



# Gowerton School

## Curriculum Policy

### 2016-17

#### Aims

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the National Curriculum and WAG.

#### The school should:

- cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- ensure that there is a match between the child and the tasks he/she is asked to perform;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- treat children in a dignified way.
- make appropriate curricular changes for the benefit of students.

## **Children should:**

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- be happy, cheerful and well balanced;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- be developing non-sexist and non-racist attitudes;
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- be developing an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the major world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety.

## Curriculum Structure for 2016

### Key Stage 3

#### Year 7

Pupils taught initially in mixed ability teaching groups then banded from mid year point.

**Curriculum:** English (8), History (3), Geography (3), R.E. (3), French (3), Welsh (3), Maths (8), Science (6), Technology (3), Music (2), Art (2), P.E. (4), IT (1), P.S.E. (1)

These mixed ability classes will be banded after Feb half term of Y7

#### Year 8

Pupils in banded teaching groups.

**Curriculum:** English (8), History (3), Geography (3), R.E. (3), French (3), Welsh (3), Maths (8), Science (6), Technology (3), Music (2), Art (2), Drama (2), P.E. (4), P.S.E. (1), IT (1)

#### Year 9

Pupils in banded teaching groups.

**Curriculum:** English (7), History (3), Geography (3), R.E. (4), MFL (3), Welsh (4), Maths (7), Science (6), I.T. (2), Technology (3), Music (2), Art (2), P.E. (3), P.S.E. (1)

#### Year 10

Compulsory Maths	8 periods
English	7 periods
Double Science (two GCSEs)	10 periods
Three options with 5 periods each	15 periods
Short course RE (Compulsory)	2 periods
Short course Welsh (Compulsory)	2 periods
Games	2 periods
PSE	1 period
WBAC	<u>3 periods</u>
	50 Periods

#### Year 11

Compulsory Maths	6 periods
English	6 periods (or 8 for Btec Scientists)
Double Science (two GCSEs)	10 periods (or 8 for Btec Scientists)
Four options with 5 periods each	20 periods
Short course RE (Compulsory)	2 periods
Short course Welsh (Compulsory)	2 periods
Games	2 periods
PSE	1 period
WBAC	<u>1 period</u>
	50 Periods

### Key Stage 5

Programmes available:

Two level 3 subject specialisms + Advanced Wbac	30 periods taught
Three level 3 subject specialisms + Advanced Wbac	38 periods taught
Four level 3 subject specialisms + Advanced Wbac	46 periods taught

## Banding Pupils at Key Stage 3

This was introduced in 2008 to respond to some needs identified at the time:

- Pupils learning needs to match teaching
- Inform parents at an early stage of pupils abilities
- Target appropriately
- Reflect the desire to be in benchmarking group 1

This model has proved successful over the time since and has been reflected in Gowerton's progress from a band 4 school to one that has had the highest categorisation for the past three years.

### Initial Matching of pupils to bands

This process has been the most highly considered. A wide variety of baseline and standardised scores are looked at alongside VAP and SEN considerations. Above all the staff viewpoint is also paramount. Through this process communication to and with parents is seen as vital.

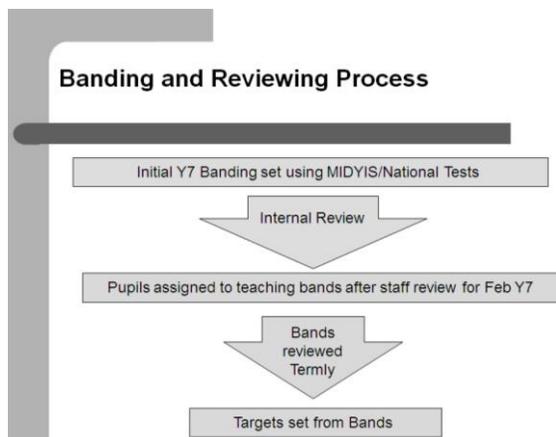
The main indicators used are:

- National Tests,
- AWRT
- Midyis tests

These create a Standardised Score for students

Reference is given to KS2 Teacher assessments and SEN/VAP information.

