



## Loving God - Caring for Each Other - Achieving Excellence

### CURRICULUM POLICY 2023-24

#### Introduction

In line with the Church of England *[Vision for Education](#)* 2016, we believe every student at Crompton House School has a right of access to a curriculum that will challenge and develop all students in the context of deeply held Christian values and beliefs. In recognition of the words of Jesus who promised 'life in all its fullness', our vision for a truly Christian curriculum embraces the spiritual, physical, intellectual, emotional, moral and social development of young people. We offer a vision of human flourishing for all that embraces excellence and academic rigour, but sets them in a wider framework of faith, wisdom, hope, community and dignity. Please refer to **Appendix 1: School Curriculum Vision**

#### Aim

The aim of the policy is to provide an overarching framework that translates the values and aims of the school into effective teaching and learning so that all children reach their full potential. This is important for **all** learners including those classified as having special needs, those with English as an additional language, and the more able. The term 'curriculum' does not refer solely to the National Curriculum, although this is the legal foundation that secures an entitlement for all students; rather, it embraces all that is learned and experienced through school, whether it be in lessons or part of informal learning within and beyond the school day. Please refer to **Appendix 2: School Curriculum Map** for a generic overview.

#### Objectives

The curriculum seeks to promote:

1. Skills, knowledge and understanding required to succeed in National examinations, including concepts and practices such as target-setting, academic rigour, critical thinking, measurement and assessment, and self-reflection.
2. Development of cognitive, personal, learning and thinking skills for life-long learning
3. Awareness of the spiritual dimension to life that informs how we see ourselves and others in relation to Biblical teachings on love, dignity, forgiveness, reconciliation, transformation, hope and justice.
4. An appreciation for life and a sense of divine purpose and calling that identifies and embraces our role within the community – local, national, and global.

#### Principles

The curriculum will be characterised by breadth, balance, coherence, relevance, differentiation, and progression.

1. **Breadth:** A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).
2. **Balance:** A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.



3. **Coherence:** A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement.
4. **Relevance:** A relevant curriculum will take account of the previous learning of students and their readiness for new experience.
5. **Differentiation:** This must satisfy the two seemingly contradictory requirements:
  - a. That all students have equal access to all areas irrespective of their abilities.
  - b. Teachers must differentiate between the different abilities of students of the same age and match tasks to students, balancing challenge with the likelihood of success.
6. **Progression:** This must be an integral part of any curriculum plans, and progression has to be not only from year to year but also from lesson to lesson and module to module.

## Roles and responsibilities of the Head of School, other staff, governors

The **Head of School** will ensure that:

- The school maintains and celebrates its strong Christian heritage and that the core Christian values of faith, wisdom, hope, community, and dignity permeate through the curriculum and every aspect of school life.
- All statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of work and medium term plans which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, and include cross curricular links, citizenship, literacy, numeracy, enterprise, and the use of ICT
- The amount of time provided for teaching the curriculum is adequate and is reviewed regularly.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.
- It is the responsibility of the Head of School to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

**Other staff** will ensure that:

- The school curriculum is implemented in accordance with this policy and the Christian beliefs and values that underpin the school ethos and traditions.

The **governing body** will ensure that:

- It supports the headteacher to promote and maintain the school as a Church school and in accordance with the Christian values and beliefs as set out in the Church of England **Vision for Education** 2016
- It considers the advice of the Headteacher when approving curriculum changes and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- It participates actively in decision-making about the breadth and balance of the curriculum
- Staff understand that material of a religious, political or other sensitive nature must be presented to



students in a balanced and sensitive way.

## Form Groups

Please refer to **Appendix 3: Form Groups** for an overview.

Year 7-11:

- All students are organised into 4 Houses (Cocker, Crompton, Ormerod and Ridley) to facilitate a greater sense of family and belonging.
- Registration/Form groups are year-based to provide a greater sense of year group identity and facilitate awareness of year group dynamics, targeted support and academic / pastoral intervention and transition from primary to secondary education, to GCSEs and to AS/A levels.
- Form time activities provides opportunity for daily acts of worship and reflection, as well as providing opportunity for pastoral and administrative tasks that support the smooth running of the school. Every form time must include a daily prayer. There are several activities that can be observed during form time, including:
  - Acts of worship (Please refer to the school Worship Policy)
  - PSHE-Christian ethos form activity
  - Literacy activity and/or silent reading
  - Year group assembly

Year 12-13:

- Sixth form students are assigned to academic tutor groups and the academic tutor acts as a personal mentor throughout the year.
- Sixth form Students are not required to attend daily form group time at the start of each day, but they are expected to attend:
  - Weekly assembly (Wednesdays)
  - End of term communion services
  - Any other times as directed by head of Sixth Form.

## Times of Day

We operate a 2-week timetable, identified as red and green weeks.

