



CURRICULUM POLICY

Date:	June 2017
Reviewed:	Summer 2017
Review Schedule:	2 Yearly
Next review Date:	Summer 2019
Responsibility:	Curriculum, Learning & Teaching Committee
Owner:	A Green

CLYST VALE COMMUNITY COLLEGE CURRICULUM POLICY

CONTEXT

Clyst Vale is a Community College with a comprehensive intake. Its catchment area is over a hundred square miles, covering both rural areas and the fringes of Exeter, and is not easy to characterise simply in socio-economic terms. The College has an inclusive ethos; as well as students requiring learning support, there is the Hearing Support Centre for Exeter & East Devon. Therefore, Clyst Vale's curriculum reflects a requirement for a broad and balanced education, but with the flexibility to meet the needs of a wide range of students. Clyst Vale converted to become an Academy from April 2011.

AIMS

Clyst Vale promotes the individual development of our students through spiritual, moral, cultural, mental and physical aspects of our curriculum. Students are encouraged to:

- achieve their true potential and to take pride in that achievement, while taking pleasure in the achievement of others;
- develop lively, enquiring minds, together with a willingness to ask questions and argue rationally; in so doing, become independent, autonomous learners;
- understand the feelings of others, to respect their values and to consider thoughtfully their own attitudes, values and beliefs;
- think and to act creatively and with imagination;
- gain knowledge, skills and understanding appropriate to a fast-changing world, so that they are prepared for the opportunities, responsibilities and experiences of adult life.
- acquire in particular the enabling skills of literacy, numeracy and ICT;
- develop an understanding of the past which will help them to live successfully in the present, and to plan intelligently for the future;
- grow in confidence and independence, and to experience the value of co-operation.

PRINCIPLES

In Key Stages 3 and 4, the College will pay heed to the National Curriculum, and other relevant national guidance, but exercises its freedom as an Academy to vary this as appropriate, to ensure the best possible curriculum and progression for all students.

The curriculum offered in all Key Stages allows for breadth and balance enhanced by:

- additional subjects outside the National Curriculum;
- a range of cross-curricular dimensions, skills and themes, including Deep Learning Days;
- a wide range of extra-curricular activities.

The curriculum enshrines choice, both at GCSE, where recent changes in legislation have encouraged more specialisation, and especially in Post-16.

The curriculum is inclusive in all subject areas thus it provides opportunities for students of any gender, creed, culture/ethnic background, ability or handicap to be engaged in appropriate learning challenges, and respond to diverse needs through overcoming barriers to learning.

The curriculum encourages progression from 11-19, recognising

- the need for each student to make progress and realise his/her potential
- continuity across the years and key stages, including progression to the adult world
- local needs.

The curriculum promotes the personal and social development of students, including an emphasis on independent learning.

ASSESSMENT

The College has a separate statement for Assessment, Recording and Reporting.

In brief, the College measures its outcomes through GCSE and GCSE equivalent results, and in Post-16. AS and A2 results. Progress is measured using flight paths in Key Stage 3, and 4. This involves comparing students' grades with their target grades. New government performance indicators (namely Progress8, Attainment8, % Basics, % EBacc) are now used for all cohorts from September 2016 onwards.

With regard to benchmark data to support value-added analysis, the College uses Key Stage 2 scaled scores and NFER Cognitive Ability Tests (CATs). In post-16, GCSE results provide the benchmark.

Heads of School and key Subject Leaders use assessment data to target individuals for intervention and support through the Schools' system. This may, in some cases, involve changes to the curriculum for individual students.

Year 7-9 Curriculum

In Years 7-9, the curriculum broadly follows the current National Curriculum with discrete lessons in English, Mathematics, Science, Technology, ICT, French and Spanish, Technology, History and Geography, Music, Art, and P.E. Statutory RE is taught in accordance with the Agreed Syllabus. Variations to the National Curriculum include Course 42 in Years 7 to 10, Drama in year 7-9, integrated humanities in

Year 7 (under review), and Enterprise in Year 9 (now taught in Course 42). The core subjects (English, Maths, Science and B & V) start their KS4 curriculum during Year 9, in order to properly prepare their students.

Year 10-11 Curriculum

The organisation of this curriculum allows all students to:

- obtain appropriate examination qualifications
- participate in a programme of career education and guidance
- develop wider skills, appropriate to the workplace and further study, including self-assessment and decision-making
- understand moral and spiritual values
- balance breadth of study with specialisation according to individual need

The option scheme covering Years 10-11 reflects the principles established earlier through a continuation of core and optional provision. The majority of students will follow a core curriculum of English Language and Literature, Mathematics, Combined Science, PE, a Humanity, and Religious Education. The linguistic top 50% of students study either French or Spanish to GCSE. This enables students to achieve the EBacc, an appropriately broad and balanced academic curriculum. Typically, approximately 15 optional subjects are available (see options booklet for details). Such choices exist on the ground of:

- different abilities and aptitudes in particular subjects
- career requirements and progression to 16-19 courses
- encouraging young people to participate actively in determining the area of study they wish to pursue

Focused on students who experience difficulties with a full programme of academic GCSEs, one course is offered as an alternative to GCSE; Gateway. A small number of students attend Exeter College one half day per week to study NVQ courses. For a minority of students, generally low ability and/or at risk of exclusion, individualised programmes are offered, which may include some or all of: a modified timetable, individual learning support, extended work experience or other work-related learning, placement at a FE College or through a Training Provider; these students are supported and monitored by the Additional Support team.

Assessment in Key Stage 4 is predominantly through GCSE, BTEC or other alternative certification.

POST-16

Curriculum principles of breadth and choice operate in Post-16, where approximately 15 courses are on offer. The majority of students follow two-year A level, or AL equivalent courses in Years 12 and 13. Subject to timetable blocking constraints, students have a wide choice of subject combinations and are supported by a programme of advice and guidance in the latter half of Year 11 and when GCSE results are known. Post-16 offers a comprehensive tutorial and enrichment

programme enabling our Post-16 students to make the transition from college to the adult world.

MANAGEMENT & MONITORING

The Curriculum Policy is agreed biennially, and monitored by the Governors' Curriculum, Learning & Teaching Committee. Its effectiveness is monitored through the College's existing systems, which includes:

- Subject Reviews
- Link Senior Leadership Team (SLT) attached to Curriculum areas
- Examination performance reviews
- Staff meetings, principally the SLT, Subject Leaders and Heads of School

The curriculum is organised in Subject areas. Subject Leaders have responsibility for:

- Leading curriculum development in their subject areas
- Monitoring the effectiveness of the curriculum in their subject areas
- fulfilling statutory requirements of NC orders and programmes of study;
- production and review of schemes of work;
- maintaining Department policies and priorities in line with those of the College;
- organisation of teaching groups;
- helping to match resources to curriculum needs.

Revised: May 2012

Adopted: June 2012

Revised: May 2013

Adopted: June 2013

Revised: May 2014

Adopted: June 2014

Revised: May 2015

Adopted: June 2015

Revised: May 2016

Adopted: June 2016

Revised: June 2017

Author: A Green