



Curriculum Policy

October 2008

CURRICULUM POLICY: Quintin Kynaston School

Aims

Quintin Kynaston aims to develop the best in every student through the excellent teaching of a broad and challenging curriculum in a supportive and technologically advanced environment.

QK is a Full Service Extended School that serves a multi-cultural community. Our aim is to provide an environment for learning that is safe, caring and supportive of life long learning.

QK seeks through its technology status to enhance its delivery of the whole curriculum.

The curriculum at Quintin Kynaston not only seeks to follow the statutory requirements of the National Curriculum but, also provides a series of wide ranging alternative courses to meet students needs. This encourages students to reach their full potential by promoting and developing spiritual, cultural, moral, physical and intellectual abilities to enable them to undertake the responsibilities and experiences of adult life.

The school undertakes to ensure that each student's needs are met under the auspices of the Every Child Matters (ECM) legislation. This requires five key tenets to be met through the curriculum.

These are:

1. Being healthy promoting a healthy lifestyle;
2. Staying safe – providing students with a full and rounded entitlement of learning in a safe and secure environment;
3. Enjoying and Achieving – to provide opportunities for students to learn by developing essential skills and using their creative talents which will serve them throughout their lives;
4. Making a positive contribution – for students to understand the importance of Citizenship and their place in contributing meaningfully to the community of the school and the wider society;
5. Economic well being – to promote, an awareness through high standards of teaching and learning, of student engagement with education and its effect on their short and long term economic welfare and opportunities.

CURRICULUM OFFER

The Year 7 Curriculum is delivered in mixed ability tutor groups in all subjects except Maths and Science (smaller setted groups) and Technology, Art & PE (smaller group size). Significant features are that Geography, History & RE are taught by the same teacher as part of our Year 6-7 transition programme, and that we have a small Year 7 Nurture group.

The Year 8 Curriculum is delivered in mixed ability tutor groups in all subjects except Maths and Science (smaller setted groups), French (setted groups, top set students study a second language – Italian) and Technology, Art and PE (smaller group size).

The Year 9 Curriculum is organised in the same way as Year 8, apart from the Humanities subjects (Geography, History & RE) which are delivered through the GCSE Humanities course and all students take the GCSE at the end of Y9.

In Years 10 & 11 all students study English Language, English Literature, CIDA ICT, Science & Maths to GCSE. Also, Citizenship and RE as half GCSEs and delivered through an extended English curriculum. SPACE & PE are also compulsory. Students have 3 further subject choices from the curriculum offer which includes a Technology subject. Students then choose from 1 of the 3 curriculum pathways. These include a range of vocational courses in Technology, (Construction, Engineering and Hospitality & Catering), Health & Social Care, Hair and Beauty, Horticulture and Business, as well as more traditional academic subjects.

In Years 12 & 13 students who have achieved the entry requirements can follow Level 3 courses in a combination of AS/Vocational options. They are able to access additional subject through the 6f consortium. Some students take AS courses over two years if necessary. There are a range of vocational courses offered at Level 2, which allows students to progress to Level 3 on successful completion of the Level 2 course. This means that a number of students will spend three years studying in the Sixth Form.

In Year 13 students follow through from AS to A2, if they have passed the AS course in that subject (a minimum of two subjects must be studied to A2). They are also able to study additional AS levels, if the timetable permits. Students who do not successfully complete Year 12 are unable to progress to Y13.

Over 90 students study a range of Community Languages for which extra-curricular teaching is provided.

STRETCH

The school uses a range of criteria to identify the most academic students in each year group. These students are then placed on the STRETCH programme. An enrichment programme has been put in place to supplement the work of faculties in challenging and stretching these students. This programme includes activities such as a weekly debating club (Y7), a “bright girls” group (Y9), trips to Oxford & Cambridge Universities (Y10/11) and an Interview Skills Day (Y12/13).

In two year groups there is also discrete curriculum provision. In Y10 two STRETCH classes have been created. They take part in one fifty-minute lesson each week and are following a curriculum designed by school staff and delivered by a combination of school staff and outside providers.

In Y12 the STRETCH students are enrolled onto an AS Philosophy course and will study this over two years, sitting the exam at the end of Y13.

In Years 9, 10 and 12 the school seeks to allocate mentors to some of the STRETCH students.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Differentiation

A variety of differing teaching and learning methods and material are used in all courses to suit students' differing needs.

Religious Education / Collective Worship

Religious Education is available to all students. Parents have the right to withdraw their children from religious education.

All students are expected to take part in daily collective worship. The school has a programme of collective worship involving some whole-school assemblies, year assemblies and tutor group sessions. This collective worship programme has been ratified as an alternative by SACRE who have agreed the programme supported by the 'Thought for the Week' resource materials.

Sex & Relationship Education

The school provides sex education in the basic curriculum for all, in which students are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. It has been drawn up in consultation with staff, students and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex & Relationship Education Guidance (0116/2000)*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner. This also extends to extra-curricular and enrichment provision, no one political, racial or religious view is promoted over other: In all situations the school serves to reflect its cultural, religious and ethnic diversity.

PE

All students are expected to take part in the school's Physical Education programme. Students can only be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. As part of extended school provision this programme will expand to involve a large number of students.

Homework

The school expects homework to be set as appropriate. As guidance the school expects pupils to spend the following times on homework.

Years 7 & 8	45 to 90 minutes per day
Years 9	1 to 2 hours per day
Years 10 & 11	1 to 2 hours per day

Special Educational Needs

The school has a personalised education statement as part of the Learning to Learn Policy.

Concerns & Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Tutor, Director of Learning (pastoral concerns), Head of Faculty (curriculum concerns) and SLT link member of staff.

If the issue is not resolved parents should make an official complaint in writing to the Headteacher.

Monitoring

This policy will be monitored by the senior leadership team (SLT) who will report to the Headteacher on its implementation on a regular basis.

The Headteacher will report to the governing body's Achievement Committee on the progress of the policy and will recommend any changes.