Please refer to **Appendix 4** for further information on times of day.

## Curriculum Pathways: Key Stage 3 (Yr 7-9)

Please refer to **Appendix 5** for an overview of the Key Stage 3 Curriculum

All students study a range of subjects including Maths, English, Science, History, Geography, Modern Foreign Languages, Computer Science, Religious Studies, PE, PSHE, Art, Drama, Food, Design Technology and Music.

- **English & Maths:** Students follow a Scheme of Work that is creative and challenging according to the needs of each student. A small number of access students follow a discreet English and Maths programme of study in order to help close the attainment gap with their peers.
- **Modern Foreign languages:** Most students receive 4 hours of language. All students study one of two languages (French or Spanish). The department sets students according to ability. A small



number of access students in Year 9 receive 2 periods of Spanish provision and the remaining time is dedicated to further development of English and Maths.

- **Humanities (Geography, History, RS):** All students receive 3 periods of Geography, History and RS.
- **Art and Technologies:** All students receive 2 periods of Art, Food Technology, Design Technology and Computer Science. Art, Food, DT and Computer Science are taught in smaller mixed-ability groups due to space restrictions and for health and safety reasons.
- **Expressive Arts (Drama, Music):** All students receive 2 periods of Drama, and Music.
- **Physical Education:** PE is taught in gender-specific groups. All students have 4 periods over a 2-week cycle.
- **PSHE:** Students are taught one period of PSHE per fortnight. PSHE is also embedded throughout the curriculum, but students also receive a 50-minute form period PSHE lesson every Green Tuesday and via other discreet drop-down days.

## **Setting of subjects in Year 7 to Year 9:**

### **Year 7 & 8**

Year 7 is a 11-form entry. Students are arranged into three bands and each band is identified using the letters F, S and X. All students in band F study French. All students in band S study Spanish. Students in band X study French/Spanish.

The school uses two primary sources of data to rank students in order of ability: KS2 SATs and CATs (Cognitive Ability Tests). SATs and CATs use different metrics of analysis comprising mathematical and literacy knowledge and Skills (SATs) and general intelligence tests designed to assess a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

- Bands F and S are co-equal bands comprising high to middle ability students based upon SATs / CATs analysis.
- Band X comprises middle to lower ability students based upon SATs / CATs analysis. Students in X Band will benefit from smaller class sizes.

### **Year 9**

Year 9 are based on a 12-form entry. Students are arranged into three bands and each band is identified using the letters C, H and S.

The school uses two primary sources of data to rank students in order of ability: KS2 SATs and CATs (Cognitive Ability Tests). SATs and CATs use different metrics of analysis comprising mathematical and literacy knowledge and Skills (SATs) and general intelligence tests designed to assess a pupil's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

- Band C comprises the top 35% of all students based upon SATs / CATs analysis.
- Band H comprises the middle 35% of all students based upon SATs / CATs analysis



- Band S comprises the bottom 30% of all students based upon SATs / CATs analysis

**Year 9 GCSE Pathways:** Students in Years 9 choose their GCSE pathway in the Spring Term in preparation for Year 10. Through assemblies and in lessons students receive talks from all subjects offering a course at KS4. Students are guided on different pathways as explained below:

- Students are placed onto one of three pathways based on either their MFL results or their SEN status. The three distinct pathways are:
  - **Red:** This is for students who are identified as being able to achieve a GCSE pass at grade 4 or higher in a modern foreign language. Historically this is around 60% of our students. These students are required to take a GCSE in a MFL, and this accounts for one of their pathway choices. They follow an EBACC pathway.
  - **Blue:** This is for students identified as requiring a reduced curriculum or additional support with Maths and/or English. These students have the option to study Practical Maths, Communication Studies or the ASDAN Personal Effectiveness qualification. However, these students may still choose to follow an EBACC pathway. They may also have the option to drop a GCSE subject and receive additional SEN support if this is identified as in their best interest and they are in receipt of EHCP funding.
  - **Yellow:** All other students are identified as the yellow pathway cohort; however, these students may still choose to follow an EBACC pathway.
- Students are asked to identify their desired GCSE pathway in preference order and select a reserve GCSE. If a class is over-subscribed, or if a subject is removed due to insufficient numbers, we reserve the right to use this reserve GCSE in place of one of their other chosen subjects. **This process will be a completely impartial random selection and not based on any prior data.** The schools believes that all students, regardless of ability have the right to follow their career pathway as far as can practically be accommodated within the constraints of the curriculum.
- Maths, Science and MFL offer Higher and Foundation GCSE papers. The decision for which paper students will sit in the summer exam season, is made by the Head of Subject in the spring term of Year 11 based upon student progress over Years 10-11.