The process is:



The School uses termly reviews to assess how pupils are getting on.

Band movements are identified by subject staff and considerations to changes done every term.

Pupils who are candidates for upward movement could be given the rating showing they are performing well above the average for the band. Pupils struggling could be similarly identified as performing well below the expectation for their band.

## Targets and Expectations

Once placed in bands targets should be set to reflect students individual abilities in subjects but those below would be general expectations:

- Band A Mostly level 7
- Band B Mostly level 6/7
- Band C Mostly level 5/6
- Band D generally level 5

Indeed these KS3 expectations could be extended to the following minimum expectations beyond for each band:

- A – 9 GCSEs (A\* & A) Good GCEs & University
- B – 9 GCSEs (C+) 3 A-levels & University
- C – 5+ GCSEs (C+) 2 level 3's Uni/Further Ed.
- D – Aiming for 5+ level two equivalent as a minimum

These expectations have produced the following results at Key Stage 4 in 2014:

Band A students achieved an average of 14 GCSEs  
Band B students 12 GCSEs  
Band C students 8 GCSEs  
Band D students 7 GCSEs (or equivalent at grade C or better)

## Outcomes

The KS3 banding structure has proved to give all pupils a strong foundation ready for Key Stage 4. There is no restriction on GCSE choice because of band in KS3. As a result the outcomes of the process are:

- Pupils and parents get a clear indication of where they are
- Targets set and understood by all.
- Teaching can more closely match learning.
- Curricular modifications or appropriate support become possible.
- Other school issues can be more clearly focused.

## Course at Key Stage 4 and the KS3 to 4 Transition

The process of setting up the curriculum at Key Stage 4 reflects both the desires of the Welsh Government and the needs of the individual students themselves.

To achieve this a process of surveying student opinion on desired option courses is carried out around Christmas of Year 9 before setting up an actual options choice sheet.

The list below reflects the current courses on offer to year 9.

<b>Courses</b>
<b>GCSE or equivalent Btec full courses</b>
Art
Business Studies - Btec
Catering
Computer Science
Drama
French
Geography
Graphics
Health & Social Care
History
ICT
Music
PE
Public services - Btec
RE
Product Design
Spanish
Sport - Btec
Textiles
Triple Science
Welsh

### **Core Subjects:**

All pupils will also have the following courses available:

- Maths Numeracy
- Maths
- English language
- English literature

(Up to 4 GCSEs)

### **Science**

- Core Science
  - Additional Science
- (2 GCSEs)

### **GCSE Short Courses**

- RE
- Welsh

(1 GCSE, half a GCSE each)

### **Welsh Bac Intermediate**

The Wbac challenge certificate is also worth 1 GCSE)

### **Total number of GCSEs possible:**

**8 core + 3 options = 11 GCSEs**

When it comes to creating the option lines a great deal of care is put into matching pupil desire and the options available. Inevitably these will not be met for all pupils because of the restrictions. These would normally be that an extra class would have to be put into an option line just for that student which would not be viable economically; class sizes of less than 10 are too small to be considered viable.

## Key Stage 5

Programmes available:

**Two level 3 subject specialisms + Advanced Wbac**

Target group: pupils achieving a best 8 average GCSE score of 40 (C) or better.

**Three level 3 subject specialisms + Advanced Wbac**

Target group: pupils achieving a best 8 average GCSE score of 46 (B) or better.

**Four level 3 subject specialisms + Advanced Wbac**

Target group: pupils achieving a best 8 average GCSE score of 52 (A) or better.

Courses available vary depending on pupil preferences with surveys being carried out in February of Year 11 in a similar way to the KS3-4 transitions so viable option lines can be set up and staffed.

