

	<b>Curriculum Policy</b>	
	<b>Last reviewed: July 2018</b>	<b>Next review: July 2019</b>
	<b>Linked Governor: Rebecca St John</b>	<b>SLT Member: Rich Peters</b>

## 1. AIMS:

At Ashlyns School:

- We offer a broad and balanced curriculum which aims to provide our students with a rich educational experience
- We aim to provide an enjoyable and stimulating education which fosters curiosity, independent thinking and creativity
- We ensure the planned curriculum is accessible to all students and delivers subject matter appropriate to the ages and abilities of our students
- We offer a range of enrichment and extra-curricular opportunities which aim to broaden students' learning experiences beyond the class room
- We provide students with access to high quality impartial advice and guidance to support them through various transition points in their education
- We provide personal, social and health education which helps prepare students for adult life as responsible members of society with a clear understanding of British values

## 2. ORGANISATION OF THE CURRICULUM

### KS3

The curriculum complies with the requirements of the National Curriculum and is organised as follows:

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
English	7	7	6
Mathematics	7	7	6
Science	6	6	6
MFL	4	5	5
PE	4	4	4
Technology	4	3	3
Art	2	2	2
Computing	2	2	2
Drama	2	2	2
Geography	3	3	3
History	3	3	3
Music	2	2	2
PSHE	2	2	1
RS	2	2	3
Modular 'interest' options	-	-	2
<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>

## KS4

The KS4 core curriculum comprises English, Mathematics, Science, PE, PSHE / RS. In addition, students have 4 option choices. The majority of students study at least one Humanities subject (Geography or History).

The curriculum is currently organised as follows:

	Year 10	Year 11
English	7	8
Mathematics	7	7
Science	10	9
PE	4	4
RS / PSHE	2	2
Option A	5	5
Option B	5	5
Option C	5	5
Option D	5	5
<b>Total</b>	<b>50</b>	<b>50</b>

- Options courses are reviewed every year to ensure that the courses offered continue to meet the needs of each particular year group
- The options system is organised on a free choice basis with blocks constructed to enable the maximum number of students to be placed on their preferred courses
- Subject options will only run if student interest makes the course viable
- Guidance is given over the suitability of courses – e.g. Triple Science

## KS5

- At KS5, the curriculum is organised in consultation with other Dacorum schools to ensure there is access to a greater range of courses
- Availability of courses is dependent on sufficient student interest to make the course viable
- The curriculum across the collaboration area is reviewed annually to ensure that courses remain appropriate and meet the needs and aspirations of students
- Entry to the Sixth Form is dependent on students meeting the entry criteria as outlined in the prospectus
- The majority of students study 3 A Level subjects
- All students follow a course of enrichment studies to enhance their curriculum experience
- All students have 2 hours of directed private study per fortnight for each subject they study

## 3. LEADERSHIP OF THE CURRICULUM

- Specified members of the leadership team have responsibility for the oversight of the curriculum, including: organisation of the timetable, placement of students, delivery of IAG (information, advice and guidance), viability of courses and making recommendations about new courses
- Subject leaders have responsibility for the strategic leadership and direction of specific subject areas. These responsibilities include: organisation and regular review of schemes of work, monitoring and evaluating the work of the subject area, providing appropriate resources for the subject and ensuring the subject curriculum meets the needs of all students
- Each Head of Faculty is line-managed by a member of the senior leadership team

#### **4. GROUPING ARRANGEMENTS:**

- Mathematics and Science are taught in ability groupings throughout KS3 & 4; English is taught in mixed-ability groups in Years 7-8, and then ability groupings in Years 9 – 11. PE & Technology are taught in half year groups on a carousel basis. The majority of other subjects are taught in mixed ability groups – in form tutor groups in KS3 and in option blocks in KS4
- Teachers recognise that ‘set’ groups are not homogeneous and still remain mixed-ability groups. Differentiation remains crucial if students are to maximise their potential and differentiation occurs by task and support, not solely by outcome. This occurs by using:
  - A range of teaching strategies based on knowledge of the students’ prior learning and preferred learning styles
  - Differentiated resources
  - Within class groupings
  - In-class support
  - Use of ‘stretch and challenge’ for the most able

#### **5. MONITORING THE EFFECTIVENESS OF THE CURRICULUM**

- The deputy head i/c curriculum is responsible for monitoring how the curriculum is implemented across the school
- Members of the senior leadership team are responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible
- Monitoring of the curriculum and its effectiveness on student learning takes place throughout the year using a variety of tools such as: lesson observations, internal and external progress data, work scrutinies, learning walks and learning reviews
- The Curriculum, Teaching and Care Committee of the Governing Body monitors the effectiveness of the curriculum and reviews the Curriculum Policy every 2 years (unless the organisation of the curriculum is amended within that period in which case it will be 1 year).