## **Review of class sets in Year 7 to 9:**

There are two possible opportunities for set movements each year: Spring term and End Summer term. There may be other occasions where changes may need to be made due to pastoral reasons. Set changes are not made based on parental requests.



## The Curriculum Content at Key Stage 3

Subject	Year 7		Year 8		Year 9	
	No of Periods	% of total time	No of Periods	% of total time	No of Periods	% of total time
Art	2	4%	2	4%	2	4%
Computer Science	2	4%	2	4%	2	4%
Design and Technology / STEM	2	4%	2	4%	2	4%
Drama	2	4%	2	4%	2	4%
English	7	14%	7	14%	7	14%
Food	2	4%	2	4%	2	4%
Geography	3	6%	3	6%	3	6%
History	3	6%	3	6%	3	6%
Maths	7	14%	7	14%	7	14%
Modern Foreign languages	4	8%	4	8%	4	8%
Music	2	4%	2	4%	2	4%
P.E.	4	8%	4	8%	4	8%
PSHE	1	2%	1	2%	1	2%
Religious Studies	3	6%	3	6%	3	6%
Science	6	12%	6	12%	6	12%



## Curriculum Pathways: Key Stage 4 (Yr 10-11)

Please refer to **Appendix 6** for an overview of the Key Stage 4 Curriculum.

### Matters related to Years 10 and 11:

- Across Years 10-11 all students study core subjects comprising: Maths, English, Religious Studies, PE, and Science (PSHE is delivered via form tutor groups and embedded across the curriculum).
- **Optional GCSE/BTECs:** In addition to Maths, English, Science (2 GCSE equivalent) and RS, students select further GCSEs or Vocational Qualifications dependent on the remaining time available on their timetable. All students receive up to 10 GCSEs, except for Separate Science students who are able to achieve 11 GCSEs. EHCP and Blue pathway students may follow a reduced curriculum offer.
- **Religious Studies Short Course:** All students study Religious Studies (RS) as required in law. As we are a Church school, we enter all students for the full RS GCSE course; however, weaker ability students may be directed towards a Short Course RS (half a GCSE). These students are identified by the RS department in Year 9 based upon attainment data with permission sought from parents.
- **Separate Science:** All students have the option to study Separate Science. However, in reality, this reduces one of their other GCSE option choices.
- **Off-Site:** A small number of students may be taught off-site for various reasons and for various periods of time as part of a personalised curriculum plan. Where possible, these students will be given opportunity to catch up on missed work with the help of a learning mentor. Similarly, some students may attend sporting academies for part of a day or a full day each week. It is the responsibility of students and teachers to ensure all missed work is completed, and if necessary, appropriate support should be provided.
- In the Summer Term, the Year 10 timetable is collapsed for one day and students will receive advice on A-Level options, further/higher education, career pathways and alternative education routes. External careers and educational providers join us for this day. Students will also be able to visit each department offering A Level and BTEC courses to sample lessons and ask questions.
- In the Autumn Term, there will also be an open evening at which parents and Year 11 students can visit departments and gain further advice on the courses they are considering.

### Attainment 8 and Progress 8:

Please refer to **Appendix 7** for an overview.

- DfE accountability measures require students follow a broad curriculum, and this is identified as 8 subjects across three strands (commonly referred to as 'buckets'). Students are guided to ensure appropriate pathways are followed and the implication for school accountability under Progress 8 is monitored by senior and middle leadership.

### Review of class sets in Year 10-11:

There are two possible setting movements each year: Mid-Spring term and End Summer term based upon student progress. However, we reserve the right not to change any students in order to keep continuity for teaching groups. Set changes are not made based on parental requests.



## Curriculum Content of Years 10 and 11

Subject	Year 10		Year 11	
	No of Periods	% of total time	No of Periods	% of total time
English	8	16%	8	16%
Maths	8	16%	8	16%
Science	9	18%	9	18%
Religious Studies	3	6%	3	6%
P.E.	2	4%	2	4%
PSHE/WRL	PSHE/WRL is delivered through form time and collapsed timetable events during the year			
Option Line 1	5	10%	5	10%
Option Line 2	5	10%	5	10%
Option Line 3	5	10%	5	10%
Option Line 4	5	10%	5	10%

## **6th Form (Year 12-13)**

Please refer to ***Appendix 8*** for an overview of the Key Stage 5 curriculum

In 6<sup>th</sup> Form, we offer a broad-based curriculum which largely consists of academic A level qualifications, but, where possible, we will seek to extend to include vocational qualifications.

Students select 3 subjects to be studied to 'A' level. Further Maths is offered as an optional 4<sup>th</sup> option to our Maths cohort. Students may also opt to study Core Maths which is equivalent to a Maths AS level. Subjects are placed into four blocks to achieve maximum student satisfaction.

