



SOUTH MOLTON
COMMUNITY COLLEGE
— supporting success —

Curriculum Policy

2018-19

Adopted by the Governing Body: 15-10-2018

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'.

The curriculum fulfils all statutory national requirements at Key Stage 3 & 4 and 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 Ks3 curriculum also offers the chance for the study of Enterprise and builds pupil learning styles and resilience through our bespoke 'Learning to Learn' lessons. Our curriculum includes an awareness of diversity in society and concern for the environment, we 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' are 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 and groups of 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 25 period week. A two week timetable at 50 lessons per fortnight. There are 5 periods per day (2 in the morning before break, 2 in the morning after break and 1 in the afternoon), each of which lasts for 60 minutes. The afternoon begins with an assembly or tutorial time.

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

It should be noted that all year groups are promoted in June rather than September, Ks4 therefore begins in all subjects at this time.

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

The Curriculum at KS3 fulfils the requirements of the National Curriculum, students study Mathematics, English, Science, MfL*, History, Geography, Technology**, Computing, Art, Music, Physical Education, Religious Education and PSCHE.

* MfL in year 7 includes both French and German lessons in Year 8 pupils choose, with guidance, 1 of these languages to continue studying.

**Technology includes Food, Textiles, Graphics and Resistant Materials.

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ⁴		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

The table opposite is taken from 'The National Curriculum in England.

[Framework Document](#)

Hyperlinked CTRL & mouse left click

3.6 All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

Since September 2015, 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) known as Learning to Learn, L2L,

Towards the end of year 9 some GCSE subjects are embarked upon, this is at the discretion of individual department heads.

In appendix 1, the number of teaching groups, any setting, joint banding and individual banding are elaborated upon.

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. We are proud of the fact that the option process allows for a completely pupil led curriculum, the straw poll system provides information to produce option blocks from which the

pupils choose. Choices are made such that other than in exceptional circumstances all pupil meet the progress 8 measure, the Ebacc is considered desirable but not mandatory and the take up is around 35%. As stated earlier all year groups are promoted in June rather than September, Ks4 therefore begins in all subjects at this time.

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'. This is all driven within the constraints of the ever tightening budget.

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. Some areas prefer or are directed towards setting, some banding and others mixed ability when setting up the curriculum these preferences form part of the planning process. 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 support of the Teaching and Learning Team and our commitment to Professional Capital ensure 'Quality Teaching First'.

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 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. 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 all teaching rooms and our whiteboard provision is very good. All reasonable requests in this area are considered within the restraints of our budget. An ICT technician/network manager is employed to support staff in this area.

The 'New Build' has supported our aspirations to have a college learning environment fit for the 21st century.

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 a

Marking and Feedback policy which all staff follow. Teachers are free to plan individual lessons, or sequences of lessons, in different ways, that meet the needs of our learners.

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).

Within the classroom 'seating plans' are expected to be used that take into account of the needs of the class and the individuals therein. The use of 'Mintclass' is expected to ensure suitable seating/grouping pupils and to easily identify and support individual needs within a class.

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. Our Teaching and Learning Team are 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 Achievers and Talented Students (HATs):

A number of students display special talents, skills, expertise and understanding in particular areas. We define high achievers as "individuals who have the ability and or potential to excel academically in one or more subjects" and talented students are those who "have the ability to excel in practical skills such as sport and artistic performance, or in a specific subject area."

The needs of High Achievers and Talented students are met as part of standard differentiated classroom provision. Amongst many other strategies, this may include: Encouragement of higher order thinking skills, exploring unusual topics and the use of more demanding material.

(See SMCC High Attaining and Talented Policy for further details)

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 and this has to be presented on a needs basis via reduced curriculum form which in all cases has to undergo the scrutiny and approval of the SLT.

Vocational Education:

Vocational provision within the college is becoming more extensive and improves each year. The provision through our curriculum structure is continually under review. New collaborations are constantly being sought to add to the in house provision. Both BTEC's, Vcerts and RSL are delivered in-house and these vary from year to year and demand is driven by the Ks4 Options process.

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. We are constantly looking for ways to certify or recognise success in these areas.

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.

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. A 'Theme for the Week' with its reflection time, enhances 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 'Theme 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.

EH please check

Personal Social, Cultural & 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 PSCHE 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 PSCHE Policy)

PSCHE is delivered in years 7-10 through a bi-weekly lesson, delivered by various teachers who have either specific expertise in a topic or have chosen to deliver that area. Year 11 have a programme of collapsed days which are once again delivered either by teaching staff or visiting experts.

Themes of the week are explored through Tutor time to enhance our PSCHE delivery.

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 Summer Term prior to their transition. Year 6 pupils spend time with us during a taster week and at least one full transition day following a typical timetable. Additional visits are arranged with the pastoral and SEN departments for students with additional needs to enable a smooth transition for all.

