



Winterton Community Academy Curriculum

Key Stage 3 (Years 7, 8 & 9)

The curriculum for Year 7 – 9 is the same for all pupils and consists of the following subjects:

- The subjects studied by all pupils during Key Stage Three, are English, Mathematics, Science, Design and Technology, Art, Geography, History, Modern Foreign Languages (French, German or Spanish)*, Music, Physical Education, Information and Communication Technology (ICT), Sex Education, Careers Education, Citizenship and Religious Education.

The curriculum also includes:

- PSHE: personal well-being, which includes the requirement for sex and relationship and drugs education
- PSHE: economic well-being and financial capability, which includes the requirements for careers education

At the start of Year 9 all pupils begin their GCSE courses in Mathematics and English.

During Year 9 certain pupils who have shown ability with their first modern language will be offered the chance to study a second language with a view to pursuing either one or both of these languages throughout Key Stage 4. This is accommodated within the week by a reduction in the number of periods of Physical Education from four to two for those pupils.

During the Spring term, all Year 9 pupils, will begin a programme of guidance designed to help them decide which of the optional GCSE and or vocational subjects they will study during Years 10 and 11.

The timetable for a week is divided into five days of eight lessons each, making forty lessons in all. All of which are taught as double lessons (75 minutes). The allocation of lessons to subjects in Years 7, 8 and 9 is detailed in the following table:

SUBJECT	PERIODS PER WEEK		
	YEAR 7	YEAR 8	YEAR 9
English	6	6	6
Maths	6	6	6
Science	4	4	6
Modern Foreign Language (MFL)	4	4	4 (6*)
Design Technology	4	4	4
History	3	3	2
Geography	3	3	2
Art	2	2	2
Music	2	2	2
Physical Education	4	4	4 (2*)
Religious Education	2	2	2
Total	40	40	40

Pupils who study a second modern language (in Year 9 Only) have two periods per week of Physical Education and three periods per week for each MFL.

NB The content of Citizenship and ICT is divided up and units are delivered, in a cross curricular manner, as part of the learning associated with the other subjects.

Key Stage 4 (Years 10 and 11)

During Year 9 pupils need to choose the subjects they wish to study in Years 10 and 11 (Key Stage 4). Their course of study, normally nine subjects, is still broad but fewer subjects ensures they can be studied to a great depth.

The statutory subjects that all students study are Citizenship, English, ICT, Mathematics, Physical Education, Science, careers education, sex education, work related learning and Religious Education.

The curriculum includes non-statutory programmes of study for:

- PSHE: personal well-being, which includes the requirements for sex and relationships and drugs education
- PSHE: economic well-being and financial capability which includes the requirement for careers education and work related learning.

All pupils will be able to study a science course leading to two GCSE's (Core Science and Additional Science). Some will be offered iGCSE Science as appropriate and other more able students will be given the opportunity to study single sciences – Physics, Chemistry and Biology.

ICT learning is organised the same way as at Key Stage 3. The learning is mapped into the other compulsory subjects of Key Stage 4 and consequently it does not appear as a discrete subject on the timetable.

Citizenship is taught as part of a combined course which also includes Personal and Social Education, and Vocational Education (PSCVE). All pupils study Religious Education and they will be offered the opportunity for accreditation as a short course GCSE in Religious Studies.

Most of the certified courses to be followed by our pupils lead to the General Certificate of Secondary Education (GCSE) some courses lead to BTEC qualifications.

The following table shows the framework for the curriculum in Years 10 and 11. This fulfils the requirements of Key Stage 4 of the National Curriculum.

SUBJECT	PERIODS PER WEEK	
	Year 10	Year 11
English	6	5
Maths	6	5
Science	8	8
Modern Foreign Languages (MFL)	4	4
<i>Option block</i>		
Design and Technology	4	4
Optional subject 1	4	4
Optional subject 2	4	4
Physical Education	2	2
Religious Studies	2	2
Total	40	40

The option subjects available are:

GCSE

Art & Design
 Design & Technology – Food
 - Textiles
 - Resistant Materials
 - Product Design

Geography
 History
 Information Technology
 Computer Science
 Modern Foreign Languages – French
 - German
 - Spanish

Music
 Photography
 Physical Education

BTEC – First Certificate

Business
 Health and Social Care
 Sport
 Travel & Tourism

iGCSE

Science

PSHE (Personal, Social and Health Education)

This curriculum area includes sex education and drugs education, and takes place at various stages during a pupil's career, starting with a general approach in the early years leading to a more adult approach in the senior years. It is also part of the taught P.S.E. (Personal and Social Education) course, (which takes place in Tutor groups) and the P.S.C.V.E. (Personal, Social, Religious and Vocational Education) course in Key Stage 4.