In Year 12, each subject is studied for 9 periods over a 2-week period, and for 10 periods over a 2-week timetable in Year 13. Students undertake a mock exam in June during Year 12 and in October and February during year 13. In addition:

- All Students can opt to follow an extra-curricular activity (Leadership programme, EPQ Extended Project) that will promote their personal, social and leadership skills.
- All students are encouraged to become involved with various student committees, become subject prefects, preparing, and delivering assemblies, fund-raising and other activities.
- Further support is provided through Academic Tutors (each student is assigned to an academic tutor and they will have regular conversations throughout the year to review progress against target), Careers Advisor, and external speakers.

As far as possible, Green Wednesday afternoon is kept free of lessons to encourage student engagement in enrichment and work-related activities.





## Whole School Provision

**Personal, Social and Health Education (PSHE):** Full details of our school provision for all years regarding PSHE and relationships and sex education (RSE) is set out in our PSHE programme of study and RSE policy.

**Futures Curriculum:** Full details of our school provision for all years regarding careers education, advice and guidance in accordance with statutory requirements set out in the 2018 DfE 'Careers guidance and access for education and training providers' is set out in our Careers Education, Information, Advice and Guidance (CEIAG) Policy.

**Educational Support within the Curriculum:** Educational support is facilitated through our Learning Support Department. Learning mentors provide support with core subjects, mainly Maths and English, and they withdraw a small number of students with learning difficulties from lessons when working with individuals will help them overcome barriers to learning and reach their potential. Teaching assistants support students in lessons across the curriculum.

**Relationship of the Curriculum Policy to other policies:** This policy should be read in relation to

- Careers Education
- Teaching and Learning
- Gifted and Talented
- Homework
- Equal Opportunities Policy
- Assessment and reporting Policy
- Worship Policy

Policy last reviewed: 29<sup>th</sup> November 2023

Assistant Headteacher (Curriculum): Mr D Slack

Document CSC-CP2022/December 2023 adopted by Curriculum Committee

Date: 5<sup>th</sup> December 2023

Signed (Chair).....

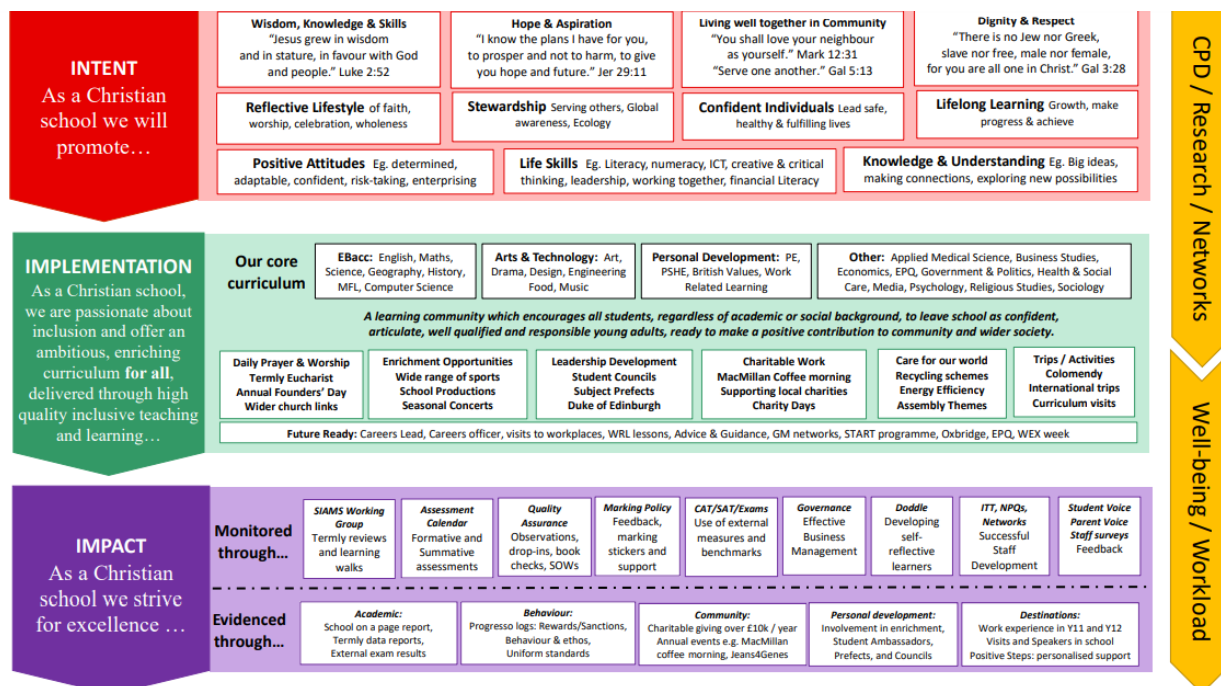
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Date of next review: December 2024



### Our School Vision:

As a Church of England School, we believe that all people are made and loved by God who longs for us to experience life in all its fullness through Jesus Christ. In response to this, our school vision is: **Loving God** by placing prayer, worship and spiritual growth at the centre of school life; **Caring for Each Other** by living out Christian values in our relationships with one another; **Achieving Excellence** by encouraging and enabling members of our school community to flourish by striving to do their best in all things.



