

## CVC Curriculum Policy

<b>Committee:</b>	Teaching and Learning
<b>Approved by Governors:</b>	5 <sup>th</sup> February 2020
<b>Date of next review:</b>	Every two years or as appropriate
<b>Responsible Officer:</b>	Regina Lawrence

### Curriculum Rationale

Comberton Village College is firmly committed to offering our students a broad and balanced curriculum. We see the curriculum as our most fundamental tool in ensuring that students can learn those concepts and access that body of knowledge that will see them succeed throughout their lives, including - but not limited to - at examination points. We endeavour to use our curriculum to address knowledge gaps, thereby removing the barriers that some students face, whether as a result of SEND, social disadvantage or prior learning.

Our curriculum is central to our commitment to enable children to succeed. We therefore offer a range of meaningful courses and qualifications to suit all our students, which is under continuing review. We believe fundamentally that children deserve to study a wide range of disciplines throughout a three-year Key Stage 3. Key Stage 4 options choices are made in Spring of Year 9, for study during a two-year Key Stage 4. We wholeheartedly embrace, for all students, the study of the arts (Music, Art and Drama), humanities (including Religion, Philosophy and Ethics), the sciences (including Computer Science), Modern Foreign Languages, Design Technology, PE and PSHE, alongside an appropriate allocation of time to Maths and English fully to teach these subjects in an academically rigorous way.

Not only do we provide strong academic challenge through the disciplines we teach, we also aim to develop our students into **confident** and **capable** members of society and **caring** members of our community. Through suitable challenge to achieve as highly as they can, we want our students to become resilient and develop a love of learning that will last a lifetime. Through our academic and pastoral curriculum and the extensive experiences from our wide range of after school activities, trips and visits, we aim to enthuse, inspire and motivate and provide our students with the skills to enable them to stay safe and thrive in the modern world.

Subject leaders are asked to take as their principles of curriculum design the following:

- The curriculum should take account of what is considered ‘powerful knowledge’ in that discipline, ensuring that students from all backgrounds are given the opportunity to succeed.
- The curriculum should build coherently from students’ knowledge and capabilities at the end of Year 6 towards what is required of them in external examinations in Key Stage 4, and, beyond this, to what they would need to access further study of the subject or to succeed in the world outside the classroom. Where possible, curriculum-based liaison with primary school subject leaders should help to ensure this is as coherent and systematic as it can be.
- The curriculum should take account of what is considered ‘powerful knowledge’ in that discipline, ensuring that students from all backgrounds are given the opportunity to succeed.
- The curriculum should take account of the knowledge gaps displayed by students with low prior attainment or from disadvantaged backgrounds and should provide opportunities to redress these.
- The curriculum should challenge our most able students and offer opportunities to learn beyond any prescribed knowledge.
- The curriculum should, where appropriate, give students cultural capital – in particular, to students who might not encounter such knowledge or concepts elsewhere.

## **Curriculum Content:**

The staff responsible for each curriculum area are responsible for planning the content, progression and implementation of the curriculum. Our Key Stage 3 and 4 curriculum content may be viewed here <https://www.combertonvc.org/parent-and-student-information/curriculum>

## **Curriculum Organisation:**

### **Key Stage 3 Offer:**

All pupils in years 7 to 9 study English (language and literature), Maths, Science, Modern Foreign Languages, Design and Technology, Computer Science, Geography, History, Expressive Arts (Art, Drama and Music), Physical Education, RPE (Religion, Philosophy and Ethics) and PSHE. Where a pupil is unable to access the full curriculum for reasons such as SEND or medical reasons, a personalised curriculum is devised that may not include all the above subjects. Full details of what is taught to each year in each subject is available on the school website in the form of Parental Handbooks for each year in KS3.

### **Key Stage 4 Offer:**

All pupils study English Language, English Literature, Mathematics, Combined Sciences (unless taking Separate Sciences), and Physical Education. Religious & Philosophical Education, Citizenship, Careers education, Sex education, Work Related Learning and PSHE are all delivered through a mixture of cross curricular links and collapsed timetable conference days.

All pupils in Key Stage 4 have the opportunity to study GCSE examinations (and other qualifications at an equivalent level) in a range of subjects. Pupils also have the opportunity to study additional GCSEs, for example Psychology, through our extra-curricular provision. The most able mathematicians may also be entered for further qualifications including GCSE Statistics. Those pupils who wish to improve their mathematical skills may also access free tutoring outside of the school day. Every pupil has access to a curriculum that is broad, balanced and provides a wide variety of choice for Post 16 Education.

There is a strong and supportive pupil guidance process to assist pupils in making the best choices for courses to study in KS4. The school has a clear expectation that students should continue to study a Modern Foreign Language at KS4 unless there are exceptional reasons why that would not be appropriate; for a small number of KS4 students, additional literacy lessons are provided. Students opt for three subjects in addition to their MFL choice.

The school does not insist that every pupil chooses subjects to meet "EBacc" requirements, although a significant majority of students do this through their choices. The full details regarding the KS4 curriculum provision are set out each year in the options guidance booklet, which is available on our school website.

