SOUTH MOLTON
COMMUNITY COLLEGE
supporting success

Curriculum Policy

Adopted by the Governing Body: March 2015

The Rationale:

The South Molton Community College curriculum aims to offer a broad and balanced education suited to students of all abilities and across the 11-16 age range. Our core principle is 'Supporting Success'.

Whilst the curriculum fulfils all statutory national requirements at Key Stage 3 & 4, our Learning Pathways Options menu at pre-16 provides seamless learning pathways through education to age 16 and establishes the building blocks for progression beyond college.

Our curriculum supports students, not only in their academic endeavours, but also promotes the fulfilment of personal and social aims and encourages the spiritual, moral, social, cultural, physical and mental development of pupils (SMSC). The curriculum should include an awareness of diversity in society and concern for the environment. We recognise that we must promote equality of opportunity, as well as preparing young people for the demands of a rapidly changing world. We also endeavour to promote British Values and Culture and all of this is underpinned by Community ethos and Co-operative values that are fundamental to all that we do.

Our Co-operative values:

- **Self-help:** Encouraging all within the organisation to help each other, by working together to gain mutual benefits. Helping people to help themselves.

- **Self-responsibility:** To take responsibility for, and answer to, our actions

- **Democracy:** To give our stakeholders a say in the way we run our school

- **Equality:** Equal rights and benefits according to their contribution

- **Equity:** Being fair and unbiased

- **Solidarity:** Supporting each other and those in other co-operatives.

Curriculum Developments:

The curriculum model that is continually developing and improving at South Molton Community College is driven by several important influencing factors:-

- our guiding principles are 'Supporting Success'.

- whilst 'Our Co-operative Values' fundamental to all that we do.

- our desire to deliver a broad, balanced needs lead curriculum.

- the need to meet statutory obligations.

- ensuring a 'Learning Pathway' which matches the Local, National and International requirements.

- ensuring that the curriculum is fit for 21st century needs.

- that all students are fully catered for.

- that 'Value For Money' is addressed.

- and above all students make sound educational progress, both academically and socially.

Simply 'Is it good enough for the pupils at SMCC?'

Our curriculum is design to:

- be balanced, relevant and differentiated.
- ensure sound literacy and numeracy skills.
- develop students key and wider skills.
- promote the spiritual, moral, cultural, mental and physical development of all students.
- prepare students for the responsibilities and opportunities they will face in adult life.
- be delivered in ways which help the students to make progress.
- provide the opportunities for students to work at a pace best suited to their own needs.

Pupil entitlement:

As a fully comprehensive, 11- 16 college, we ensure that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education that we can provide. (See Equal Opportunities and Diversity policy).

This means that we work to establish a curriculum that has:

- breadth and balance for all ;
- appropriate levels of expectation and genuine challenge;
- relevance, continuity and progression in learning;

by providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. It also means that although many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability or background.

Curriculum structure

The timetable:

The college currently operates a 30 period week. A two week timetable at 60 lessons per fortnight. There are 6 periods per day (2 in the morning before break, 2 in the morning after break and 2 in the afternoon), each of which lasts for 50 minutes. Each day begins with an assembly or tutorial time.

This amounts to 25 hours of teaching each week (excluding form, assembly and tutor time).

NOTE: It is proposed that from September 2015 that the college changes to operate a 25 period week. A two week timetable at 50 lessons per fortnight. There will be 5 periods per day (3 in the morning before break, 2 in the morning after break and 1 in the afternoon), each of which will last for 60 minutes. Each day begins with an assembly or tutorial time.

This amounts to 25 hours of teaching each week (excluding form, assembly and tutor time).

Years 7, 8 & 9 (Key Stage 3):

The Curriculum at KS3 fulfils the requirements of the National Curriculum, students study Mathematics, English, Science, German, French, History, Geography, Technology, Computing, Art, Music, Physical Education, Religious Education and PSHE. Technology includes Food, Textiles, Graphics and Resistant Materials. From September 2015 onwards in years 7/8 lessons in enterprise/entrepreneurship and core key skills (Literacy, Numeracy, Communication, Working with other, Improving own learning and performance and Problem solving). Towards the end of year 9 some GCSE subjects are embarked upon. In addition from September 2015, at the start of year 9 short course subjects will begin their delivery in order to complete by the end of year 10.

In appendix 1, the number of teaching groups, any setting, joint banding and individual banding are elaborated upon. For both the current and proposed timetable for September 2015 onwards.

Years 10 & 11 (Pre16 - Key Stage 4):

The Curriculum at KS4 continues to fulfil the requirements of the National Curriculum, whilst embarking on their Learning Pathways option choices and the completion of short course subjects, all of which lead on to public examination courses leading to GCSE and other qualifications.

Curriculum Overview:

Class sizes:

Class sizes are continually monitored to ensure that they are not to the detriment of the educational progress being made, do not disadvantage individuals and do not constitute a health and safety risk. In the area of option subjects class sizes are also reviewed to ensure 'Value for Money'.