*Loving God - Caring for each other - Achieving excellence*

## Our School Vision

**Loving God – Caring for Each Other – Achieving Excellence**

**The theological basis for our vision explained**

As a Church of England School, we believe that all people are made<sup>1</sup> and loved by God<sup>2</sup> who longs for us to experience life in all its fullness through Jesus Christ.<sup>3</sup>

In response to this, our school vision is:

### Loving God<sup>4</sup>

by placing prayer, worship and spiritual growth at the centre of school life;

### Caring for Each Other<sup>5</sup>

by living out Christian values in our relationships with one another;

### Achieving Excellence<sup>6</sup>

by encouraging and enabling members of our school community to flourish by striving to do their best in all things.

<sup>1</sup> Genesis 1.27: "So God created humankind in his image, in the image of God he created them; male and female he created them."

<sup>2</sup> 1 John 4.10: "In this is love, not that we loved God but that he loved us and sent his Son to be the atoning sacrifice for our sins."

<sup>3</sup> John 10.10: "I have come in order that you might have life, life in all its fullness."

<sup>4</sup> Deuteronomy 6.5: "You shall love the Lord your God with all your heart, and with all your soul, and with all your might."

<sup>5</sup> John 15.12: "This is my commandment, that you love one another as I have loved you."

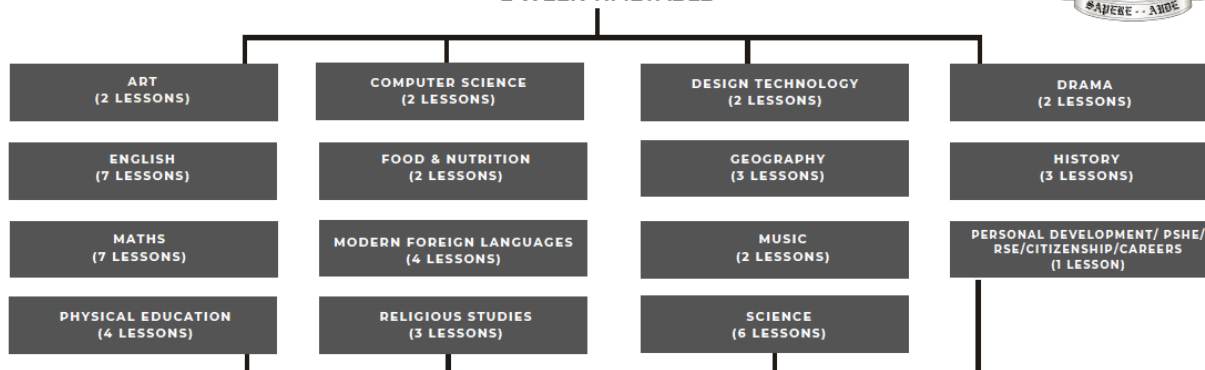
<sup>6</sup> Colossians 3.23: "Whatever your task, put yourselves into it, as done for the Lord."



## Appendix 2

### CROMPTON HOUSE SCHOOL CURRICULUM MAP

KS3 National Curriculum (Year 7 - Year 9)  
2 WEEK TIMETABLE



KS4 Curriculum Pathway Choices (Year 10 & Year 11)





