



The Priory School

Educating Students for Success in Life

Name of policy	Curriculum
Statutory	Yes
Date policy was updated	Autumn 2018
Date of next review	Autumn 2019
Governors committee	Leadership & Achievement
Member of staff responsible for the policy	Faye Nearney

Curriculum Policy

The curriculum at The Priory School aims to develop confident individuals and successful learners who are able to lead fulfilling lives and make a positive contribution to society.

1. RATIONALE

1.1 The curriculum cannot remain static and will be reviewed annually in order to:

- Meet the changing needs of society and the nature of work;
- Embrace the impact of technology on the lives of young people today;
- Reflect the new understanding about learning;
- Providing appropriate degrees of individualised learning;
- Provide the basis for lifelong learning;
- Be inclusive;
- Provide continuity and progression from KS2 to KS5;

1.2 Our curriculum aims to extend horizons and raise aspirations by helping our students to discover their talents and interests.

1.3 Introduce our students to a wide range of worthwhile activities and equip them with the personal qualities, skills, knowledge and understanding they need to achieve their goals.

1.4 Provide a broad and balanced curriculum that develops the young person as a whole.

1. PROCEDURES

1.1 Key Stage 3

The Key Stage 3 curriculum ensures a foundation for a coherent programme of provision that meets the needs of learners and provides a genuine gateway to learning at Post-14 and beyond.

- All departments follow the National Curriculum and apply the schools Assessment criteria to judge student progress at KS3 (Life without levels)
- In KS3 there are two high attaining form groups, one in each half of the year group. The remaining forms are mixed ability.
- Setting arrangements – each year group is split into two half year bands of equal ability. All subjects are taught in mixed ability groups with the exception of Maths & Computing (from Y7) and Science (from Year 8) due to the hierarchical nature of the subject content.
- Students in KS3 will have the opportunity to learn one language dependent on which half of the year group they are; French or Spanish.
- To support the delivery of GCSE (KS4) some curriculum areas in Y9 will look to cover elements of the GCSE course in conjunction with the KS3 National curriculum.

- Where appropriate some curriculum areas may offer ‘professional qualifications’ in Y9 in conjunction with the KS3 National curriculum.
- The school operates an individualised curriculum for identified students to allow them to ‘catch up’ with their peers. Identified students, in consultation with their parents will be removed from specific subjects to catch up in maths and English.

Curriculum menu for KS3 2018 - 2019

SUBJECT	YEAR 7 – timing of lessons (hours)	YEAR 8 – timing of lessons (hours)	YEAR 9 – timing of lessons (hours)
English	8	7	7
Maths	6	7	7
Science	6	6	7
MFL	5	5	5
Tech	4	4	4
History	3	3	3
Geography	3	3	3
RE	2	2	2
Music	2	2	2
Art	3	3	3
PE	4	4	4
Computing	3	3	3
Drama	1	1	1

1.2 Key Stage 4 (September 2018)

The Post-14 curriculum at The Priory School provides continuity and progression from the breadth of subjects studied at Key Stage 3. The Post 14 curriculum will allow students to progress onto relevant Post 16 learning pathways whether at The Priory School or with other providers. Students will take at least 5 academic subjects regardless of the learning pathway they are allocated. There are 3 main Learning pathways. For a small number of students an additional pathway will be created based on the specific learning needs of those students. The curriculum ensures a more individualised learning experience where there is equality of opportunity for all to succeed.

Allocation of learning pathways

Using prior attainment data (KS2/3), teacher assessment of suitability and projected GCSE target grades (1-9) students will be allocated a particular learning pathway. Communication with students and parents over the learning pathways will include:

- Familiarisation with subject content through Raising Aspiration lessons and subject taster sessions;
- Y9 Learning pathway evening;
- Y9 parents evening;
- 121 interview with a member of SLT and relevant teachers from the Pastoral team to discuss learning pathways.

Subjects within the specific learning pathways will have certain criteria attached to them due to the demands of the course. Due to curriculum constraints some subjects will only operate 1 GCSE group and where there is not enough numbers to deliver an economically viable group a subject will not run. The school will have the final say on the allocation of students to specific courses and learning pathways.