Typically courses would be:

Art	Maths
Biology	PE
Chemistry	Photography
Computer Studies	Physics
Drama	Psychology
Design & Technology	R.E
English	French
Geography	Music
History	Film Studies

Plus courses available through the Sixth Forms Consortium

Olchfa	Ty Coch - BTEC level 3
Economics	(A Level Equivalent)
Welsh 2nd Lang	L3 Certificate in Health and Social Care
Sport L3 Btec	L3 Certificate in Production Arts
World development	(Technical Theatre)
	L3 Certificate in Production Arts
	(Costume)
	AAAT Certificate in Accountancy L2/L3

The Sixth Forms Consortium courses vary from year to year as dictated by the partner schools. The link with Olchfa in particular has become strong and in some cases requests for courses from Gowerton students (in the survey phase) has been accommodated with the good will of Olchfa.

## Curriculum Staffing Year 2016-17

Initial Staffing balances for the 2016-17 year:

	7	8	9	10	11	12	13	Total	Resource	Surplus
<b>Maths</b>	58	58	52	72	72	16	8	336	343	<b>7</b>
<b>MFL</b>	20	20	20	5	15	0	0	80	88	<b>8</b>
<b>Gg</b>	21	20	20	10	15	8	8	102	113	<b>11</b>
<b>Hi</b>	21	20	20	10	10	8	8	97	100	<b>3</b>
<b>Sciences</b>	42	42	42	100	100	40	24	390	385	<b>-5</b>
<b>DT &amp; Art</b>	30	30	30	35	30	8	8	171	172	<b>1</b>
<b>PE</b>	34	38	34	31	31	0	0	168	166	<b>-2</b>
<b>We</b>	20	20	26	16	16	0	0	98	101	<b>3</b>
<b>Ar</b>	15	15	15	10	10	8	8	81	82	<b>1</b>
<b>Bb, Py</b>	0	0	0	5	5	8	8	26	26	<b>0</b>
<b>Ps</b>	6	6	6	7	7	3	3	38	39	<b>1</b>
<b>Pt</b>	0	0	0	0	0	8	8	16	16	<b>0</b>
<b>Pu</b>	0	0	0	5	10	0	0	15	15	<b>0</b>
<b>Wb</b>	0	0	0	24	24	24	15	87	87	<b>0</b>
<b>Cs, It</b>	7	7	13	15	15	8	8	73	73	<b>0</b>
<b>English</b>	58	58	52	63	56	16	16	324	328	<b>4</b>
<b>Mu</b>	20	20	14	5	5	8	8	80	80	<b>0</b>
<b>RE</b>	12	14	20	21	21	8	8	104	102	<b>-2</b>
<b>Total</b>	364	368	364	439	442	171	138	2286	2316	<b>30</b>

The above represents a best wish list for our 2016-17 curriculum. It includes:

- 1 additional Maths teacher  
1 additional English teacher  
This would ensure that all English and Maths classes are taught by a specialist teacher.
- Provision for one extra A' Level class in Maths, Biology and Chemistry for either Y12 or 13 as required for greater numbers. This would need to be reviewed in line with Post 16 recruitment in late February.
- Slight shortfalls in PE, RE and Science could be met using surplus who do not have the second subject capability.
- The 30 hours surplus represents 1% of the total availability
- The provision of 7 teaching groups in KS3 each year.  
Projected class sizes based on 7 groups in Years 7 – 9 compared with 6, i.e.

	<b>7 groups</b>	<b>6 groups</b>		
Year 7	27.1	31.6	* projected	190
Year 8	27.1	31.6		190
Year 9	27.1	31.6		190

POLICY NAME: Curriculum Policy

REVIEWED BY: Curriculum Committee

DATE REVIEWED: 24.2.16

DATE TO FGB: 22.3.16

SIGNED: Debbie Lloyd

PRINT NAME: Debbie Lloyd (Chair of Governors)

DATE NEXT DUE TO BE REVIEWED March 2017