### Form Groups 2023-24

	Form	Lead	2nd	Form Lead	Form 2nd	Room	2023-24
Y	7 CO 1	MMN		Miss M MIDDLETON		R203	<b>HEAD OF YEAR</b> Miss G Landells
	7 CO 2	IWR		Mr I WROE		M207	
	7 CO 3	KSD		Ms K SHAHED		R303	
E	7 CR 1	CEL		Mrs C ELPHICK		M204	<b>AHOY</b> Mrs H Beaty
	7 CR 2	NWH		Miss N WHITTINGTON		R315	
	7 CR 3	HHO		Miss H HOLDEN		R302	
R	7 OR 1	CMD		Miss C McDANIELSON		R211	
	7 OR 2	SCO		Mr S COLLINS		R311	
	7 OR 3	MCA		Mr M CARTLEDGE		R212	
7	7 RI 1	CFE		Mr C FEWSTER		M206	
	7 RI 2	THA		Mr T HARTLEY		S20	
	7 RI 3	CCA		Mrs C CAIN		M107	
Y	8 CO 1	SPG		Miss S PRICE GREENE		S03	<b>HEAD OF YEAR</b> Mr M Ashworth
	8 CO 2	JHE		Mr J HEAP		R307	
	8 CO 3	EPE		Miss E PEARSON		R207	
A	8 CR 1	SHI		Miss S HILL		R312	<b>AHOY</b> Miss M Hollingworth
	8 CR 2	IIS		Miss I ISMAIL		R202	
	8 CR 3	PRI	MHA	Ms P RIDINGS	Mr M HARMER	MHR Mon/Tues	
R	8 OR 1	KSC		Miss K SCOTT		R306	
	8 OR 2	WMU		Mr W MUSGRAVE		R201	
	8 OR 3	HRA		Miss H RAMSHAW		C07	
8	8 RI 1	LLW		Miss L LOCKWOOD		A13	
	8 RI 2	ARO2		Mr A ROSS		S26	
	8 RI 3	LHA1		Mrs L HAIGH		S30	
Y	9 CO 1	EBY		Miss E BARNAY		M203	<b>HEAD OF YEAR</b> Mr A Power
	9 CO 2	MEL		Miss M ELDER		M112	
	9 CO 3	ZKH		Miss Z KHAN		S27	
E	9 CR 1	DSM1		Mr D SMITH		S21	<b>AHOY</b> Mrs S Parker
	9 CR 2	NWI		Mr N WILLIAMS		S10	
	9 CR 3	JBS		Mr J BANKS		PC3	
R	9 OR 1	MRO		Mr M ROBINSON		M202	
	9 OR 2	JSG		Miss J SINGLETON		PC1	
	9 OR 3	EC1		Mrs E CREELMAN		S23	
9	9 RI 1	SRA		Mrs S RASOOL		S06	
	9 RI 2	AHA		Mr A HARDMAN		C22	
	9 RI 3	DWA		Mr D WAKELIN		S11	
Y	10 CO 1	RMA		Mr R MAUNDERS	Ms R ARMSTRONG	RAR RWeds	<b>HEAD OF YEAR</b> Mrs A Gadsby
	10 CO 2	JHI		Mr J HIBBERT		S29	
	10 CO 3	KPO		Mr K POWER		L22	
E	10 CR 1	JBL	SSC	Mrs J BLOOR	Mrs S SHALLCROSS	SSC Mon	<b>AHOY</b> Miss S Daniel
	10 CR 2	RPO		Miss R POLLITT		R205	
	10 CR 3	BHA		Miss B HARE		R301	
R	10 OR 1	MBR		Mr M BRODERICK		PC2	
	10 OR 2	MKH		Miss M KHAN		R115	
	10 OR 3	AGR		Mrs A GREENWOOD		L02	
10	10 RI 1	AAH	NSM	Mrs A AHMED	Mrs N SMITH	NSM Fri	
	10 RI 2	CMM		Mrs C McMANUS		M115	
	10 RI 3	DST		Mrs D STUSINSKI-MARSH		R210	
Y	11 CO 1	JRI		Ms J RITCHIE		M104	<b>HEAD OF YEAR</b> Miss S Clough
	11 CO 2	ARO		Mr A ROBINSON		R204	
	11 CO 3	EWI		Miss E WILSON		R314	
E	11 CR 1	JLE	CDU	Mr J LEACH	Mrs C DUNKERLEY	CDU Mon/Weds	<b>AHOY</b> Miss E Yates
	11 CR 2	AWA		Mrs A WARD		R102	
	11 CR 3	MKT		Miss M KHATUN		L06	
11	11 OR 1	DVE	SSH	Mr D VEITCH	Mrs S SHEA	SSH Weds	
	11 OR 2	ECO		Mrs E COOKE		C20	
	11 OR 3	JMA		Mr J MASON		R206	
	11 RI 1	MGA		Mrs M GALLAGHER		M113	
						C19	
						L24	



## Sixth Form Academic Tutor Groups (2023-24)

S I X T H  F O R M	6F.01	LHA	Mrs L HAMMOND	S17	HEAD OF 6F Mr R Smith  DH06F Dr L Whitworth  AH06F Dr S Pannell Mr J Ross
	6F.02	LWH	Dr L WHITWORTH	6F12	
	6F.03	SPA	Dr S PANNELL	6F11	
	6F.04	AST	Mrs A STORAH	C21	
	6F.05	LCH	Miss L CHARNOCK	R310	
	6F.06	JRO	Mr J ROSS	M105	
	6F.07	EDU	Mrs E HORROCKS	L25	
	6F.08	SKA	Mrs S KAN	M108	
	6F.09	APE	Miss A PYE	M209	
	6F.10	JPL	Mr J LEVLAND	S24	
	6F.11	LLO	Mrs L LOMAS	A15	
	6F.12	GOW	Mrs G OWEN	M201	
	6F.13	PWA	Mrs P WALSH	6F9	
	6F.14	RJO	Miss R JONES	S15	
	6F.15	RMU	Miss R MUSTOE	R101	
	6F.16	SSI	Mrs S SMITH	M109	
	6F.17	CAS	Mrs C AHMED SWIFT	L07	
	6F.18	JDU	Mr J DUNCAN	R310	
	6F.19	HCO	Miss H COLLINS	S14	
	6F.20	EMO	Mr E MORGAN	S09	



