



Secondary Curriculum Policy

Revised: June 2019
Review Date: September 2020
Responsible: Academic Co-Headteacher

Rationale

The curriculum at Caxton College must be flexible, personalised and fully inclusive supporting students learning, progress and achievement. It must raise standards, stretch the most able, and narrow any gaps in achievement and attainment for all our students.

Aims

- To be flexible, personalised and fully inclusive supporting students learning, progress and achievement.
- To raise standards, stretch the most able, and narrow any gaps in achievement and attainment for all our students.
- To provide a broad and balanced curriculum that fosters the love of learning and enables all students to achieve their highest academic potential, meeting National Curriculum requirements and integrating independent learning skills, literacy, numeracy and ICT across all subjects.
- To meet the individual needs of students, adapting the core curriculum where appropriate and within the constraints of time and resources and to provide a range of learning experiences both in and outside of the classroom going beyond the statutory requirements.
- To provide choice as students' progress through the school, preparing students thoroughly for relevant qualifications at the end of each key stage.
- To enable all students to become successful learners, confident individuals and responsible citizens.

The curriculum at Caxton College enables all students to develop:

- A positive attitude for learning
- Functional skills in Mathematics, English and ICT.
- A sense of enquiry, critical awareness, the ability to question, solve problems and argue rationally.
- A willingness and desire to apply themselves and their knowledge to develop a greater understanding.
- Creativity, empathy and sensitivity, self-worth, self-esteem, self-awareness and self-confidence.
- Recognition of their own and others' achievements, in school and beyond.
- Skills relevant to further education, employment and adult life.
- The skills of working as an individual and as a member of a group or team
- Appropriate moral, social, cultural and spiritual values, tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual trust and respect.
- An awareness of their place in the local, national and global community and opportunities for service to each other and to these communities.

Curriculum design and Content Delivery

The Curriculum follows the British National Curriculum as well as conforming to the Spanish requirements in order to achieve the Spanish Certificate of Education (ESO) at the end of KS4 preparing students for further studies in the Spanish system or Internationally.

The school has a 2 week timetable, 35 lessons a week giving a total of 70 lessons. Students continually undergo summative and formative assessment throughout the Key stages with all students completing a minimum of 5 I/GCSE's at the end of KS4 and a minimum of 3 A-levels in KS5. Students also have the opportunity to take externally assessed PCE subjects in Y13.

All subjects are taught by subject specialists with each department having schemes of work in place for all courses, related, where appropriate, to the National Curriculum and or examination board requirements, which outlines how the course content is structured, so that students' skills, knowledge and understanding are developed progressively.

In all cases;

- Schemes of learning are followed by all departmental staff and monitored by Heads of Department.
- Project based learning is encouraged to promote independent research skills, collaboration, and problem solving to develop self-confidence and a more positive attitudes towards learning taking greater ownership and responsibility for students own learning.
- Homework is provided for students as needed with appropriate time given for all students to complete the tasks set.
- British values are actively promoted in all aspects of school life; democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Groupings and settings

Students are taught in a number of different ways throughout the various subjects including; groups split by ability, mixed ability groups, form groups and support groups as needed. This ensures the needs of all students are met and gives students the best possible chance of achieving their maximum potential academically. There is no difference in the curriculum students follow, the exams the students sit or the books the students use. Different groupings simply allows for the greatest possible progress to be made, by all students, using the most suitable pedagogical styles to suit their needs. In all teaching groups teachers will use a range of techniques and resources to differentiate the curriculum to meet the needs of all students.

Curriculum Content

KS3	
Subject	Number of lessons per 2 weeks
Art	3
Career Skills	1
English	8
French/German	4
Geography	3
History	3
ICT	3
Lengua	7
Mathematics	8
Music	3
PE	6
Personal Development	2
Religion/Ethics	2
Science	8
Sociales	3
Valenciano	2
Extra-Curricular/Patio	2
Workshops/Workshops	2
Total	70

KS4		
Subject	Number of lessons per 2 weeks Y10	Number of lessons per 2 weeks Y11
English	7	7
Maths	8	8
Science (Double Award)	12	12
Optional I/GCSE's including Single Sciences	3x6 (6 per subject)	3x6 (6 per subject)
PE	4	4
LAMDA	2	0
Personal Development	2	2
Religion/Ethics	2	2
Lengua (AS Spanish)	6	8
Sociales	3	3
Valenciano	2	2
Extra-Curricular/Patio	2	2
Workshops/Workshops	2	2
Total	70	70

KS3 & 4

- Non examined British subjects; ICT, Music, PE, Personal development, Religion/Ethics, Career Skills.
- Internally assessed Spanish subjects; Sociales, Valenciano and Lengua/ELE.
 - Native students must take (Compulsory) – Lengua, Sociales and Valenciano.
 - Foreign students must take (Compulsory) – ELE (dependent upon the level of Spanish).

