



Winterton Community Academy

Curriculum

At Winterton Community Academy the aim is to provide a curriculum that enables each pupil to progress and reach their academic potential. It is also designed give every pupil the opportunity to develop and be in a position to be a well-rounded individual who can make a positive contribution to society. This is done through a broad and balanced curriculum at Key Stage 3, preparing all pupils for meeting the requirements of the more focused curriculum at Key Stage 4.

Key Stage 3 (Years 7 & 8)

The curriculum for Year 7 – 8 is broadly the same for all pupils and consists of the following subjects, however for those where it is appropriate, additional English and Maths lessons are given:

- The subjects studied by pupils during Key Stage Three, are English, Mathematics, Science, Design and Technology, Art, Geography, History, Modern Foreign Languages (French), Music, Physical Education, Information and Communication Technology (ICT) 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
- SMSC is taught within the tutorial programme and across the curriculum

Year 7 lessons are taught in mixed-ability groups at present. This enables us to further assess the pupils and to get to know them personally, understanding their strengths and for them to be supported and challenged to enable progress. In Year 8, the year group is divided in two, with the pupils banded for Maths, English and Science and in mixed ability teaching groups in the foundation subjects.

During the Spring term, all Year 8 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 Key Stage 4 (Years 9, 10 and 11). The introduction of the three-year Key Stage 4 is designed to increase the curriculum time provided to effectively complete the new linear qualifications. This will enable pupils to consolidate and strengthen their knowledge and skills across their

curriculum, providing them with a greater opportunity to progress and at least reach their potential.

The timetable is a one-week timetable consisting of five days with five periods plus tutorial per week. Therefore, there is a twenty-five period week. The allocation of lessons to subjects in Years 7 and 8 is detailed in the following table:

SUBJECT	YEAR 7	YEAR 8
English	4*	4*
Maths	4*	4*
Science	4	4
Modern Foreign Language (MFL)	2*	2*
Design Technology	2	2
History	2	2
Geography	2	2
Art	1	1
Music	1	1
Physical Education	2	2
Religious Education	1	1
PSHCE	1	1
ICT	1	1

**Pupils who require additional support in Maths or English will have a fifth lesson, rather than studying MFL.*

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

Key Stage 4 (Years 10 and 11)

During Year 8 pupils need to choose the subjects they wish to study in Years 9, 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 Language and Literature, Mathematics, Physical Education, Science, careers education, sex education, work related learning, Religious Education and ICT.

The curriculum also includes:

- 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

- SMSC is taught within the tutorial programme and across the curriculum

All pupils will be able to study a science course leading to two GCSE's (Trilogy Science). More-able students will be given the opportunity to study separate sciences – Physics, Chemistry and Biology.

The learning of ICT is mapped into the other compulsory subjects of Key Stage 4 and consequently it does not appear as a specific subject on the timetable, unless Computer Science is chosen as an option.

Most of the certified courses to be followed by our pupils lead to the General Certificate of Secondary Education (GCSE) and some courses lead to vocational qualifications (BTEC, V-Cert, OCR National).

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

SUBJECT	PERIODS PER WEEK		
	Year 9	Year 10	Year 11
English Language/Literature	4	4	4
Maths	4	4	4
Science	4	4	4
<i>Option block</i>			
Optional subject 1	3	3	3
Optional subject 2	3	3	3
Optional subject 3	3	3	3
Optional subject 4	3	3	3
Physical Education	1	1	1
PSHE	1	1	1

The option subjects available are:

GCSE

Art & Design
 Design & Technology – Food
 - Textiles
 - D&T
 Geography
 History
 Computer Science
 Modern Foreign Languages – French
 - German
 Music
 Physical Education

BTEC

Business
 Enterprise
 Health and Social Care
 Travel & Tourism
 Music

V-Cert

Engineering

OCR National

Sports 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 part of the taught P.S.H.E. (Personal and Social, Health Education) course. This is delivered by tutors at a different time each week.

CROSS CURRICULAR THEMES

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

Setting and Banding

In Key Stage 3, pupils are placed in one of the following teaching groups – W, I, N, T (W, I, N) in Year 7), with W and I in one Band in Year 8 and N and T the other Band in Year 8.

Pupils are placed in mixed ability groups in Year 7, enabling a more thorough assessment of their attainment to be undertaken and for us to determine which Band would be more appropriate in Year 8. In certain subjects in Year 8, where appropriate and where staffing allows, we divide the bands into teaching groups known as Sets. Children who have demonstrated similar levels of attainment in that particular subject will be grouped together, but also allowing for movement between the sets based on attainment. Otherwise, pupils continue to be in mixed –ability groups within their Band.

Movements between Bands or Sets only takes place when the evidence from assessments in these subjects indicates that a particular pupil would be better suited in another group. 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”.

In those departments where pupils are taught in Sets, changes to teaching groups will be co-ordinated by the appropriate Head of Department. It is the responsibility of Heads of Department to gather the appropriate evidence of pupil attainment for their department/curriculum area. Should the evidence provided from a number of subject areas suggest that a move to another Band is appropriate, the parents/guardians of the pupils concerned will be advised by letter of the school's decision.

At Key Stage 4, pupils are placed in Sets in the Core Subjects, based on their attainment and targets, and taught in mixed-ability groups in their foundation subjects that were chosen at the end of Key Stage 3. Again, there are opportunities for movement between the Sets based on attainment or tier of entry for their external examinations.

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. Any movements to a “lower” academic group must have been preceded by an initial discussion or contact with the parents/guardians of the pupil(s) first. This is designed to give the pupil the opportunity to raise their attainment sufficiently as to remain in the set/band

Intervention

As part of the monitoring and evaluation within the school, it is sometimes appropriate for a selection of pupils to be given additional support in their English or Maths or other subject. This intervention may take place during another lesson or at another time during the school day. The intention is to help the pupils concerned to improve their skills in literacy or numeracy in order for them to be able to access the curriculum and reach their potential. Or to improve their levels of attainment in other subjects. The decision as to which pupils are to have access to the intervention will be based on Key Stage 2 data or attainment data throughout the school year.

Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation.