



Ashlawn School

'A high performing science and leadership college'

Curriculum Policy

***The Governing Body of Ashlawn School
adopted this policy in: May 2014***

Review date: 2017



Ashlawn School Curriculum

The curriculum policy at Ashlawn fulfils the values and vision of the school by:

- Providing broad and balanced learning experiences
- Providing continuity and progression between and within key stages
- Providing a range of opportunities for students to learn, achieve and realise their full potential
- Providing rigorous intellectual challenge and pace
- Promoting students' spiritual, moral, social and cultural development
- Developing an enjoyment of learning and a commitment to excellence in all students
- Producing well-rounded, balanced individuals who are committed to lifelong learning
- Preparing students for the challenges, opportunities, responsibilities and experiences of adult life
- Providing a sound base and coherent routes through Key Stages 3,4,5 and then on to higher education and employment

This is achieved as follows:

Key Stage 3 (Years 7 & 8)

All students study Sciences, English, Maths, at least one Language, Geography, History, PE, PSHE, Art, Drama, Music and ICT. All Key Stage 3 students follow a DT curriculum which is based on a timetable which gives all Key Stage 3 students a 'taste' of the range of DT subjects available in Key Stage 4.

Two slightly different curriculums are available at Ashlawn School with one for students who join us through selection whilst the other curriculum is available to students who have not chosen the selective route. All students follow the curriculum above whilst selective students are given the opportunity to study two languages. There are opportunities for over 30 students in each year group in Key Stage 3 to join the 'selective' route if this curriculum is appropriate for them.

Key Stage 4 (Years 9, 10 & 11)

All students follow a curriculum programme which includes between 9 to 10 GCSE's (including the same compulsory core subjects). The final number of GCSE's depends on the exact combination of options chosen and pursued by the student. After school GCSE's are available in Human Physiology and Health, Astronomy, Performing Arts, French and Geography and are well attended.

The option blocks are organised after the students in Year 8 have indicated their preferences for GCSE subjects and are designed, within timetabling and staffing constraints, to fit the optimum number of student choices for subject combinations. The maximum group size will be 30.

Mathematics, English and Science is taught in sets according to ability and, where timetabling makes this possible, Modern Languages and Humanities may be set. The Modern Foreign Language chosen has been studied in Year 8 (unless a student is bilingual), although the opportunity for very able linguists to start a new language is available if there is sufficient interest. Foreign Language assistants are timetabled to help provide practice in oral and listening skills for groups of GCSE students.

In addition to the examination courses the curriculum includes PE and a programme of Personal, Social, and Health Education.

Key Stage 5 (Years 12, 13 & 14)

The current pattern of post-16 work is based on Level 2 and AS/A-Level studies.

In Year 12 the majority of students study four AS subjects, with a small percentage studying three or five. In Year 13 many students, having completed the AS modular examination, continue with just three A2 subjects, although some continue with four or two. Students who have taken a level 2 course in Year 12 are encouraged to start a level 3 course if it is appropriate for them to do so.

All Year 12 and 13 students without a GCSE at C for Maths and English are compelled to attend lessons for GCSE Maths and English until a C grade is achieved.

The option blocks are organised after Year 11 students have indicated their preferences for A level subjects and these blocks designed, within timetabling and staffing constraints, to fit the optimum number of student choices for subject combinations. The intended maximum group size not exceeding 25 with consideration being given to the nature of the subject and accommodation.

Complimentary Studies

Collaboration opportunities for Sixth Form students are currently only for the highest ability students to pursue the Extended Project. Teaching comprises of lectures with other post 16 students from other schools in Year 12 then individual tutorial sessions until dissertation completion in Year 13.

Curriculum Planning

The Governors' Curriculum and Learning Committee meets regularly to **monitor, review and plan the curriculum** in conjunction with the Head and Deputy Head (Curriculum).

It is school policy that Heads of Faculty and Department will be responsible for **planning and managing the** delivery of the curriculum to meet the stated curriculum aims within the agreed time allocations. Responsibilities for co-ordinating schemes of learning, writing teachers' notes, worksheets and organising resources are decided within each Faculty and/or Department and responsibility points are to be allocated for this.

Review of curriculum

Curriculum organisation, options and time allocations are reviewed through ALT, a curriculum committee in consultation with individual Heads of Faculty and through consultation with the Governors' Curriculum and Learning Committee.

This policy is to be read in conjunction with the Safeguarding Policy