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/DTSA meetings in order to ensure shared good practice across the county. The SLT has a sound working relationship where everyone is kept informed.

Teaching and Learning / Professional Capital

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

(TLT add here please)

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.

External CPD is available, however all staff undergo CPD on selected topics related to our school improvement plan through P5 delivery. P5 delivery is for groups of staff on rotation, delivered on Wednesday P5 whilst colleagues deliver PSCHE or year 11 support session to the students.

Morning briefing each Thursday is given over to colleagues who share good practice that they believe has made a difference in their departments.

Disapplication:

It is rare that a pupil is disappplied 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:

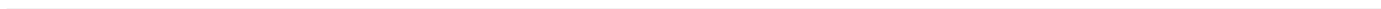
Curriculum Managers (and Pastoral Managers in relation to the PSICHE programme) are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them, and the maintenance of appropriate standards. They monitor and review the provision and where 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. These are under the guise of the 'PLAN' documents, these are reviewed and evaluated with the support of SLT 'Progress Support' meetings. Each area also as a 'Governor Challenge Partner' who works with the specific areas to monitor, challenge and support them.

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.

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APPENDIX 1

Year 7 Curriculum model 2018-2019 (Two week timetable, 5 x 60 minute lessons, plus 20 minute tutor time)

Band	51	Derive 7:x-y	120 Not linked	60
Band	51			
7: x				
60				
Band	51			
7: y				
60				
*	PSCHE	1		
30	Ct ₁	1		
30	Ct ₁	1		
30	Ct ₁	1		
30	Ct ₁	1		
C1	Core x	31		
30	Ar ₂ Cs ₂ En ₇ Fr ₃ Ge ₃ Gm ₃ Hi ₃ Mu ₂ Sc ₆	31		
30	Ar ₂ Cs ₂ En ₇ Fr ₃ Ge ₃ Gm ₃ Hi ₃ Mu ₂ Sc ₆	31		
P1	PE x	4		
30	Pe ₄	4		
30	Pe ₄	4		
M1	Maths x	7		
30	Ma ₇	7		
30	Ma ₇	7		
S1	Skills x	7		
20	Dt ₄ Et ₂ Ks ₁	7		
20	Dr ₂ Dt ₄ Ks ₁	7		
20	Dt ₄ Re ₃	7		
C2	Core y	31		
30	Ar ₂ Cs ₂ En ₇ Fr ₃ Ge ₃ Gm ₃ Hi ₃ Mu ₂ Sc ₆	31		
30	Ar ₂ Cs ₂ En ₇ Fr ₃ Ge ₃ Gm ₃ Hi ₃ Mu ₂ Sc ₆	31		
P2	PE y	4		
30	Pe ₄	4		
30	Pe ₄	4		
M2	Maths y	7		
30	Ma ₇	7		
30	Ma ₇	7		
S2	Skills y	7		
20	Dt ₄ Et ₂ Ks ₁	7		
20	Dr ₂ Dt ₄ Ks ₁	7		
20	Dt ₄ Re ₃	7		

Subject Key: Dr – Drama, En – English, Fr – French, Ge – Geography, Gm – German, Hi – History, Cs – Computer Science, Mu – Music, Pe – Physical Education, Re – Religious Education, Sc – Science, Ma - Mathematics, D&T suite of subjects (Food,Product Design, Textiles, Graphics), Ar - Art, Ks – L2L key Skills, Et Enterprise, Ct - PSCHE/Citizenship.

- The pupil numbers here are based on an estimated intake of 120 (actual 116)
- Core Block C1/C2 teaching groups across 2 bands for each subject, mixed ability groups.
- PE Block PEx/PEy teaching groups across 2 bands for each subject, mixed ability groups, allowing 2 PE groups on at 1 time for M/F staffing
- Maths Block x/y teaching groups across 2 bands for each subject, mixed ability groups, allowing some setting within the band
- Skills Block: 6 teaching groups (keeping class sizes smaller) across 2 bands set by technology and on a carousel.
- Banding allocated based on form groups (mixed ability).
- PSCHE Block: 4 House 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 average number of students in each subject (nominal)
- Forms 7D & 7G are banded (band x), 7H & 7R are banded (band y)

Year 8 Curriculum model 2018-2019 (Two week timetable, 5 x 60 minute lessons, plus 20 minute tutor time)