KS4

- Native students must take (Compulsory) – AS Spanish in Year 11.
- Foreign students must take (Compulsory) – IGCSE Spanish In Year 11.

Optional I/GCSE subjects:

- **GCSE** - Art & Design, Computer Science, Music, Physical Education,
- **IGCSE** - Business, English, English Literature, French, German, Geography, History, Maths, Further Maths, Single Sciences, Spanish, Psychology.

KS5 Curriculum

Students have 2 pathways to choose from;

1. Students opting to study in a Spanish University

study: 4 British A-levels including Spanish and 2 PCE subjects. This ensures students have the opportunity to obtain the maximum 14 points for University entrance:

- 10 points come from the 4 British Subjects.
- 4 points from the PCE subjects. (Some British subjects can be doubled up and take place of the

PCE subjects to account for the additional 4 points: Biología, Economía, Geografía, Matemáticas, Química. **Native students studying A2 Spanish as their 4th A-level are allocated 4 lessons rather than 12.*

2. Students opting to study in an International University:

- 3 A-levels Minimum.
- 5 A-levels Maximum and EPQ (AS Qualification).

- All students in Y12 have the opportunity to take the grade 8 LAMDA qualification (2 hours per cycle) and/or IELTS qualification (2 hours per cycle). *If these subjects do not fit within the timetable they are offered afterschool from 17.00-17.50.*
- The number of study periods a student has is dependent upon the number of A-level subjects, PCE subjects and qualifications chosen to study.

KS5	
Subject	Lessons per cycle
A-level 1	12
A-level 2	12
A-level 3	12
A-level 4	12
PCE Subject 1	10
PCE Subject 2	10
Assembly	2
Total	70

KS5 Optional A-level subjects:

- **IAL:**
 - Biology, Chemistry, Physics, Geography, History, Maths, Further Maths, Psychology (Modular exams taken in January and May/June of Y12 & Y13).
 - French, German, Spanish (Modular exams taken in May/June of Y12 & Y13).
- **Linear:** Art & Design, Business, Physical Education, Philosophy, Sociology (Exams taken in May/June of Y13).
- **AS Level:** EPQ.

KS5 Optional PCE subjects:

- Biología, Química, Dibujo Tecnico, Economía, Fundamentos del Arte, Geografía, Matemáticas Tecnicas, Matemáticas Aplicadas (Exams taken in May of Y13).

Enrichment and Extra-Curricular

A wide range of Extra Curricular activities and enrichment opportunities are provided to enhance and broaden our students' learning beyond the classroom at Caxton College developing the students sense of achievement, well-being and enjoyment. These take place within school, after school and/or on a Wednesday P6&7. Students are also taken to places of interest, including residential opportunities, which are organized annually and help to develop independence, teamwork and responsibility within a different environment.

The Extra-Curricular programmes includes both workshops and Extraescolares activities;

- Workshops include:
 - Art, Drama, Sound Lab, Fitness, Girls Football, Crest Award, Set Club, Robotics.
 - Year 10, 11 and 12 students can also take part in the Duke of Edinburgh International Award (bronze, silver and gold), take part in a volunteering program as well as debating Club (EYP) and LAMDA club.
- Extraescolares programme includes:
 - Sports Clubs; Football, Basketball, Tennis, Swimming, Gymnastics, Ballet, Karate, Urban Dance, Fit Kid, Athletics and Judo.
 - Musical Clubs; Music and other instruments.
 - Languages; French and German.
 - Additional clubs: Aloha.

Cross curricular

Cross curricular links are continually encouraged aiming to develop and enhance the student's skills in various contexts and exploring links between subject knowledge in an enriching way with particular emphasis on the use of STEAM (Science, Technology, Engineering, the Arts and Mathematics) helping to guide student inquiry, dialogue and critical thinking. The aim is to develop students who take thoughtful risks, engage in experimental learning, persist in problem solving, embrace collaboration and work through the creative process; innovators, educators, leaders and learners of the 21st century.

Citizenship

Citizenship, Work-related Learning and financial capability are integral to all areas of the curriculum as well as Career education and Sex Education. Year 12 students can also take part in a volunteering programme.

Roles and Responsibilities

SLT will ensure that:

- all statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of learning which reflect the aims of the school and indicate how the needs of individual students will be met.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum.
- the school curriculum is implemented in accordance with this policy

Arrangements for Monitoring and Evaluation

The school regularly monitors the curriculum as part of its ongoing self-evaluation. This process includes all: staff, students, parents, other schools and colleges. Appropriate recommendations for change are made to SLT who consults the Directors before any major changes are made.

Evaluation of the curriculum is measured against a range of indicators, which include:

- Admissions
- Attendance and punctuality
- Examination results analysis
- Departmental Reviews
- Pastoral Reviews
- Staff, Student and parent questionnaires
- Whole school SEF
- External factors/curriculum initiatives.