CROSS CURRICULAR THEMES

The following themes are included in the Curriculum: Economic and Industrial Understanding, Environmental Education, Equal Opportunities, Political, International Understanding and Enterprise. They are taught within subject areas and within the tutorial PSE programme.

CLASSES

Tutor groups

Before their arrival in Year 7, pupils are placed into a Registration or Tutor Group according to the alphabetical order of their surname. Each Tutor group sits within one of four Houses – Tennyson, Nightingale, Plowright and Netwon. The Registration Tutor will be the immediate point of contact for each pupil. Responsibility for the pastoral care of each pupil rests with their Tutor and their Head of House.

Setting and Banding

Whenever possible, pupils are taught within groups with other pupils of a similar ability. This helps teachers to differentiate learning so that they are better able to provide challenge for all our pupils and stretch them to the extent of their ability.

In certain subjects, where appropriate and where staffing allows, we divide the year group into teaching groups known as “**SETS**”. Children who have demonstrated similar levels of attainment in that particular subject will be grouped together. Movements between groups are only made when assessment results demonstrate that specific pupils are no longer attaining at a similar level to the other pupils in that group. Teaching groups, which are “setted”, are described as 1/5 or 3/5 etc. A pupil who is taught in set 1/5 would be in set 1 out of 5 sets.

For other subjects we divide pupils into groups by first placing them into one of three, ability “**BANDS**”. These bands are then sub-dividing these into teaching groups. In this situation attainment levels in a range of subjects are used to allocate pupils to teaching groups which are the same teaching groups for all of the subjects in question. Movements between groups only takes place when the evidence from assessments in these subjects indicates that a particular pupil would be better suited in another group. Normally, “**W**” and “**I**” are upper ability bands, “**N**” and “**T**” are middle ability bands and “**E**” is the lower ability band, although this may change according to

the profile of abilities of a particular year group. With years of four form entry these are banded W, I, N and T.

Regular assessment of pupils' attainment provides the evidence for judgements about their abilities. On entry to the School pupils are allocated into one of three ability bands on the basis of assessment evidence provided by their Primary School. This determines their teaching group for all subjects. Usually the upper ability band is divided into two teaching groups, designated as "W" and "I". The middle ability band is similarly divided into two groups, "N" and "T" and the lower band normally consists of a single group "E" with a smaller number of pupils in it. With years of four form entry these are banded W, I, N and T.

After the first term in Year 7 these groups are reviewed and pupils may change groups at the start of the Spring term. Thereafter these groups are reviewed annually at the end of each academic year, when pupils may again move from one group to another where it is judged to be appropriate. Most pupils will, however, remain in these same groups until the end of Year 9.

Changes to teaching groups

Pupils are moved from one teaching group to another solely on the evidence of their attainment. Poor attitudes towards school work and/or poor behaviour may well lead to poor attainment but they are not used to determine teaching groups unless supported by the attainment evidence. In this respect movements between teaching groups are viewed as being placed in the most appropriate group rather than either "promotion" or "demotion".

1. "W" "I" "N" "T" ("E") – Bands.

Band changes taking place during Years 7 and 8 will normally be co-ordinated by the Heads of House or the Head of Pastoral Care (as appropriate) using the evidence of attainment in **ALL** subjects. Movements of pupils from one teaching group to another will normally only happen at the beginning of the academic year or at the beginning of the Spring Term in Year 7.

It is the responsibility of Heads of Department to gather the appropriate evidence of pupil attainment for their department/curriculum area.

The parents of all the pupils concerned will be advised by letter of the school's decision to move their child(ren) from one teaching group to another. This will again be co-ordinated by the Heads of House or the Head of Pastoral Care.

2. Sets

In those departments where pupils are taught in Sets, changes to teaching groups will be co-ordinated by the appropriate Head of Department. These changes will normally only occur prior to the beginning of a new academic year.

Individual recommendations from departments will be passed to the Head of House or the Head of Pastoral Care as appropriate. Towards the end of the school year they will advise parents by letter of the recommendations for group changes. As a matter of routine courtesy, parents will be

offered the opportunity to discuss any concerns they have relating to teaching group changes with the relevant Head of House or Head of Department.

In those circumstances where changes to teaching groups occur it is the responsibility of the subject teacher to inform the pupil(s) concerned individually and in a sensitive manner before the letter is sent to parents by the Head of House.