Learning pathway 1

This route offers a maximum of 9 qualifications (including English Language & Literature, Mathematics, double Science and one humanity (Geography or History)). Students will have up to 3 additional subjects to take dependent on ability and guidance from the school. Students with predicted GCSE target grades of 4 and below would be placed on this learning pathway.

Learning pathway 2

This route offers a maximum of 10 qualifications (including English Language & Literature, Mathematics, triple / double Science and one humanity (Geography or History)). Students will have three additional subjects to take. Students with predicted GCSE targets grade of 5 and above would be placed on this learning pathway.

Learning pathway 3 (Ebacc)

This route offers a maximum of 10 qualifications (including English Language & Literature, Mathematics, triple / double Science, one humanity (Geography or History) and one language (French or Spanish)). This combination of subjects allows students to gain the English Baccalaureate. Students will have two other subjects to take. Students with predicted GCSE targets of 5 and above would be placed on this learning pathway.

Learning pathway 1	Learning pathway 2	Learning pathway 3 (Ebacc)
<p>Core curriculum to include:</p> <ul style="list-style-type: none"> • English Language • English Literature • Maths • Double Science • History or Geography • Core PE • Core Philosophy and Ethics • Up to 3 additional subjects 	<p>Core curriculum to include:</p> <ul style="list-style-type: none"> • English Language • English Literature • Maths • Double/Triple Science • History or Geography • Core PE • Core Philosophy and Ethics • 3 additional subjects 	<p>Core curriculum to include:</p> <ul style="list-style-type: none"> • English Language • English Literature • Maths • Double/Triple Science • History or Geography • French or Spanish • Core PE • Core Philosophy and Ethics • 2 additional subjects

KS4 curriculum menu 2018 – 2020

Learning pathway 1			Y10 Timing of lessons (Sept 2018)	Y11 Timing of lessons (Sept 2019)
English Language and Literature (GCSE)			7	7
Maths (GCSE)			7	7
Science (GCSE)			10	10
Core Philosophy and Ethics			1	1
Humanity (Geography or History) GCSE			6	6
Up to 3 additional subjects			3 x 5	3 x 5
Food Nutrition GCSE	Technology - Papers and Boards	Technology -Timber based materials		
Art GCSE	BTEC Creative Media Production	OCR National in sport science		
BTEC Enterprise	BTEC Performing Arts	BTEC Health & social care		
NCFE ICT	Music	Music Practitioners		
OCR National in Sport Studies	Core support 1 * (Allocated by the school)	College		
Core PE			4	4
Total			50	50

Learning pathway 2			Y10 Timing of lessons (Sept 2018)	Y11 Timing of lessons (Sept 2019)
English Language and Literature (GCSE)			7	7
Maths (GCSE)			7	7
Science (GCSE)			10	10
Core Philosophy and Ethics			1	1
Humanity (Geography or History) GCSE			6	6
3 additional subjects			3 x 5	3 x 5
Food Nutrition GCSE	Technology - Papers and Boards	Technology -Timber based materials		
OCR Sport Science	BTEC Enterprise	Business Studies GCSE		
Computer Science* GCSE	OCR National in ICT	Sociology* GCSE		
Psychology* GCSE	OCR National in Sport	Spanish GCSE		
PE GCSE*	Music Practitioners	Music* GCSE		
French GCSE	BTEC Performing Arts	Art GCSE		
Philosophy & Ethics GCSE				
PE			4	4
Total			50	50

Learning pathway 3 (Ebacc)			Y10 Timing of lessons (Sept 2018)	Y11 Timing of lessons (Sept 2019)
English Language and Literature (GCSE)			7	7
Maths (GCSE)			7	7
Science (GCSE)			10	10
Core Philosophy and Ethics			1	1
Humanity (Geography or History) (GCSE)			6	6
Language (French or Spanish) (GCSE)			5	5
2 additional subjects			2 x 5	2 x 5
Food Nutrition GCSE	Technology - Papers and Boards	Technology -Timber based materials		
OCR Sport Science	BTEC Enterprise	Business Studies GCSE		
Computer Science* GCSE	OCR National in ICT	Sociology* GCSE		
Psychology* GCSE	OCR National in Sport Studies	Spanish GCSE		
PE GCSE* GCSE	Music Practitioners	Music* GCSE		
French GCSE	BTEC Performing Arts	Art GCSE		
Philosophy & Ethics GCSE				
PE			4	4
Total			50	50

Subject with additional criteria needed to study them.