<table border="1"> <tr><td>P1</td><td>PE x</td><td>4</td></tr> <tr><td>32</td><td>Pe₄</td><td>4</td></tr> <tr><td>31</td><td>Pe₄</td><td>4</td></tr> </table>	P1	PE x	4	32	Pe ₄	4	31	Pe ₄	4	<table border="1"> <tr><td>*</td><td>PSCHE</td><td>1</td></tr> <tr><td>32</td><td>Ct₁</td><td>1</td></tr> <tr><td>31</td><td>Ct₁</td><td>1</td></tr> <tr><td>31</td><td>Ct₁</td><td>1</td></tr> <tr><td>31</td><td>Ct₁</td><td>1</td></tr> </table>	*	PSCHE	1	32	Ct ₁	1	31	Ct ₁	1	31	Ct ₁	1	31	Ct ₁	1	<table border="1"> <tr><td>L1</td><td>Mfl x</td><td>5</td></tr> <tr><td>32</td><td>La₅</td><td>5</td></tr> <tr><td>31</td><td>La₅</td><td>5</td></tr> </table>	L1	Mfl x	5	32	La ₅	5	31	La ₅	5	<table border="1"> <tr><td>C1</td><td>Core x</td><td>23</td></tr> <tr><td>32</td><td>Cs₂En₇Ge₃Hi₃Re₂Sc₆</td><td>23</td></tr> <tr><td>31</td><td>Cs₂En₇Ge₃Hi₃Re₂Sc₆</td><td>23</td></tr> </table>	C1	Core x	23	32	Cs ₂ En ₇ Ge ₃ Hi ₃ Re ₂ Sc ₆	23	31	Cs ₂ En ₇ Ge ₃ Hi ₃ Re ₂ Sc ₆	23	<table border="1"> <tr><td>M1</td><td>Maths</td><td>7</td></tr> <tr><td>32</td><td>Ma₇</td><td>7</td></tr> <tr><td>31</td><td>Ma₇</td><td>7</td></tr> <tr><td>31</td><td>Ma₇</td><td>7</td></tr> <tr><td>31</td><td>Ma₇</td><td>7</td></tr> </table>	M1	Maths	7	32	Ma ₇	7	31	Ma ₇	7	31	Ma ₇	7	31	Ma ₇	7	<table border="1"> <tr><td>S1</td><td>Skills x</td><td>4</td></tr> <tr><td>32</td><td>Et₂Mu₂</td><td>4</td></tr> <tr><td>31</td><td>Dr₂Ks₂</td><td>4</td></tr> </table>	S1	Skills x	4	32	Et ₂ Mu ₂	4	31	Dr ₂ Ks ₂	4	<table border="1"> <tr><td>D</td><td>D&T</td><td>6</td></tr> <tr><td>25</td><td>Dt₆</td><td>6</td></tr> <tr><td>25</td><td>Dt₆</td><td>6</td></tr> <tr><td>25</td><td>Dt₆</td><td>6</td></tr> <tr><td>25</td><td>Dt₆</td><td>6</td></tr> <tr><td>25</td><td>Ar₆</td><td>6</td></tr> </table>	D	D&T	6	25	Dt ₆	6	25	Ar ₆	6									
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Subject Key: Dr – Drama, En – English, Ge – Geography, La – Modern Foreign Language (choice made of French/ German), Hi – History, Cs – Computer Science, Mu – Music, Pe – Physical Education, Re – Religious Education, Sc – Science, Ma - Mathematics, D&T suite of subjects (Food, Product Design, Textiles, Graphics), Ar - Art, Ks – L2L key Skills, Et Enterprise, Ct - PSCHE/Citizenship.

- The pupil numbers here are based on promoting 125 from year 7. (now 127)
- Core Block C1/C2 teaching groups across 2 bands for each subject, mixed ability groups.
- PE Block PEx/PEy teaching groups across 2 bands for each subject, mixed ability groups, allowing 2 PE groups on at 1 time for M/F staffing
- MfL Block x/y teaching groups across 2 bands for each subject, mixed ability groups, allowing allocation of Fr and Gm in each band.
- Skills Block: 6 teaching groups (keeping class sizes smaller) across 2 bands set by mixed ability.
- Banding led by MfL choice made by pupils, band x (1 French, 2 German), band y (2 German).
- English/Science leads the groupings for the General block, these are generally mixed ability, within the MfL banding.
- Mathematics have autonomy to set across the year group.
- D&T/Skills block: 5 teaching groups set by technology and on a carousel.
- PSCHE Block: 5 groups determined by House 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 average number of students in each subject (nominal)

Year 9 Curriculum model 2018 -2019 (Two week timetable, 5 x 60 minute lessons, plus 20 minute tutor time)