Mixed ability/Banding/Setting:

When determining the make-up of teaching groups, current best practice and departmental preference are considered within the constraints of a small school setting. The view of the school is that specialist teachers in front of a class is our paramount driver.

Within Our Curriculum:

At its most fundamental level, the curriculum is concerned with the promotion of KNOWLEDGE, SKILLS, CONCEPTS and ATTITUDES through the specific subjects taught. The subjects offer a variety of approaches to learning and development which broaden the pupils' experience of these elements across a wide spectrum.

The learning environment:

Our College is aware that a purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good displays of work or factual elements in their areas and contribute to displays in public areas of the college. The college employs a displays technician to support staff in this area.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively and in comfort, ensuring that adequate resources are provided and are accessible, and that students treat classrooms, workshops, study rooms and all other areas with respect. The introduction of the 'Mint Class' seating and pupil information package will support this. Technicians are employed in key areas to support our provision.

Our College has invested substantially in ICT provision to ensure that teachers and pupils have up to date technology available to them. Projectors are fitted in the vast majority teaching rooms and our whiteboard provision is very good. All reasonable requests in this area are considered within the restraints of our budget. Two ICT technicians/network managers are employed to support staff in this area.

Schemes of work and lesson planning:

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by heads of department. Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. Our College also has marking policies which all staff follow. Teachers plan individual lessons, or sequences of lessons, in different ways.

Our College does not prescribe a single method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential. Each department has an agreed method for the planning/recording of lessons and homework. Assessment points throughout the year are centrally recorded. (See SMCC Assessment Policy).

Homework:

Our College recognises the importance and value of homework as an extension of classwork, and a vehicle to practise skills, acquire new ones and develop good study habits. We have a Pupil Champion responsible for developing the college Homework provision. (see SMCC Homework Policy)

Special educational Needs:

The role of the special needs department is to support the right, which all students have, to access the curriculum, regardless of their ability. Students, whether they have special educational needs or not, have an equal opportunity to participate in the full curriculum of the college (including the national curriculum) and all activities. (See SMCC Special Educational Needs Policy)

Equality of opportunity:

Our College is committed to rights of all to receive a broad balanced education and as such operates an equal opportunities policy. (See SMCC Equal Opportunities and Diversity Policy)

Gifted and Talented – High Attaining and Talented pupils (HAT):

A number of students display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess and musical excellence, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. (See SMCC High Attaining and Talented Policy)

Pupil Champions to support key areas:

In order to support and drive forward key areas of the curriculum, experienced colleagues have been appointed as Pupil Champions for:

- Homework.
- Marking,
- High Achievers & Talented.
- Literacy.
- FSM / Pupil Premium
- Enterprise & Entrepreneurship.

Examinations:

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to coursework, attendance or other criteria. Departments are expected to identify, at an early stage, pupils who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. It is a rare occurrence that a pupil is withdrawn from examinations.

Vocational Education:

Vocational provision within the college is not extensive but is improving. The provision through our curriculum structure is continually under review. New collaborations are constantly being sought to add to the in house provision.

Information and Communication Technology:

We believe that the development of capability in the use of ICT is an essential requirement of pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality. Computing is delivered as a formal subject at Ks3 and an option at Ks4. It envisaged that the September 2015 curriculum will include provision for all pupils to obtain the EDCL (European Computer Driving Licence) ICT certification.

Religious Education/Philosophy and Beliefs:

The aim of our Religious Education programme is to ensure students understand the nature of religion, its beliefs, ethics and practices. All pupils currently study the short course qualification and from September 2015 this will begin in the final year of Ks3 and be completed in the first year of Ks4.

Spiritual, moral, social and cultural development:

Spiritual development is accomplished in a variety of ways. The assembly programme includes regular contributions which includes religious/spiritual content alongside the moral, social and cultural content. From September 2015 a 'Thought for the Week' with its reflection time, will enhance the development of the pupils and is broadly Christian in nature. Religious Education lessons actively encourage students to examine the nature of religion, its beliefs and practices.

Students are encouraged to reflect upon their own attitudes and values, in both religious education and other lessons. Many lessons and extra-curricular experiences allow pupils to

develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral development is promoted through the tutorial programme (including merits and rewards), Our College applies a code of conduct and by positive discipline and reinforcement of good behaviour and restorative justice. The ethos and practices of the college encourage students to learn to distinguish between right and wrong.

We seek to promote good relationships throughout the college community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues, as do the 'Thought for the Week' and reflection time.

Social development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as Year councils, working groups, representing the college at meetings, work in support of charities, performances and events.

Cultural development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, drama and dance workshops and performances, art exhibitions, regular visits from theatre companies and artists-in-residence. Students also take part in a wide range of visits and trips to museums, galleries, theatres and foreign visits and exchanges.

As stated earlier all this is underpinned by Community ethos and Co-operative values that are fundamental to all that we do.