## **Comberton Sixth Form (CSF)**

Students applying to the CSF are able to access a wide range of A-level subjects and four Level 3 BTEC courses. Most students study three A-levels but there is the opportunity to take four A-levels for suitably qualified students. As well as the A-levels or BTEC, students are encouraged to also take courses such as Core Maths, Global Perspectives (pre-U) and the Extended Project Qualification as well as an enrichment programme which includes many sporting activities. All students are assigned to a tutor group and receive regular support from the tutor through a combination of one-to-one tutorials and fortnightly group meetings. In addition, all students partake in a Personal Development programme that includes aspects such as healthy lifestyles, relationships and driving awareness, as well as careers and university support.

## **Extended Curriculum**

The school is committed to offering a wide range of extra-curricular activities. Extra-curricular activities are on offer within most departments of the school, together with the opportunity to participate in the Duke of Edinburgh Award scheme. Pupils are encouraged to participate in a wide range of extra-curricular activities and the timetable of available activities is published termly to both pupils and parents and is available on the school website. Where there are appropriate visits/trips, the school will endeavour to make it possible for all relevant pupils to attend. The Trips policy sets out our aims.

**Curriculum delivery:**

Number of School Periods per Subject per fortnight (60 period fortnight)

	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	8	10	10
Maths	8	8	8	10	10
Science	8	8	8	12	12
Art	3	3	4		
Music	3	3	3		
Drama	2	2	2		
Languages (Spanish, French and German)	8	7	6		
History	3	4	3		
Geography	3	3	4		
R.P.E.	2	3	3		
Physical Education	5	5	5	4	4
Technology	4	3	3		
Computing	2	2	2		
PSHE	1	1	1		
Option Subjects (4 subjects X 6 periods)				24	24

**Key Stage 4 Options subjects:**

GCSE Art and Design

GCSE Business Studies

GCSE Computer Science

GCSE Design and Technology

GCSE Dance

GCSE Drama

GCSE Film Studies

GCSE French, German or Spanish – students may opt for a second MFL

GCSE in Separate Sciences (Biology, Chemistry and Physics)

GCSE Geography

GCSE Graphic Communication

GCSE History

GCSE Music

GCSE Religion, Philosophy and Ethics

GCSE Photography

GCSE Physical Education

GCSE Statistics

Level 1/2 Health and Social Care

Level 1/2 Hospitality and Catering

Level 1/2 CIDA – Creative iMedia

Level 1/2 Constructing the Built Environment

Level 1/2 Engineering Design

BTEC Sport

### After School Options

GCSE Art

GCSE Economics

GCSE Psychology

Each Department is supported by the Centre, which is responsible for coordinating provision for pupils with special educational needs. PSHE, SMSC, Sex and Relationships Education and British values are taught to all years in line with National guidance. This is done through a combination of discrete lessons, cross curricular links and tutorial programmes.

In tutorial time, pupils follow a programme of activities that include Active Form Time (learning about health, diet and exercise) and work related to the Rights Respecting School. Pupils also learn about online safety and the laws relating to it during CS lessons and additional sessions on collapsed days.

Homework is given to all years in every subject area and is a very important extension of the school's curriculum. The school has an assessment policy that sets out the expectations with regards to homework, its setting and marking.

### **Literacy:**

All teachers have a shared responsibility to teach reading, writing, and communication within their subject. We have a literacy strategy and teachers use a common approach to the marking of literacy within pupils' work.

### **Subject specific approach to improving Literacy:**

At Comberton Village College, we have a sequential approach to improving literacy, which involves all teachers across all areas of our curriculum. We support and develop this in the following ways:

#### **1 Improving Disciplinary Literacy**

- Improving literacy is one of our school priorities, as it is the key to learning across all subjects and a strong predictor of GCSE outcomes.
- All teachers are supported and trained by HODs to understand how to teach students to read, write and communicate effectively in their subject.
- Through the academic year, we provide literacy focussed CPD for all staff (through in-school training, cross-Trust working and, where possible, from external specialists).

#### **2 Targeted Vocabulary Instruction**

- Subject teachers teach specific subject vocabulary to enable our students to use academic language.
- Subject teachers use a variety of approaches to teach vocabulary, including those relating words to their etymology and morphology, to help students remember new words and make connections between words.
- Teachers prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders integrate words which must be learnt into schemes of work.

#### **3 Developing Reading of Complex Texts**

- Departments use some of their meeting time to share best practice in teaching reading in their subject, e.g. use of questioning, modelling and prediction.
- Departments across the Trust collaborate regularly to discuss best practice in how to teach reading and comprehension in their subject.

#### **4 Breaking down complex writing tasks**

- Teachers explicitly teach writing skills for their subject, e.g. collaborative and paired writing, detailed planning and modelling of each step.
- Targeted support is provided for students who struggle to write fluently, either by the teacher or by The Centre (SEND department).
- Teachers use a variety of approaches, including, to motivate students to write.

#### **5 Combing writing instruction with reading**

- Students are taught to recognise features, aims and conventions of good writing within each subject.
- In their marking, teachers address spelling, grammar and punctuation explicitly in order to improve students' writing.

#### **6 Opportunities for structured talk**

- Teachers provide opportunities for high quality, well-structured and guided talk.
- Teachers support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection within lessons.

#### **7 Providing high quality literacy intervention**

- Students with the weakest levels of literacy are supported through a tiered intervention system by the English department, the Centre and the Cabin.
- The English department assess students on entry to the school, and then subsequently, in order to match students to appropriate types of intervention, and to monitor the impact of interventions.
- The Centre and the Cabin offer intensive intervention programmes tailored to the needs of individual students with EHCPs.

Please view our separate literacy strategy document and literacy development plan for further details.