



# Codsall Community High School

## Curriculum Policy

### Introduction

The curriculum is defined as the courses and experiences available to students. This policy outlines the aims of the curriculum and the procedures used to ensure it meets these aims.

### Aims

- To ensure all students study an ambitious curriculum that enables them to acquire and retain the knowledge (facts, skills and understanding) and cultural capital needed to succeed in life (K, C).
- To offer a wide choice of options, interesting lessons, extra-curricular activities and visits to help students enjoy school (E).
- To provide students with opportunities for personal development, including spiritual, moral, social and cultural, mental and physical health, careers education, citizenship, learning skills, online and offline safety, positive behaviour, sex and relationship education (P).
- To offer courses and experiences that lead to outstanding progress and high-level qualification in English, Mathematics, Science, Baccalaureate and Open options, BTEC and A Level courses to help students achieve future economic wellbeing (Q).
- To ensure the curriculum offers good value for money (V).

### Processes

#### Key Stage 4

- Students in Years 9 and 10 study the core subjects plus four options.

- In Year 11 students study the core subjects plus three options having already completed their accelerated option in Year 10.
- The core subjects for Key Stage 4 are GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Science, Core PE and Wider Learning (Learning Skills, Careers Education, Citizenship, ICT, PSHEE, Religious Education, and Sex and Relationship Education).
- Within Core PE students are given choices each term within the area of health, fitness and wellbeing to ensure all students participate fully and enjoy their Core PE lessons.
- Key Stage 4 options, which include a wide range of GCSE and BTEC courses, vary each year as they are determined by student interest.
- Full details of the Key Stage 4 options available are shown in the Key Stage 4 Options Booklet on the school website.
- Students are guided through the options process to ensure they choose subjects they are interested in and are likely to be successful at.
- The Deputy Headteacher and Assistant Headteacher: Pastoral are able to alter options or option groups to ensure all teaching groups are free from disruption.
- All students must select at least one Baccalaureate option, which comprises French, German, Geography, History and Triple Science, and they are advised to select two or more of these subjects as they are useful for higher level study and are well regarded by employers.
- Students with an interest and ability in Languages are strongly encouraged to take French or German with Geography or History to meet the requirements of the English Baccalaureate (EBacc).
- Students who would struggle with the demands of a pure GCSE programme are encouraged to take one or two BTECs.
- Students are unable to drop an option subject once the deadline has passed, which is the October half term of Year 9.
- Students joining after the start of Year 9 are interviewed by the Deputy Headteacher: Curriculum to agree courses to ensure high achievement. Students who join during Year 10 will not normally be timetabled into the accelerated option and instead use this time to catch up with work missed from Year 9.
- Sets for English, Maths and Science for the start of Year 9 are determined using Key Stage 2 data and rankings from teachers at partner middle schools. Sets are adjusted by Lead Teachers each term based on student performance.

## Key Stage 5

- Students in Years 12 and 13 take a study programme that totals at least 450 hours a year. They can choose A levels (150 hours each), BTECs (180 hours), Extended Project (120 hours), a day a week of work experience (200 hours) or other elements that will lead to positive outcomes for the student.
- General entry requirements to join the sixth form:
  - Attendance of at least 98% for A levels and 95% for BTECs;
  - Effort that is good or better (average  $\leq 2.0$  and homework logs  $\leq 5$  per term for A Levels and  $\leq 20$  per term for BTECs);
  - Good behaviour (Behaviour points  $\leq 5$  per term for A Levels and  $\leq 10$  for BTECs).
- Academic courses (A Levels)
  - At least a Grade 6 in the GCSE subject that links to their A level choice and 5 or above in Best English and Mathematics.
- Level 3 Vocational
  - At least a Grade 4 in the GCSE subject or a Merit in the BTEC First that links to their chosen BTEC National courses, or a Grade 4 in English Language and an average grade of 4.0 or above across their Best 8 GCSE or BTEC subjects if they have not studied the relevant BTEC.
- Level 2 Courses
  - Students will be considered on an individual basis with input from teachers, parents and the Special Educational Needs Coordinator (SENCo) with a final decision made by the Deputy Headteacher: Curriculum.
- All courses
  - Students who miss an entry requirement by a grade in an examination subject can join a course on a trial if they were On Track to meet the entry requirements before they took the exam in Year 11 as shown on the Year 11 Spring Review.
- English and Maths resists
  - Students who attain below Grade 4 in English or Maths in Key Stage 4 must study these subjects in Key Stage 5 until they demonstrate improved achievement.

- Improved achievement is :
  - GCSE Grades 0 or 1 to Functional Skills Level 1 or GCSE grades 1 or 2;
  - GCSE Grade 2 to Functional Skills Level 2 or GCSE grade 3;
  - GCSE Grade 3 to GCSE grade 4.
- Once they have demonstrated improved achievement they can move to non-accredited literacy or numeracy support linked to their sixth form study programme.