intent' to be realised.

- Impact: Students' outcomes- what they know and can do as a result of the curriculum, for example: showcased through examinations and the quality of work produced in lessons.

We believe that students are entitled to a curriculum that:

- meets their needs and aspirations;
- is rigorous, creative and engaging;
- promotes spiritual, moral, cultural, social and physical development;
- develops Literacy and Numeracy skills and skills in using new technologies;
- motivates, challenges and raises aspirations;
- recognises and celebrates achievement;
- develops lively, enquiring minds and the ability to question, to argue rationally, to apply themselves to creative tasks and physical skills, promotes independent learning and encourages lifelong learning;
- develops resilience, self-care and positive mental health and wellbeing
- promotes the maximum possible development of individual talents and potential within a caring community;
- ensures equal opportunities for all, to counter racism, sexism and all other forms of discrimination whenever they occur;
- is enriched by and influenced by the communities in which we live and by the wider community and which encourages respect for religious and moral values and other races, religions, social classes and ways of life;
- provides outstanding additional opportunities and activities beyond the subject curriculum to enrich the educational experience and further develop our students' cultural capital

Our curriculum is designed to help students to be confident and resourceful, so that they:

- do not sit on the sideline
- are ambitious for themselves and their peers
- know what excellence looks and feels like
- enjoy first class teaching
- are articulate and courteous
- work hard and make excellent progress
- aim high and achieve well
- are considerate and friendly and prepared to be active citizens of the world
- get excited about learning and the world around them
- are working towards great futures
- are proud to be Cotham students
- achieve strong examination outcomes at the end of Key Stages 4 and 5

We strive to do this by:

- Assessing students in order to diagnose needs, group students for learning, plan and differentiate appropriately, chart progress and set targets for further improvement;
- Organising the taught programme and deploying staff in such a way which maximises learning for all groups of students and offers a high degree of consistency and quality in all Key Stages;

- Presenting students with curriculum content, resources and experiences which whenever possible reflect their cultural heritage;
- Encouraging students to apply themselves to the maximum of their capability by understanding how to learn, how they learn best, and to take increasing responsibility for their own learning;
- Raising student self esteem and promoting the belief in all students that they can achieve and an appreciation of the knowledge, skills and abilities of others;
- Developing a set of personal values based on honesty, trust, tolerance, understanding, courtesy and respect for others, and the environment;
- Helping students to develop spiritual, moral, social and cultural values based on respect for others, an appreciation of the diversity of cultures, religions and ways of life; and understanding of the causes of inequality;
- Helping students to express themselves clearly both orally and in writing;
- Enabling students to acquire understanding, knowledge and skills relevant to adult life, citizenship, employment and the world around them
- Increasing the opportunities available to students through a closer relationship with the wider community, eg businesses, community organisations, local government, universities/colleges
- Keeping parents, carers and the school community informed of our curriculum and involving them in the process of review
- Ensuring that staff development supports curriculum policy and plans
- Continually monitoring the curriculum and evaluating our performance

Extra Curricular

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 the school. In addition, Activities and Sports Days, Music events, School Productions and other performing arts events enable all students to participate in a wide range of activities beyond the school and community.

Work Experience

In Year 10, students undertake at least 5 days of work experience. There are also Post 16 work experience opportunities.

Tutor Time

Tutor time takes place for all students on a daily basis. Each year group follows a set programme that may include the following, depending on key stage:

- Year Group Assembly
- A reading programme
- The teaching of PSHE. A programme of study for each year group including a focus on positive mental health and wellbeing meets the statutory requirements.
- Academic Review and Monitoring Days

Curriculum Access and Delivery

All students have equality of access to the curriculum. 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.

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:

- Government performance measures;
- KS4 and 5 examination results and analysis;
- Progress data at KS3;
- Benchmarking against national standards;
- Teacher performance and effectiveness;
- Annual timetable and curriculum review;
- Comparison with local and national priorities at Key Stages 4 and 5;
- Evaluation from external agencies;
- BCC or other advisor feedback;
- Governor feedback;
- OFSTED reports;
- Lesson Observations and Learning Walks;
- Work sampling and student interviews;
- Parent/ carer feedback;
- Student recruitment and retention at Key Stage 5.

Roles and Responsibilities of the Headteacher and School Leadership Team (SLT), Other Staff and Governors

The Headteacher and SLT will ensure that:

- All statutory elements of the curriculum and those subjects, which the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate
- 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/careers receive information to show how much progress the students are making, how they compare with school or national expectations 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

Other members of **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- It considers the advice of the headteacher and SLT when approving this curriculum policy and when setting targets
- Progress towards annual targets is monitored
- Parents/carers receive timely reports on the progress of their child against clearly defined expectations
- It participates actively in decision making about the breadth and balance of the curriculum through the work of the governors' Learning and Wellbeing Committee

Appendix A: Curriculum Organisation

Key Stage 3 (25 hrs per week, 50 periods per two week cycle)

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 subjects outlined in the plan below.