Personal Social and Health Education (including health, sex and drugs education):

Personal and social education is an integral part of the philosophy and ethos of the college. Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their college experience and prepare them to take their place as responsible citizens in society. The PSE curriculum throughout Years 7 - 11 contributes to a number of cross-curricular areas, including personal organisation and study skills, health education (including drugs education, sex education and personal safety), education for citizenship, environmental education, economic and industrial awareness and careers education. (See SMCC PSE Policy)

Careers Education & Guidance (CEG) and Work Related Education (WRE):

An effective CEG and WRE programme lies at the centre of the necessary experience of all students. The programme seeks to raise aspirations and help all students achieve their potential. They are made aware that the changing nature of work require special skills on their part. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working lives.

The programme operates in all years. Its principal features include

- awareness-raising events;
- personal interview with Careers South West;
- job application and interview skills;
- research skills;
- action planning;
- information and guidance about post-16 and post-college education and career routes;
- Work Experience

  (See SMCC Careers Guidance Policy and SMCC Work related Education Policy)

Curriculum links with partner schools:

Many departments have well-established curriculum links with our partner primary colleges (See SMCC Transition Agreement). Incoming Year 7 pupils currently spend transition days with us in the July prior to their transition. From the academic year 2015 , due to a proposed early time table start (promotion of all year groups in June 2016), it is envisaged that year 6 pupils will be able to spend time with us in the preceding July, following a typical timetable. The transfer of information about students' prior attainment and strengths and weaknesses in different subjects as well as social needs is co-ordinated and distributed to all staff by the Transition Co-ordinator.

In roads are being made to work on a more secure collaborative basis with our feeder schools to ensure transition on an academic level is more robust. This is particularly important in light of changes to assessment at Ks2 and Ks3.

Monitoring, Evaluation and Review:

The Senior Leadership Team, through their line management responsibilities continually monitor and evaluation the curriculum provision.

The remit being:

- planning;
- monitoring and reviewing;
- responding to college and external developments;
- sharing experience and practice.

The Vice Principal responsible for curriculum developments attends NORDAB meetings in order to ensure shared good practice across the county. The SLT has a sound working relationship where everyone is kept informed.

The meeting structure reflects our curriculum commitment with the 'Teaching and Learning' meetings being embedded in the meeting cycle.

The Curriculum issues in The Whole College Strategic Development Plan and The Whole College Self Evaluation are fed from these processes.

The focus on 'Professional Capital' enhancing our staff through shared experience and through the consistent approach to MER and CPD. (Blue-sky package)

Disapplication:

It is rare that a pupil is disapplied from the curriculum or any aspect of the curriculum, however, there are occasions where it is deemed appropriate or necessary.

In accordance with guidelines our college sometimes modifies the National Curriculum delivery or reduces option uptake at KS4 for individuals on a needs basis.

This may be because:

- the educational needs of an individual demands intervention strategies in order that progress can be made;
- the student may need to participate in extended work related learning;
- the strength of the pupil are better catered for with a modified curriculum;

Where appropriate the tuition given addresses any shortfall in the delivery

Any disapplication is done in full consultation with the stake holders, pupils, parents and outside agencies.

Governors' Curriculum Committee:

The Governors' curriculum committee meets approximately twice per term.

The remit being to:

• secure the place of the national curriculum and RE within the college curriculum;

• ensure that the statutory curriculum requirements are met;

• ensure that statutory and additional in college requirements of the SEN policy are fulfilled;

• monitor and review the progress of college priorities in the strategic development plan, the self-evaluation documentation and post inspection action plan

• receive and respond to suggested policy changes regarding the curriculum;

• receive reports from the college SLT or Curriculum Managers;

The committee considers developments and initiatives in the curriculum and monitors the effectiveness of curriculum provision, in order to ensure that the college meets its statutory requirements. The committee receives regular updates on the work of departments. The committee reports to, and makes recommendations to the full governing body and reports to parents/carers annually, through the Governors Report to Parents.

Also see below the Governor involvement in Curricular Challenge. Development and Challenge Partners

Curriculum Managers / Pastoral Managers:

Curriculum Managers (and Pastoral Managers in relation to the PSE programme) are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them, and the maintenance of appropriate standards. They monitor and review the provision and where appropriate, in-service training for individuals or groups to improve the quality of provision in the classroom. They are expected to monitor the quality of teaching in the department, and to take steps to improve weaknesses. They are also expected to monitor students' standards of achievement and develop strategies to improve them.

Curriculum Managers are required to produce Departmental Development plans and Departmental Self Evaluations and likewise Pastoral Managers are required to produce Pastoral Self Evaluations.