E English 7	M Maths 7	D D&T 8	P1 PE x 4	C1 Core x 17	S Science 6	* PSCHE 1
27 En ₇ 7	27 Ma ₇ 7	23 Dt ₈ 8	27 Pe ₄ 4	27 Dr ₂ Ge ₃ Hi ₃ La ₅ Mu ₂ Pb ₂ 17	27 Sc ₆ 6	27 Ct ₁ 1
27 En ₇ 7	27 Ma ₇ 7	23 Dt ₈ 8	27 Pe ₄ 4	27 Dr ₂ Ge ₃ Hi ₃ La ₅ Mu ₂ Pb ₂ 17	27 Sc ₆ 6	27 Ct ₁ 1
27 En ₇ 7	27 Ma ₇ 7	23 Dt ₈ 8	27 Pe ₄ 4	27 Dr ₂ Ge ₃ Hi ₃ La ₅ Mu ₂ Pb ₂ 17	27 Sc ₆ 6	27 Ct ₁ 1
27 En ₇ 7	27 Ma ₇ 7	22 Dt ₈ 8			27 Sc ₆ 6	27 Ct ₁ 1
27 En ₇ 7	27 Ma ₇ 7	22 Ar ₈ 8			27 Sc ₆ 6	27 Ct ₁ 1
		22 Cs ₈ 8	P2 PE y 4	C2 Core y 17		
			27 Pe ₄ 4	27 Dr ₂ Ge ₃ Hi ₃ La ₅ Mu ₂ Pb ₂ 17		
			27 Pe ₄ 4	27 Dr ₂ Ge ₃ Hi ₃ La ₅ Mu ₂ Pb ₂ 17		

Subject Key: Dr – Drama, En – English, Ge – Geography, La – Modern Foreign Language (choice made of French/ German), Hi – History, Cs – Computer Science, Mu – Music, Pe – Physical Education, Pb – Philosophy and Beliefs/Religious Education, Sc – Science, Ma - Mathematics, D&T suite of subjects (Food,Product Design, Textiles, Graphics), Ar - Art, Ct - PSCHE/Citizenship.

- The pupil numbers here are based on promoting 136 from year 8. (now139)
- Core Block: 5 teaching groups for each subject, mixed ability groups, across 2 bands.
- Banding led by MfL (La) choice made by pupils, band x (1 French, 2 German), band y (1 French, 1 German).
- PE Block PEx/PEy teaching groups across 2 bands for each subject, mixed ability groups, allowing 2 PE groups on at 1 time for M/F staffing
- English/Mathematics/Science have autonomy to set within their own areas, 5 teaching groups.
- D&T block: 6 teaching groups set by technology and on a carousel, of 3 subjects chosen by pupils. (CS included this year)
- PSCHE Block: 5 groups determined by mixed ability.
- 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 average number of students in each subject (nominal)

Year 11 Curriculum model 2017-2018 (Two week timetable, 5 x 60 minute lessons, plus 20 minute tutor time)

E English 9			M Maths 8			S Science 9			A OPT A 5			B OPT B 5			C OPT C 5			D OPT D 5			P PE core 3			* Support sets 1		
24	En ₃	9	24	Ma ₈	8	24	Sc ₉	9	20	Ar ₅	5	20	Co ₅	5	20	Ar ₅	5	20	Ae ₅	5	24	Sp ₃	3	20	Su ₁	1
24	En ₃	9	24	Ma ₈	8	24	Sc ₉	9	20	Cs ₅	5	20	Cs ₅	5	20	Dr ₅	5	24	Sp ₃	3	20	Su ₁	1			
24	En ₃	9	24	Ma ₈	8	24	Sc ₉	9	20	Dt ₅	5	20	Gm ₅	5	20	Ge ₅	5	24	Sp ₃	3	20	Su ₁	1			
24	En ₃	9	24	Ma ₈	8	24	Sc ₉	9	20	Fr ₅	5	20	Hi ₅	5	20	Hi ₅	5	24	Sp ₃	3	20	Su ₁	1			
24	En ₃	9	24	Ma ₈	8	24	Sc ₉	9	20	Gm ₅	5	20	Hc ₅	5	20	Pe ₅	5	24	Sp ₃	3	20	Su ₁	1			
									20	Pe ₅	5	20	Pb ₅	5	20	So ₅	5				20	Su ₁	1			

Subject Key: Sp – Physical Education core, En – English, Sc – Science, Ma - Mathematics,

Option suite of subjects: So – Separate Science, Fr – French, Ge – Geography, Gm – German, Hi – History, Cs – Computer Science, Mu – Music, Dr – Drama, Ar - Art, Fd – Food, Rm – Resistant Materials, Bs – Business Studies (BTEC), Co – Construction (BTEC), Pe – PE option, Hs – Health and Social Care (BTEC), Ae – Applied Engineering (BTEC), Hc – Hospitality and Catering (BTEC), Dt – Design Technology Craft (V-cert), Su – Subject Intervention

- The pupil numbers here are based on promoting 120 from year 10.
- English/Mathematics/Science have autonomy to set within their own areas, 5 teaching 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 average number of students in each subject (nominal)
- Option groups are determined by pupil choice and follow on from year 10. Some subjects do not appear due to lack of uptake. (See Options Policy)