Subject	Year 7 Subjects (Periods/ Hours per fortnight)	Year 8 Subjects (Periods/ Hours per fortnight)	Year 9 Subjects (Periods/ Hours per fortnight)
English	8	7	6
Mathematics	6	6	6
Science	5	6	6
Modern Foreign Language	5	5	6
Humanities (made up of History, Geography, REP)	7	0	0
Geography	0	3	3
History	0	3	3
Religion, Ethics and Philosophy (REP)	0	2	2
Art and Design	3	3	3
Design Technology	2	2	3
Computing and ICT	2	2	2
Drama	2	2	2

Music	2	2	2
Dance	2	2	0
Physical Education	4	4	4 (includes dance)
Personal, Social, Health Education (PSHE)	2	1	2
Total	50	50	50

Teaching groups are set according to ability in Maths from the beginning of Term 2 Year 7, while all other subjects are taught in mixed ability classes in Years 7, 8 and 9. 3 Modern Foreign Languages are taught in tutor groups in y7 (Spanish, French and German). Y9 MFL is currently set for both French and German and top sets are taught Spanish as well.

ICT/Computing is set with Maths in Year 9. Some STEAM subjects (technology and IT are in smaller set to fulfil the health and safety requirements) .Dance is an option within PE in Year 9. All other subjects are taught in mixed ability groups throughout KS3.

Key Stage 4 (25 hrs per week)

Our Key Stage 4 (Years 10 and 11) curriculum is characterised by an increasing element of choice for students. 36% of curriculum time is for studying courses that students have chosen. Students in year 9 are carefully prepared for making their choices with appropriate advice and guidance provided by the senior staff and career advisor.

	Year 10 Subjects (Periods/ Hours per fortnight)	Year 11 Subjects (Periods/ Hours per fortnight)
English	8	7
Mathematics	7	7
Science	10	9
Physical Education/ Games (PE)	4	4
PSHEE/ Citizenship	2	2
Option subject	6	5
Option subject	6	5
Option subject	6	5
Option subject		5
REP	1	1

Total	50	50
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Key Stage 5

Students at Key Stage 5 all follow a full time programme of planned learning hours and non-qualification hours (the latter are not detailed here, falling outside of the term 'curriculum', but include PSHE provision, enrichment, tutorial and supervised study). Every student is given a 1:1 curriculum guidance meeting during Year 11 in order to support them in making choices that match with their aptitude, interests and future aspirations.

Our current curriculum offer (including entry requirements) [can be accessed here](#).

For students who have not yet met the GCSE requirement to study at Level 3, we offer a one year foundation route, which is structured as follows .

Subject	Hours per week
Business BTEC (Level 2)	24
GCSE English	4
GCSE Maths	4

At Level 3, our students follow a curriculum as follows (figures presented are hours per fortnight):

Subject	Hours per week	
	Year 12	Year 13
Level 3 Course 1	9	9
Level 3 Course 2	9	9
Level 3 Course 3	9	9
Enhancement course (<i>EPQ, GPR, Core Maths, AS Psychology, AS Biology or BTEC extended certificate</i>)*	1-9	1-9

*Enhancement courses are offered as optional curriculum enhancement.

APPENDIX B**Curriculum Grouping Arrangements - Key Stage 3 (50 hours per fortnight)**

Subject	Blocking	Ability Grouping
English	Tutor group pool. Half year blocks	Mixed ability or banded
Maths	Taught in half year blocks	Setted
Science	Tutor group/teaching group pool. Half year blocks	Mixed ability teaching groups or banded
PE/Dance	Half year block	Single sex mixed ability groups. Dance included as an option in Year 9
MfL	Tutor group/teaching group pool in year 7 and 8. Half year blocks Mixed languages (Fr and Sp or Gm and Sp)	Mixed ability tutor groups Years 7 and 8 and KS4 options Setted Year 9 in half year blocks
Humanities (Year 7) History Geography, RE, PSHE, Music, Dance Drama, Art , DT and IT	Taught in tutor groups. Half year blocks	Mixed ability

Curriculum Grouping Arrangements - Key Stage 4 (50 h per fortnight)

Subject	Blocking	Ability Grouping
English	Half year blocked in Yrs 10 and 11	Top sets on each year half , the rest mixed ability
Maths	Half year blocked in Yrs 10 and 11	Setted
Science	Half years blocked in years 10 and 11	Triple science set (top) and mixed ability sets for Combined Science currently in Y11. Mixed ability in Y10 for all, following triple sciences
Core PE	Half year blocked in Yrs 10 and 11	Mixed ability gender groups
MFL	Half year blocks in Y11 Taught in option blocks in Y10	Mixed ability
History	Taught in option blocks	Mixed ability
Geography	Taught in option blocks	Mixed ability
RE option	Taught in option blocks	Mixed ability
Psychology	Taught in option blocks	Mixed ability
Sports studies BTEC	Taught in option blocks	Mixed ability
ICT Media	Taught in option blocks	Mixed ability
Computing	Taught in option blocks	Mixed ability
Business BTEC	Taught in option blocks	Mixed ability
Arts and crafts	Taught in option blocks in Y10 Taught as separate Photography and Art in Y11	Mixed ability
Music/Music technology	Taught in option blocks	Mixed ability
Drama	Taught in option blocks	Mixed ability
Food and nutrition	Taught in option blocks	Mixed ability
Dance	Taught in option blocks	Mixed Ability
DT	Taught in option blocks	Mixed ability
PSHE	Taught in half blocks with science	science setting
REP	Taught in half blocks with English	
Spanish	Taught in P6	Mixed ability

Curriculum Grouping Arrangements - Key Stage 5

All courses at Post 16 are taught in mixed ability classes.