Development and Challenge Partners:

Area of Focus	Achievement	Teaching and Learning (SMSC)
SLT Lead	Dave Lewis (DJL) Vice Principal	Paul Berry (PB) Asst. Vice Principal
Development Team	R Warren, N Patel C Howard, S Wyer K Noseda	R Uffendell, R Ward, E Hearn, C Mitchell, P Fletcher, S Brown, W Russell, S Deane, C Campbell, M Gooding
Governor Challenge	Ellen Vernon, Julie Snell Diane Dimond	Gail Puffitt, Oonagh Rowe Diane Dimond

Curriculum Complaints Procedure:

The 1988 Education Reform Act requires the governing body to have in place procedures for the consideration of complaints that the college is failing to meet its statutory obligations in relation to the national curriculum and various other matters. Full details of the Complaints Procedure can be found in the Complaints Policy.

Year 7 Curriculum model 2014-2015 (Two week timetable, 60 x 50 minute lessons, plus 20 registrations)

Band 80 7: x 57	A		Linear Group		45
	D	29	$Dr_1En_8Fr_3Ge_4Gm_3Hi_4It_2Mu_2Pe_6Re_2Sc_8Tu_2$		45
	G	28	$Dr_1En_8Fr_3Ge_4Gm_3Hi_4It_2Mu_2Pe_6Re_2Sc_8Tu_2$		45

Band 80 7: y 57	A		Linear Group		45
	H	29	$Dr_1En_8Fr_3Ge_4Gm_3Hi_4It_2Mu_2Pe_6Re_2Sc_8Tu_2$		45
	R	28	$Dr_1En_8Fr_3Ge_4Gm_3Hi_4It_2Mu_2Pe_6Re_2Sc_8Tu_2$		45

R		Registration sets 20	
D	29	Rg_{20}	20
G	29	Rg_{20}	20
H	28	Rg_{20}	20
R	28	Rg_{20}	20

T		Technology	7
TE1	23	Ad_7	7
TE2	23	Fd_7	7
TE3	23	Rm_7	7
TE4	23	Gp_7	7
TE5	22	Tx_7	7

X		Maths	8
	29	Ma_8	8
	28	Ma_8	8

Y		Maths	8
	29	Ma_8	8
	28	Ma_8	8

Subject Key: Dr – Drama, En – English, Fr – French, Ge – Geography, Gm – German, Hi – History, It –Information Tech, Mu – Music, Pe – Physical Education, Re – Religious Education, Sc – Science, Tu - Tutorial, Rg – Registration (am & pm registration only), Ma - Mathematics. D&T suite of subjects: Ad - Art, Fd – Food, Rm – Resistant Materials, Gp – Graphic Products, Tx Textiles

- Linear Block: 4 teaching groups for each subject, mixed ability groups
- Subscript on each subject indicates number of lessons
- Large numbers at the right of each block indicate number of lessons for that block
- Large numbers at the left of each block indicate the number of students in each subject
- Forms 7D & 7G are banded (band x), 7H & 7R are banded (band y) – Only Mathematics band students all other are taught in mixed ability forms
- D&T subjects are blocked to allow rotation of disciplines (5 groups)

Proposed Year 7 Curriculum - 2015 onwards (Two week timetable, 50 x 60 minute lessons)

Band 50 7: x 56	*		English		7
	28		En_7		7
	28		En_7		7
	28		En_7		7
	28		En_7		7

| Band 50 7: y 56 |

*		Maths		7
28		Ma_7		7
28		Ma_7		7
28		Ma_7		7
28		Ma_7		7

*		Science		10
28		Dt_4Sc_6		10
28		Dt_4Sc_6		10
28		Dt_4Sc_6		10
28		Dt_4Sc_6		10

*		Hum & Lang		13
28		$Fr_3Ge_3Gm_2Hi_3Re_2$		13
28		$Fr_2Ge_3Gm_3Hi_3Re_2$		13
28		$Fr_3Ge_3Gm_2Hi_3Re_2$		13
28		$Fr_2Ge_3Gm_3Hi_3Re_2$		13

*		PE x	4
28		Pe_4	4
28		Pe_4	4

*		PE y	4
28		Pe_4	4
28		Pe_4	4

*		Creativity & Skills 9	
28		$Ar_2Cs_2Ei_3Mu_2$	9
28		$Cs_2Dr_2Ks_3Mu_2$	9

*		Creativity & Skills	9
28		$Ar_2Cs_2Ei_3Mu_2$	9
28		$Cs_2Dr_2Ks_3Mu_2$	9

Extra subjects: Cs – Computer Science, Ei –Enterprise, Ks – Key skills.)