## Appendix 4

### Daily Timetable Structure:

Red and Green Mondays

	Start	End
Registration	8.40	8.50
Period 1	8.50	9.50
Period 2	9.50	11.05
Break Y7-8, 11 & 12**	9.50	10.10
Break Y9-10 & 13	10.50	11.05
Period 3	11.05	12.00
Period 4	12.00	12.55
Lunch	12.55	13.45
Period 5 + Grace	13.45	14.40
Bus Club	14.40	15.20

Red Tuesday + Wednesday to Friday

	Start	End
Registration	8.40	9.05
Period 1	9.05	10.10
Period 2	10.10	11.25
Break Y7-8, 11 & 12**	10.10	10.30
Break Y9-10 & 13	11.10	11.25
Period 3	11.25	12.25
Lunch	12.25	13.15
Period 4	13.15	14.15
Period 5 + Grace	14.15	15.20

Green Tuesday (PSHE day)

	Start	End
Period 1: PSHE Form	8.40	9.30
Period 2	9.30	10.25
Period 3	10.25	11.40
Break Y7-8, 11 & 12**	10.25	10.40
Break Y9-10 & 13	11.25	11.40
Period 4	11.40	12.35
Lunch	12.35	13.25
Period 5	13.25	14.20
Period 6 + Grace	14.20	15.20



### Key Stage 3 Curriculum

#### Curriculum Design for Year 7

Periods	7	3	3	2	1	3	2	6	7	4	4	2	2	2	2
7F1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7F2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7F3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7F4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7S1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7S2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7S3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7S4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7X1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7X2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7X3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7X4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn

#### Curriculum Design for Year 8

Periods	7	3	3	2	1	3	2	6	7	4	4	2	2	2	2
8F1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8F2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8F3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8F4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8S1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8S2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8S3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8S4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8X1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8X2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8X3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8X4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn

#### Curriculum Diagram for Year 9

Periods	7	3	3	2	1	3	2	6	7	4	4	2	2	2	2
9C1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9C2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9C3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9C4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9H1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9H2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9H3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9H4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9S1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9S2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9S3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9S4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9S5	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	En/Ma/Sp		Ar	Co	Fd	Tn