Subject	Criteria
Computer Science*	Target grade 5 in Maths
Sociology*	Target grade 4 in English
Psychology*	Target grade 5 in Science
PE GCSE*	Target grade 5 in Science
Music*	Minimum of grade 2 Music

1.3 Post 16

The curriculum at Post-16 enables progression of learning from Key Stage 4. The Priory School is a member of the Hitchin Post 16 consortium which allows a greater range of subject opportunities. Post 16 students have option to be taught across three different sites within Hitchin; The Priory School, Hitchin Boys School and Hitchin Girls School. All students participate in a Raising Aspirations programme and receive specific guidance through the Connexions service.

Learning pathways at Post 16

- **Learning pathway 1** – Students undertake a BTEC National in Business at Level 3, equivalent to two A levels and choose one A level subject or BTEC to complement their studies. Work Experience is undertaken in Year 12 as part of the two year course.
- **Learning pathway 2** – LR2 is a traditional A level course, studied over a two year period. Students are offered the opportunity of studying the EPQ L3. Most students will study 3 A Levels which will be examined at the end of Year 13.

Learning Route 1	BTEC Level 3	BTEC Business – A two year course equivalent to two A Levels Students can also opt into an A Level course in a chosen subject or an additional BTEC course.		
Learning Route 2	A Level (27 - 30 hours)	Art	Geography	Spanish
		Biology	German	BTEC ICT/Cambridge Technical in IT
		Business	Greek	BTEC Music Tec
		Business and Economics	Government and Politics	BTEC Sport
		Chemistry	History	BTEC Science
		Classical Civilisation	Latin	BTEC Health and Social
		Computer studies	Maths	BTEC Performing Arts
		Product Design	Media	
		Drama	Music	
		Economics	Physics	
		English Language	PE	
		English Literature	Philosophy and Ethics	
		English lang/lit	Sociology	
French	Psychology			

2. Monitoring and Evaluation

2.1 Governors' Leadership & Achievement committee review the Curriculum Policy on an annual basis.

2.2 SLT ensure that all curriculum updates are cascaded to colleagues and students and that the learning needs of students take priority through the SEF and SIP.

2.3 Department area review practice and procedures and ensure that the most appropriate specifications are chosen to meet student needs

2.4 SLT and Middle Leaders will monitor the operation of this policy as part of their general monitoring role. The major vehicles for doing so are itemised below.

Lesson observation

- All teaching staff will be monitored in accordance with procedures outlined in the performance appraisal policy

Work Scrutiny

- Work scrutiny will be carried out regularly by SLT and by departments.
- Marking of work in accordance with the school's marking policy and the use of yellow tracking sheets to ensure students are aware of the progress they are making will be checked as part of the scrutiny.

Homework Diary and Show my Homework Checks

- SLT and Heads of Year will monitor use of homework diaries and Show My Homework as part of the quality assurance process.

Exam Performance Analysis

- These will be carried out with the Head and SLT link in September/October.
- A review will also take place following pre-public exam results.
- All teaching staff are expected to be able to use SISRA to analyse the progress of their teaching groups.

SLT Link

- Part of the role of the SLT link meetings is to ensure compliance of the curriculum policy.

Curriculum review

- The curriculum will be reviewed annually to ensure it meets the needs of the students and also any accountability measures.

Performance tables

- Data included in the DfE performance tables changes annually. The curriculum review will ensure that the curriculum at the priory school meets the needs of our learners, whilst at the same time ensuring that the school meets the expectations of the Performance Tables.

Associated policies

Teaching and Learning	Behaviour for Learning	Equality and Diversity
SEND	Assessment, recording and reporting	Raising Aspirations
Sex Education & SMSC		