- Creativity & Skills and PE Blocks: 4 teaching groups for each subject, mixed ability banded groups(Note: Ei and Ks for teaching groups 1&2 and groups 3&4 will be rotated giving 3 lessons of each for half the year.)
- Humanities & Languages Block: 4 teaching groups for each subject (Note: Gm & Fr for teaching groups 1&2 and groups 3&4 will be rotated to give a 2.5 lesson equivalence.)
- English, Maths, Science and D&T: have 4 set teaching groups, this may rise to 5 groups if staffing permits.
- Subscript on each subject indicates number of lessons
- Large numbers at the right of each block indicate number of lessons for that block
- Large numbers at the left of each block indicate the number of students in each subject
- Forms 7D & 7G are banded (band x), 7H & 7R are banded (band y)

Year 8 Curriculum model 2014-2015 (Two week timetable, 60 x 50 minute lessons, plus 20 registrations)

Band 8: x 80 / 56
Band 8: y 80 / 56

A	Linear Group	17
D	28	$Dr_2Ge_4Hi_4It_2Mu_2Re_2Tu_1$ 17
G	28	$Dr_2Ge_4Hi_4It_2Mu_2Re_2Tu_1$ 17
H	28	$Dr_2Ge_4Hi_4It_2Mu_2Re_2Tu_1$ 17
R	28	$Dr_2Ge_4Hi_4It_2Mu_2Re_2Tu_1$ 17

M	Mathematics sets	14
	23	Ma_8Pe_6 14
	23	Ma_8Pe_6 14
	22	Ma_8Pe_6 14
	22	Ma_8Pe_6 14
	22	Ma_8Pe_6 14

X	French sets	6
XA	28	Fr_3Gm_3 6
XB	28	Fr_3Gm_3 6

Y	French sets	6
YA	19	Fr_3Gm_3 6
YB	19	Fr_3Gm_3 6
YC	18	Fr_3Gm_3 6

R	Registration sets 20	
D	28	Rg_{20} 20
G	28	Rg_{20} 20
H	28	Rg_{20} 20
R	28	Rg_{20} 20

X	Science sets	16
	28	En_8Sc_8 16
	28	En_8Sc_8 16

Y	Science sets	16
	19	En_8Sc_8 16
	19	En_8Sc_8 16
	18	En_8Sc_8 16

T	Technology	7
TE1	23	Ad_7 7
TE2	23	Fd_7 7
TE3	22	Rm_7 7
TE4	22	Gp_7 7
TE5	22	Tx_7 7

Subject Key: Dr – Drama, En – English, Fr – French, Ge – Geography, Gm – German, Hi – History, It – Information Tech, Mu – Music, Pe – Physical Education, Re – Religious Education, Sc – Science, Tu - Tutorial, Rg – Registration (am & pm registration only), Ma - Mathematics.
D&T suite of subjects: Ad - Art, Fd – Food, Rm – Resistant Materials, Gp – Graphic Products, Tx Textiles

- Linear Block: 4 teaching groups for each subject, mixed ability groups
- Languages, English, Science, : 5 teaching groups for each subject (banded)
- Maths, PE : 5 teaching groups for each subject (set by Maths)
- Subscript on each subject indicates number of lessons
- Large numbers at the right of each block indicate number of lessons for that block
- Large numbers at the left of each block indicate the number of students in each subject
- Forms 8D & 8G are banded (band x), 8H & 8R are banded (band y)
- D&T subjects are blocked to allow rotation of disciplines (5 groups)

Proposed Year 8 Curriculum - 2015 onwards (Two week timetable, 50 x 60 minute lessons)

Band 8: x 50 / 56
Band 8: y 50 / 56

*	English	7
28	En_7	7
28	En_7	7
28	En_7	7
28	En_7	7

*	Maths	7
28	Ma_7	7
28	Ma_7	7
28	Ma_7	7
28	Ma_7	7

*	Science	10
28	Dt_4Sc_6	10
28	Dt_4Sc_6	10
28	Dt_4Sc_6	10
28	Dt_4Sc_6	10

*	Hum & Lang	13
28	$Fr_3Ge_3Gm_2Hi_3Re_2$	13
28	$Fr_2Ge_3Gm_3Hi_3Re_2$	13
28	$Fr_3Ge_3Gm_2Hi_3Re_2$	13
28	$Fr_2Ge_3Gm_3Hi_3Re_2$	13

*	PE	4
28	Pe_4	4
28	Pe_4	4

*	PE	4
28	Pe_4	4
28	Pe_4	4

*	Creativity & Skills 9	
28	$Ar_2Cs_2Ei_3Mu_2$	9
28	$Cs_2Dr_2Ks_3Mu_2$	9

*	Creativity & Skills 9	
28	$Ar_2Cs_2Ei_3Mu_2$	9
28	$Cs_2Dr_2Ks_3Mu_2$	9

Extra subjects: Cs – Computer Science, Ei –Enterprise, Ks – Key skills.)