## Key Stage 4 Curriculum

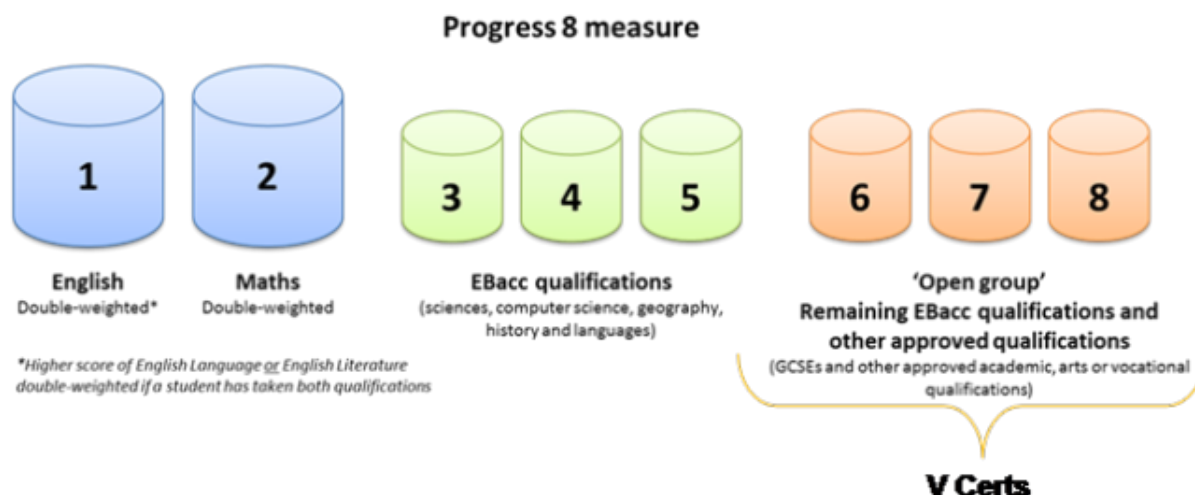
### Curriculum Diagram for Year 10

	3	9	2	8	8		V	W	X	Y
							5	5	5	5
10.01	Rs	Sc	Pe	En	Ma		Sc	AS	Ar	AM
10.02	Rs	Sc	Pe	En	Ma		Sc	Dr	Bs	Ar
10.03	Rs	Sc	Pe	En	Ma		Sc	DE	Bs	Bs
10.04	Rs	Sc	Pe	En	Ma		Sc	Dt	Co	Bs
10.05				En	Ma			Fr	Dr	CS
10.06					Ma			Fr	Fd	DE
10.07	Rs	Sc	Pe	En	Ma		FS	Gg	Gg	Dr
10.08	Rs	Sc	Pe	En	Ma		Gg	Gg	HC	Fr
10.09	Rs	Sc	Pe	En	Ma		Gg	Hi	Hi	Fr
10.10	Rs	Sc	Pe	En	Ma		Hi	Hi	Hi	Gg
10.11	Rs	Sc		En	Ma		Me	Me	IT	Gg
10.12					Ma		Pe	Me	So	HC
10.13	Rs	Sc	Pe	En	Ma		SS	Mu	So	Sp
10.14	Rs	Sc	Pe	En	Ma		Sp	MP	Pe	Sp
10.15	Rs	Sc	Pe	En	Ma		Sp	So	SS	So
10.16	Rs	Sc	Pe	En	Ma					
10.17	Rs	Sc		En	Ma					
10.18					Ma					

### Curriculum Diagram for Year 11

	3	9	2	8	8		V	W	X	Y
Periods							5	5	5	5
11.01	Rs	Sc	Pe	En	Ma		Bs	Bs	Ar	AG
11.02	Rs	Sc	Pe	En	Ma		Bs	Co	Bs	Ar
11.03	Rs	Sc	Pe	En	Ma		CS	Dt	Bs	DE
11.04	Rs	Sc	Pe	En	Ma		Fr	DE	Dr	Dr
11.05				En	Ma		Fr	Fd	Dr	Dr
11.06							Gg	Gg	FS	Fd
11.07	Rs	Sc	Pe	En	Ma		Gg	Gg	Fr	Gg
11.08	Rs	Sc	Pe	En	Ma		Hi	HC	Fr	Gg
11.09	Rs	Sc	Pe	En	Ma		Hi	Hi	Gg	Me
11.10	Rs	Sc	Pe	En	Ma		IT	Hi	Gg	Pe
11.11	Rs	Sc		En	Ma		Sc	Mu	Hi	SS
11.12							Sc	MT	Hi	So
11.13	Rs	Sc	Pe	En	Ma		So	So	Pe	So
11.14	Rs	Sc	Pe	En	Ma			So	SS	Sp
11.15	Rs	Sc	Pe	En	Ma			Sp	Sp	Sp
11.16	Rs	Sc	Pe	En	Ma					
11.17	Rs	Sc		En	Ma					
11.18				En						





Student attainment is measured against 8 subjects:

- Bucket 1      **Maths** (double-weighted)  
**English** (double weighted if both English Language and Literature has been studied). The higher grade for Language or Literature is double weighted for this bucket, and the other English grade may be used in bucket 3 if it is the higher of remaining GCSEs
- Bucket 2      **3 Ebacc Qualifications** – This includes all sciences, computer science, geography, history or foreign languages. The 3 best grades are used here and the remaining subjects may be used in bucket 3.
- Bucket 3      **3 approved KS4 qualifications** – The best 3 approved GCSE or equivalent grades not used in either bucket 1 or 2 may be used here.

***Progress 8 measures the difference between what a student achieves in their actual GCSE compared to what they are targeted to get as calculated by the average grade achieved by students 3 years prior in their GCSE with the same KS2 results.***



## Appendix 8

### Curriculum Diagram for Years 12 and 13

	V		W		X		Y		
Periods	9	6	9	9	6	9	5	1	
12.01	Ec	CMa	Bs	Ar	CMa	AMS	ER	EPQ	
12.02	Gg		Ch	Bi		Bi	MR	EPQ	
12.03	HSC		Eli	Ela		Bs			
12.04	Ma		Hi	Fr		Ch			
12.05	Mf		Ma	GP		Co			
12.06	Pe		Me	HSC		Ela			
12.07	Py		Rs	Mu		Gg			
12.08	Py		Py	Pe		Hi			
12.09	sp		So	Ph		Py			
12.10				Py		So			
12.11				So		Th			
12.12									

	V	W	X	Y	
Periods	10	10	10	10	1
13.01	AMS	Ch	Bi	Bi	EPQ
13.02	Ar	Ela	Ec	Bs	EPQ
13.03	Bi	GP	Eli	Fr	
13.04	Bs	Ma	Gg	Gg	
13.05	Ch	Mu	Hi	HSC	
13.06	Co	Pe	HSC	Ma	
13.07	Ela	PRD	Ph	Mf	
13.08	Hi	Py	Py	Me	
13.09	Py	So	So	Py	
13.10	Rs	So		Py	
13.11	Th				