



SILCOATES

Independent education for boys and girls aged 3-18

Curriculum Policy (Senior School)

Introduction

Silcoates School provides full-time supervised education for pupils of compulsory school age. For the purposes of this policy, the curriculum is all the planned activities organised for the pupils in order to promote learning, personal growth and development. It includes not only the formal requirements of the academic curriculum, but also the range of co-curricular activities that the School organises in order to enrich the experience of the pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave.

Our prospectus and website state our philosophy as follows:

“For our pupils: to meet their educational needs in the 21st century through a traditional but ever-developing curriculum, both within and beyond the classroom; to help them develop their skills and attributes to the best of their ability; to encourage them to explore new activities and cultivate new talents; to help them become ambitious, energetic, committed, and considerate adults.”

Aims

The curriculum at Silcoates is organised to help us achieve the following aims:

- To provide an education that inspires the individual and allows all pupils, whatever their age, needs and aptitudes, including those pupils with an EHC plan, to fulfil their potential;
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- To prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society;
- To equip pupils with a breadth and balance of skills and knowledge;
- To enable pupils to discover and develop new talents by offering them a wide range of co-curricular activities;
- To prepare pupils fully for the next stage of their education;
- To ensure that fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different beliefs are not undermined.

Objectives

We hope to achieve these aims by:

- Providing pupils with challenging work which is appropriate to their abilities;
- Allowing all pupils equal access to the curriculum, regardless of gender, ethnic origin, sexuality or special educational need;
- Ensuring pupils experience a balanced diet of all curriculum areas (linguistic, mathematical, scientific, human and social, physical, technological, aesthetic and creative) up to the end of KS4;
- Enabling pupils to experience a wide range of subjects and teaching styles at Key Stage 3 and Key Stage 4;
- Enabling pupils to acquire appropriate speaking, listening, literacy, numeracy and ICT skills from a wide variety of sources;
- Encouraging breadth and balance at KS4, whilst allowing pupils to pursue their aptitudes and interests through a flexible options system;
- Offering flexibility and free choice in the Sixth Form from a wide range of A Levels;
- Providing access to accurate, up-to-date careers guidance, presented in an impartial manner, to help pupils make informed choices about a broad range of career options and thus fulfil their potential. (See separate careers documentation.)

Programme of Study

Year 7

Pupils study the following subjects:

English, Mathematics, Science, Modern Languages (French/German/), Geography, History, Religious Studies, Art, Music, Design & Technology, ICT, Physical Education, PSHEE and Games.

Pupils are streamed as 7A1 with two parallel groups 7A2/7A3. The streaming is based on Junior School assessments and the Entrance Examinations. MidYIS data provides an additional layer of information in September.

The groups are monitored through reports, tests, examinations and teachers' summative assessments. If pupils are apparently misplaced, then a wider consultation process is put in place between subject teachers, the Form Tutor, the Head of Year, the Deputy Head (Academic), the parents and the pupil. A pupil may be moved at any stage of the academic year.

Mathematics is taught in sets which may or may not correspond to the year group streaming. There is a timetabled Games programme with Year 8.

Year 8

Pupils are streamed as 8A1 and 8A2. Pupils continue their study of the subjects taught in Year 7. Extra English is introduced for those pupils for whom a second language is not appropriate and is timetabled against German.

Pupils in 8A1 also embark upon a Latin course leading to GCSE at the end of Year 11. The course is taught against Science, French and English. All pupils take the course until half-term after which they may elect to drop the subject in discussion with parents and teachers. Those who discontinue Latin therefore receive additional Science, etc.

Setting in Mathematics continues. There is a timetabled Games programme with Year 7.

Year 9

Pupils continue their study of the subjects taught in Year 8. The general Science course is broken up into the three separate sciences; Biology, Chemistry and Physics. Spanish is taught to the current Year 9. Setting and streaming arrangements continue as before. There is a timetabled Games programme with Year 10.

Year 10

All pupils study English Language, English Literature and Mathematics. To this core are added a further six subjects, which pupils can choose from the following GCSE options:

Art, Biology, Business Studies, Chemistry, Computer Science, Food Technology, French, Geography, German, History, Music, Physical Education, Physics, Product Design, Religious Studies and Spanish. Latin is taught on a rota basis against options subjects.

Pupils are encouraged to choose at least one science subject, a modern foreign language and at least one humanity. Pupils may opt for two technology courses. PSHEE is also part of the curriculum and there is a timetabled Games programme with Year 9.

As far as the options process is concerned, we start with a blank sheet of paper and build up our timetabled columns according to pupil choices. In the vast majority of cases, pupils are able to do the precise combination of subjects they want.

Year 11

Pupils continue their core and option GCSE subjects, with each option subject having one extra lesson. PSHEE is removed. Latin continues on a rolling programme. Further Mathematics is introduced, in Mathematics lessons, to the Set 1 mathematicians. A decision is made on entries post mock examinations. There is a timetabled Games programme with the Sixth Form.

Year 11 pupils have one week of work experience following their GCSE examinations.

Sixth Form

Pupils choose from the following A Level courses:

Art, Biology, Chemistry, Computer Science, Economics, English Literature, French, Further Mathematics, Geography, German, Government & Politics, History, Latin, Mathematics, Music, Photography, Physical Education (A Level & BTEC), Physics, Product Design, Psychology and Religious Studies.

Most pupils take three A Levels, but there are some exceptions. All A Level subjects have now been reformed.

The same process is followed regarding the options process, in that timetabled columns are determined by pupil choice. This allows nearly all pupils to study their desired combination of subjects.

In addition to A Level lessons, all pupils do Games (with Year 11) or Voluntary Service and follow a programme of enrichment modules (including EPQ, HSLA, Gold Arts Award, ASDAN and Financial Studies).

Lower Sixth Form pupils also have one week of work experience within curriculum time following their summer AS exams.

Pupils with Special Educational Needs

The school accepts pupils with learning difficulties, including those with a SEND or EHC plan, and has a specialist Learning Support department. The School's Special Educational Needs Policy sets out our principles and approaches, in line with the 2014 SEN and Disability Code of Practice.

Pupils with English as an Additional Language

A separate policy outlines the School's provision for those pupils whose principal language is not English.

Gifted and Talented

The School's Gifted and Talented Policy outlines the provision for those pupils identified as having exceptional abilities.

Assessment

The School's Assessment & Recording Policy gives details of the aims, principles and procedures of assessment.

Homework, Coursework and Controlled Assessment

These areas are covered in a separate policy.

Personal, Social and Health and Education

The School provides Personal, Social and Health education which reflects the School's aims and ethos as part of its PSHEE programme. The separate PSHEE scheme of work gives detailed information about this programme.

Co-curricular Activities

The School offers a wide range of activities at lunchtime, after school, at weekends and during school holidays. Years 7 to 9 are taken off timetable in June to take part in an Activities Week, which includes days such as 'Try Something New' and 'Challenges' and provides an opportunity for pupils to be involved in a wide variety of activities, ranging from photography to playing the accordion. Pupils in Year 11 and the Lower Sixth undertake a Work Experience Week, while Year 10 pupils have a week focussing on careers education.

Fixed Points in the School Week

8.45-9.00am - Whole school assemblies, year group assemblies, communal worship, tutor groups.

2.10-4.00pm - Each year group has one Games afternoon per week.

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| Date of last review: | September 2017 |
| Reviewed by: | R.L. Dews - Deputy Head (Academic) |