- Creativity & Skills and PE Blocks: 4 teaching groups for each subject, mixed ability banded groups(Note: Ei and Ks for teaching groups 1&2 and groups 3&4 will be rotated giving 3 lessons of each for half the year.)
- Humanities & Languages Block: 4 teaching groups for each subject (Note: Gm & Fr for teaching groups 1&2 and groups 3&4 will be rotated to give a 2.5 lesson equivalence.)
- English, Maths, Science and D&T: have 4 set teaching groups, this may rise to 5 groups if staffing permits.
- Subscript on each subject indicates number of lessons
- Forms 8D & 8G are banded (band x), 8H & 8R are banded (band y)

Year 9 Curriculum model 2014 -2015 (Two week timetable, 60 x 50 minute lessons, plus 20 registrations)

Band 9: x — 80 / 62
Band 9: y — 80 / 61

A	Linear Group	16
J 31	$Dr_2Ge_4Hi_4It_2Mu_2Re_2$	16
K 31	$Dr_2Ge_4Hi_4It_2Mu_2Re_2$	16
L 31	$Dr_2Ge_4Hi_4It_2Mu_2Re_2$	16
M 30	$Dr_2Ge_4Hi_4It_2Mu_2Re_2$	16

C	Tut/Citizenship sets	1
D 31	Tu_1	1
G 31	Tu_1	1
H 31	Tu_1	1
R 30	Tu_1	1

X	French sets	6
XA 31	Fr_3Gm_3	6
XB 31	Fr_3Gm_3	6

Y	French sets	6
YA 21	Fr_3Gm_3	6
YB 20	Fr_3Gm_3	6
YC 20	Fr_3Gm_3	6

M	Mathematics	8
25	Ma_8	8
25	Ma_8	8
25	Ma_8	8
24	Ma_8	8
24	Ma_8	8

P	Physical Ed sets	6
31	Pe_6	6
31	Pe_6	6
31	Pe_6	6
30	Pe_6	6

R	Registration sets	20
D 31	Rg_{20}	20
G 31	Rg_{20}	20
H 31	Rg_{20}	20
R 30	Rg_{20}	20

X	Science sets	16
31	En_8Sc_8	16
31	En_8Sc_8	16

Y	Science sets	16
21	En_8Sc_8	16
20	En_8Sc_8	16
20	En_8Sc_8	16

T	Technology	7
TE1 25	Ad_7	7
TE2 25	Fd_7	7
TE3 25	Rm_7	7
TE4 24	Gp_7	7
TE5 24	Tx_7	7

Subject Key: Dr – Drama, En – English, Fr – French, Ge – Geography, Gm – German, Hi – History, It –Information Tech, Mu – Music, Pe – Physical Education, Re – Religious Education, Sc – Science, Tu - Tutorial, Rg – Registration (am & pm registration only), Ma - Mathematics.
D&T suite of subjects: Ad - Art, Fd – Food, Rm – Resistant Materials, Gp – Graphic Products, Tx Textiles

- Linear Block: 4 teaching groups for each subject, mixed ability groups
- Tutorial all classes taught at same time.
- Languages, English, Science, : 5 teaching groups for each subject (banded)
- Maths, PE : 5 teaching groups for each subject (set independently)
- Subscript on each subject indicates number of lessons
- Large numbers at the right of each block indicate number of lessons for that block
- Large numbers at the left of each block indicate the number of students in each subject
- Forms 9D & 9G are banded (band x), 9H & 9R are banded (band y)
- D&T subjects are blocked to allow rotation of disciplines (5 groups)

Proposed Year 9 Curriculum - 2015 onwards (Two week timetable, 50 x 60 minute lessons)

Band 9: x — 50 / 60
Band 9: y — 50 / 60

*	English	7
30	En_7	7
30	En_7	7
30	En_7	7
30	En_7	7

*	Maths	7
30	Ma_7	7
30	Ma_7	7
30	Ma_7	7
30	Ma_7	7

*	Science	11
30	Dt_5Sc_6	11
30	Dt_5Sc_6	11
30	Dt_5Sc_6	11
30	Dt_5Sc_6	11

*	Hum & Lang	13
30	$Fr_3Ge_3Gm_2Hi_3Pb_2$	13
30	$Fr_3Ge_3Gm_2Hi_3Pb_2$	13
30	$Fr_3Ge_3Gm_2Hi_3Pb_2$	13
30	$Fr_2Ge_3Gm_3Hi_3Pb_2$	13

*	Creativity & Skills	8
30	$Ar_2Cs_2Mu_2Pw_2$	8
30	$Cs_2Dr_2Mu_2Pw_2$	8

*	PE	4
30	Pe_4	4
30	Pe_4	4

*	Creativity & Skills	8
30	$Ar_2Cs_2Mu_2Pw_2$	8
30	$Cs_2Dr_2Mu_2Pw_2$	8

*	PE	4
30	Pe_4	4
30	Pe_4	4

Extra subjects: Cs – Computer Science, Pb – Philosophy and Beliefs

- Creativity & Skills and PE Blocks: 4 teaching groups for each subject, mixed ability banded groups
- Humanities & Languages Block: 4 teaching groups for each subject (Note: Gm & Fr for teaching groups 1&2 and groups 3&4 will be rotated to give a 2.5 lesson equivalence.)
- English, Maths, Science and D&T: have 4 set teaching groups, this may rise to 5 groups if staffing permits.
- Pw and Pb - Short courses started in Year 9 for completion in year10
- Subscript on each subject indicates number of lessons
- Forms 7D & 7G are banded (band x), 7H & 7R are banded (band y) – Only Mathematics band students all other are taught in mixed ability forms

