

Governing Body Document Monitoring

Date of Review	Reason for Review	Date Ratified	CoC Initials	Name of Committee	Date of next scheduled review
Nov 2015	Scheduled Two Year Review	10.12.15		T&L	10.12.18

CURRICULUM

1. The Purpose of our Curriculum

Our curriculum is underpinned by our Specialist Status as a Performing Arts School

The curriculum of our school consists of all the planned activities and experiences that are designed to enable all the school's learners to:

- develop as successful, lively, imaginative, enterprising and adaptable young people
- acquire knowledge, understanding and skills in a range of subjects building on their prior attainment
- have good numeracy, literacy and ICT skills
- develop personal and moral values, having respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the world in which he or she lives at local, national and international scales
- appreciate human achievements and aspirations
- take his or her place in society and live fulfilling lives as informed, confident and responsible citizens with good thinking and personal skills
- experience, across all subjects, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- access British values within all subject areas.

2. Main Principles

- 2.1 In order to match learner's needs, aspirations and potential the curriculum will have the following characteristics:
- breadth,
 - balance,
 - relevance,
 - differentiation,
 - challenge and extension for all ability levels,
 - progression and continuity,
 - coherence,
 - reflect the expectations and aspirations of our parents, carers and the wider community,
 - promote knowledge and understanding; the development of intellectual, physical and interpersonal skills and personal qualities, values and attitudes and,
 - offer equality of access for all ranges of ability and needs
- 2.2 The school will provide appropriate tasks and teaching that supports high expectations and provides appropriate challenge
- 2.3 All pupils have an entitlement to the National Curriculum
- 2.4 All pupils have access to good quality information and guidance including careers advice and experience enterprise education
- 2.5 The curriculum will be subject to evaluation and review annually
- 2.6 The curriculum for Victory groups will be differentiated accordingly, including the Key Stage 4 provision that is offered to enable them to make progress at a level appropriate to their ability and needs
- 2.7 We incorporate SMSC and British values within all subject areas and deliver SMSC as a discrete subject as well at KS3.

3. Outcomes from our Curriculum

The (5 Year) curriculum will:

- deliver all current and future statutory requirements
- be broad, balanced, relevant and differentiated
- enable pupils to fulfil their potential
- prepare pupils to make informed and appropriate choices at 14 and post-16
- meet the needs of the full range of pupil potential within the school
- ensure continuity and progression within the school and between phases of education
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- help pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- help pupils to use language and number and technology effectively
- help pupils develop personal moral values, tolerance of other races, religions and ways of life
- help pupils understand the world in which they live
- help pupils to appreciate human achievements and aspirations
- promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- provide a wide range of opportunities for Gifted and Talented pupils to be extended and challenged

4. Chamberlayne College for the Arts will endeavour to provide:

- a curriculum that continues to improve pupil outcomes and provides flexibility and opportunities for collaboration
- a curriculum that seeks to broaden the range and variety of programmes and qualifications offered
- a learning environment in which young people of all abilities are able to achieve and develop the skills and attitudes which will facilitate lifelong learning and sustained personal development.
- opportunities to improve learning outside term-time – examples include GCSE revision programmes during school holidays
- opportunities to make a positive contribution to their community, for example through fund raising for local, national and international charities
- a range of learning experiences beyond the formal classroom
- a developing, progressive and innovative curriculum at Key Stage 3 that promotes improved learning and responds to changing pupil needs as part of a 5 Year Curriculum Plan
- a flexible, challenging and more personalised curriculum at KS4 that includes partnership with local providers such as Southampton City College, Itchen College and others to further meet the needs of identified groups of pupils across the ability range
- a curriculum that addresses the needs and aspirations of pupils within the context of initiatives in the national 14-19 agenda
- activities within a tutor programme for Years 7 -11 that will compliment and consolidate content and experiences within the curriculum

5. Our Specialism

Chamberlayne College for the Arts is a Specialist Performing Arts School and will through our Specialist status:

- raise standards of achievement across the curriculum
- foster an innovative and entrepreneurial outlook in all subjects
- develop a comprehensive understanding of media including IT, radio and film across the curriculum
- extend the range of opportunities available to children which best meet their needs and interests including providing opportunities to work with professional artists, theatre and film groups
- develop a unique identity
- benefit other schools in the area, both secondary and primary
- strengthen the links between the school and the wider community

6. Organisation of Learning

6.1 5 Year Curriculum Plan

Subjects will organise their curriculum into a 5 Year plan running across both Key Stages. This will ensure a progressively challenging curriculum with significant and consistent exposure to the competences, knowledge, skills and understanding required to be a successful learner at GCSE

6.2 Key Stage 3

The Key Stage 3 Curriculum meets the requirements of the National Curriculum.

Pupils study the following subjects throughout Key Stage 3:

Mathematics, English, Science, French or Spanish, History, Geography, Religious Education, Creative Technology, ICT, Art, Music, Dance, Drama, Physical Education and SMSC (Whole Year Group Activity)

6.2.1 Setting and grouping

Teaching groups in Key Stage 3 are set by ability in most subjects. (All subjects do have the option to set as they wish to maximise progress of all pupils). A range of prior attainment and other data including Key Stage 2 SAT results and teacher assessed levels along with data from sources such as FFT and CAT scores is used to compose the groups.

The data is also used to target outcomes at the end of each year, and at the end of both Key Stages. The make-up of teaching groups is reviewed at regular intervals and changes are made so that pupils are in teaching groups that meet their needs.

Pupils follow Technology and Expressive Arts subjects on 'carousel' patterns that enable them to experience all the subjects within those curriculum areas.

The timetable does not currently allow for able linguists to follow a second foreign language.

Key Stage 3 performance data is used as part of the process that helps identify appropriate subjects for pupils to study at Key Stage 4.

6.3 Key Stage 4

Some pupils can follow up to 10 GCSE's or equivalents and an A/S level, others may follow a programme of 5 GCSE's and an ASDAN programme.

Pupils have a choice of optional subjects through directed pathways in addition to their Core Curriculum in Key Stage 4. Parents and key staff are involved in 'guided choices' to ensure that an appropriate learning experience is followed that suits the interests and abilities of individual pupils and pays attention to the whole 14-19 phase of learning.

Most pupils therefore can choose 3 'optional' subjects in addition to our 'core' curriculum of English, Maths, Science, RE/Ethics, PE and an ICT option (Computer Science or European Computer Driving Licence).

Optional subjects on offer include Art, Dance, Drama, Music (Rock Practitioner), Product Design, Sport, Geography, History, RE, French, Spanish, ASDAN CoPE, Business Studies, Psychology, Engineering Design and Product Investigation

Qualifications currently available for study in school in Years 10 and 11 include GCSE, Applied GCSE, A/S, OCR Nationals, BTEC, and ASDAN qualifications at Entry Level, Level 1 and Level 2. A number of pupils may also be considered at Entry Level in Core Subjects

6.3.1 Setting and Grouping

Core subjects are set by ability in Key Stage 4 and, where numbers permit Foundation subjects can also set groups.

- 6.4** The taught curriculum is delivered through a 30 lesson timetable. Each lesson lasts 50 minutes.