Year 10 Curriculum model 2014-2015 (Two week timetable, 60 x 50 minute lessons, plus 20 registrations)

Band 80 10: x → 53	X	Citizenship sets	4	X	Physical Ed sets	4	R	Registration sets	20	E	En Sets	8	M	Ma Sets	9	A	Option A	6	B	Option B	6	C	Option C	6	D	Option D	6	S	Sc
	18	$Ct_1 Pw_1 Re_2$	4	18	Pe_4	4	D 27	Rg_{20}	20	22	En_8	8	22	Ma_3	9	18	So_6	6	18	Hi_6	6	18	So_6	6	18	Ae_6	6	22	Sc_{11}
	18	$Ct_1 Pw_1 Re_2$	4	18	Pe_4	4	G 27	Rg_{20}	20	21	En_8	8	21	Ma_3	9	18	Ad_6	6	18	Ge_6	6	18	Fr_6	6	18	Gp_6	6	21	Sc_{11}
	17	Mi_1	1	17	Ml_1	1	H 26	Rg_{20}	20	21	En_8	8	21	Ma_3	9	18	Fd_6	6	18	Ge_6	6	18	Gm_6	6	18	Ad_6	6	21	Sc_{11}
							R 26	Rg_{20}	20	21	En_8	8	21	Ma_3	9	18	Gm_6	6	18	Mu_6	6	18	Hi_6	6	18	Gm_6	6	21	Sc_{11}
										21	En_8	8	21	Ma_3	9	17	Bs_6	6	17	Dr_6	6	17	Ge_6	6	17	Re_6	6	21	Sc_{11}
Band 80 10: y → 53	Y	Citizenship sets	4	Y	Physical Ed sets	4										17	Co_6	6	17	Pg_6	6	17	It_6	6	17	Pg_6	6		
	18	$Ct_1 Pw_1 Re_2$	4	14	Pe_4	4																						
	18	$Ct_1 Pw_1 Re_2$	4	13	Pe_4	4																						
	17	Mi_1	1	13	Pe_4	4																						
				13	Ml_1	1																						

Subject Key: Ct – Citizenship, Pw – Prep for Work, Pe – Physical Education core,   Re – Religious Education,   En – English,   Sc – Science,   Ma - Mathematics, Rg – Registration (am & pm registration only),
Option suite of subjects: So – Separate Science, Fr – French,   Ge – Geography,   Gm – German, Hi – History,   It –Computer Science,   Mu – Music,Dr – Drama, Ad - Art, Fd – Food, Rm – Resistant Materials,
Gp – Graphic Products, Bs – Business Studies (BTEC), Co – Construction (BTEC), Pg – PE option, Ae – Applied Engineering (BTEC) Note: Mi – Maths Intervention

- Citizenship block : 4 teaching groups for each subject (banded)
- PE block : teaching groups (banded)
- Maths, English, Science : 5 teaching groups for each subject (set independently)
- Subscript on each subject indicates number of lessons
- Large numbers at the right of each block indicate number of lessons for that block
- Large numbers at the left of each block indicate the number of students in each subject
- Forms 10D & 10G are banded (band x), 10H & 10R are banded (band y)
- 4 Option Blocks pupil numbers determined by subject choice

Proposed Year 10 Curriculum - 2015 onwards (Two week timetable, 50 x 60 minute lessons)

Band 50 10: x → 50	*	English	11	*	Maths	6	*	Science &So	10	*	OPTION A	5	*	OPTION B	5	*	OPTION C	5	*	OPTION D	5	*	PE	3
	20	$En_3 Pb_2$	11	20	Ma_6	6	25	$Pw_1 Sc_3$	10	20	Ge_5	5	15	Eg_5	5	20	Eg_5	5	20	Ar_5	5	25	Pe_3	3
	20	$En_3 Pb_2$	11	20	Ma_6	6	25	$Pw_1 So_3$	10	20	Hi_5	5	15	Dr_5	5	20	Bs_5	5	20	Co_5	5	25	Pe_3	3
	20	$En_3 Pb_2$	11	20	Ma_6	6				20	Cs_5	5	14	Fd_5	5	20	Ge_5	5	20	Fr_5	5			
	20	$En_3 Pb_2$	11	20	Ma_6	6	*	Science sets	10	20	Mu_5	5	14	Gm_5	5	20	Hi_5	5	20	Gm_5	5			
	20	$En_3 Pb_2$	11	20	Ma_6	6	17	$Pw_1 Sc_3$	10	20	Pe_5	5	14	Gp_5	5	20	Re_5	5	20	Pe_5	5			
Band 50 10: y → 50							17	$Pw_1 Sc_3$	10				14	So_5	5							*	PE	3
							16	$Pw_1 So_3$	10				14	So_5	5							25	Pe_3	3
																						25	Pe_3	3

Extra subjects: Cs – Computer Science, Pb – Philosophy and Beliefs
All the descriptions above (2015-2016) apply

Year 11 Curriculum model 2014-2015 (Two week timetable, 60 x 50 minute lessons, plus 20 registrations)

Band 11:x 80 / 60	X Citizenship sets 4	X Physical Ed sets 4	R Registration sets 20	E En Sets 9	M Ma Sets 8	A Option A 6	B Option B 6	C Option C 6	D Option D 6	S Sc
	20 $Ct_1 Pw_1 Re_2$ 4	20 Pe_4 4	D 30 Rg_{20} 20	24 En_3 9	24 Ma_8 8	18 So_6 6	24 Fr_6 6	20 Hi_6 6	20 So_6 6	24 Sc_{11}
	20 $Ct_1 Pw_1 Re_2$ 4	20 Pe_4 4	G 30 Rg_{20} 20	24 En_3 9	24 Ma_8 8	17 Ae_6 6	24 Gm_6 6	20 Ge_6 6	20 Gp_6 6	24 Sc_{11}
	20 Mi_1 1	20 Ml_1 1	H 30 Rg_{20} 20	24 En_3 9	24 Ma_8 8	17 Fd_6 6	24 Hi_6 6	20 Dr_6 6	20 Ad_6 6	24 Sc_{11}
			R 30 Rg_{20} 20	24 En_3 9	24 Ma_8 8	17 Fr_6 6	24 Ge_6 6	20 Pg_6 6	20 Fd_6 6	24 Sc_{11}
				24 En_3 9	24 Ma_8 8	17 Gm_6 6	24 It_6 6	20 Pg_6 6	20 Mu_6 6	24 Sc_{11}
						17 Re_6 6		20 Bs_6 6	20 Pg_6 6	
Band 11:y 80 / 60	Y Citizenship sets 4	Y Physical Ed sets 4				17 Co_6 6				
	20 $Ct_1 Pw_1 Re_2$ 4	15 Pe_4 4								
	20 $Ct_1 Pw_1 Re_2$ 4	15 Pe_4 4								
	20 Mi_1 1	15 Pe_4 4								
		15 Ml_2 2								

Subject Key: Ct – Citizenship, Pw – Prep for Work, Pe – Physical Education core,   Re – Religious Education,   En – English,   Sc – Science,   Ma - Mathematics, Rg – Registration (am & pm registration only),
Option suite of subjects: So – Separate Science, Fr – French,   Ge – Geography,   Gm – German, Hi – History,   It –Computer Science,   Mu – Music, Dr – Drama, Ad - Art, Fd – Food, Rm – Resistant Materials,
Gp – Graphic Products, Bs – Business Studies (BTEC), Co – Construction (BTEC), Pg – PE option, Ae – Applied Engineering (BTEC) Note: Mi – Maths Intervention

- Citizenship block : 4 teaching groups for each subject (banded)
- PE block : teaching groups (banded)
- Maths, English, Science : 5 teaching groups for each subject (set independently)
- Subscript on each subject indicates number of lessons
- Large numbers at the right of each block indicate number of lessons for that block
- Large numbers at the left of each block indicate the number of students in each subject
- Forms 11D & 11G are banded (band x), 11H & 11R are banded (band y)
- 4 Option Blocks pupil numbers determined by subject choice

Proposed Year 11 Curriculum - 2015 onwards (Two week timetable, 50 x 60 minute lessons)

Band 11:x 50 / 60	English 9	Maths 9	Science & So 9	PE 3	OPTION A 5	OPTION B 5	OPTION C 5	OPTION D 5
	24 En_3 9	24 Ma_3 9	30 Sc_3 9	30 Pe_3 3	20 So_5 5	20 Hi_5 5	20 So_5 5	20 Eg_5 5
	24 En_3 9	24 Ma_3 9	30 So_3 9	30 Pe_3 3	20 Ar_5 5	20 Ge_5 5	20 Fr_5 5	20 Gp_5 5
	24 En_3 9	24 Ma_3 9			20 Fd_5 5	20 Ge_5 5	20 Gm_5 5	20 Ar_5 5
	24 En_3 9	24 Ma_3 9			20 Gm_5 5	20 Mu_5 5	20 Hi_5 5	20 Gm_5 5
Band 11:y 50 / 60	24 En_3 9	24 Ma_3 9	Science & So 9	PE 3	20 Bs_5 5	20 Dr_5 5	20 Ge_5 5	20 Re_5 5
			20 Sc_3 9	20 Pe_3 3	20 Co_5 5	20 Pe_5 5	20 Cs_5 5	20 Pe_5 5
			20 Sc_3 9	20 Pe_3 3				
			20 So_3 9	20 Pe_3 3				

All the descriptions above (2014-2015) apply