

COPELESTON HIGH SCHOOL

Curriculum Policy Summary

Aims

The school's principal aim is to enable all students to achieve their best. It is important for all students to achieve the highest levels in terms of their academic achievement. Members of staff strive for the best practice in teaching and learning so that all students are engaged and committed in lessons and in extra-curricular activities. Students are helped to understand how they learn best and a variety of approaches is used to engage and inspire students.

Within this framework, we want our curriculum to inspire students to:

- develop into lifelong learners who can cope with change
- communicate effectively
- co-operate in teams
- develop research skills
- use new technology with confidence
- take responsibility for their own learning and actions
- enjoy their learning
- stay safe
- be healthy
- make a positive contribution to the school and the wider community

The spiritual, moral, social and cultural (SMSC) development of students underpins all our aims. A warm and caring environment is created in the school so that students may thrive. Their successes are celebrated in as many ways as possible; posters around the school, achievement assemblies and celebration evenings all help to show students how they are valued as individuals. It is always heart-warming to see students celebrating the achievements of their peers.

The relevance of the curriculum is always under review as we prepare students for the exciting opportunities, responsibilities and challenges they face in an ever changing world.

Organisation

Our curriculum is delivered through a fortnightly timetable, with each day divided into five periods, each of 65 minutes. Period 5 each Wednesday is a Student Enrichment/Staff Development period.

School Day Timings:	School Hours 8.30am to 3.10pm
Monday – Friday	8.30 a.m. Registration/Assembly
8.40 – 9.45 a.m.	LESSON 1
9.45 – 10.50 a.m.	LESSON 2
10.50 – 11.10 a.m.	BREAK
11.10 a.m. – 12.15 p.m.	LESSON 3
12.15 – 1.00 p.m.	LUNCH
1.00 – 2.05 p.m.	Registration in LESSON 4
2.05 – 3.10 p.m.	LESSON 5
Wednesday:	School ends at 2.05 p.m. for enrichment activities and collaborative staff planning

Our programme of Wednesday afternoon activities (What's On Wednesdays WoW – named by the students) is a unique feature of our curriculum. Students can choose from a wealth of activities including extra examination courses alongside sporting and musical events.

Exam classes also run at critical times, and holiday/intervention programmes are consistently delivered to meet students' needs.

Key Stage 3:

All students follow the National Curriculum core and foundation subjects. From Year 7, students will spend two years in Key Stage 3 and three years in Key Stage 4. The curriculum is flexible and is able to support personalised pathways. At Key Stage 3 students are regularly assessed in line with "Mastery Statements". An example of this is seen below for a Year 7 Mathematics Unit.

The table below shows how the different Mastery Statements relate to KS4 grades

Mathematics

Each strand (Number, Algebra, Geometry, and Statistics) will last for approximately half a term so that the four strands will have been covered by the end of the spring term. The summer term will then be used to revisit the strands again giving students either the opportunity to improve on skills or extend their knowledge. Students will be taught at Foundation, Breakthrough or Intermediate level. An example question has been written for each objective, this is not exhaustive, but helps to understand the wording of the objective.

Foundation

Unit 1 NUMBER CALCULATIONS	To know the place value of a digit in a number	To be able to order numbers	To perform addition or subtraction with negative numbers	To be able to round numbers to the nearest 10, 100, 1000 etc or nearest whole number	To perform mental calculations including mixed operations and large numbers	To multiply and divide numbers by 1 or 2 digit numbers	To be able to use the order of operations when performing calculations (BIDMAS)	To be able to find multiples or factors of any number	To recognise and use prime, square and cube numbers
Examples	Write down the value of 5 in the number 2370	Put these in order: 12, -7, 5, -2, -9, -3, 0	$31 - 9 = 4 + ?$ $21 - 5 = -12 = ?$	1) Round to 27 the nearest 10. 2) Round 258 to the nearest 100. 3) Round 5600 to the nearest 10, 100, 1000 etc or nearest whole number	1) $125(2 + 4)$ 2) $125(7 - 3)$	1) 230×6 2) $450 \div 25$ 3) $216 \div 12$ 4) $657 \div 11$	$(2 + 7) \times 4 = 6 + 3$	1) Write down 3 multiples of 4 and 6 2) Write down factors of 24 and 30	1) List all prime numbers between 1 and 20 2) Write the first 10 square numbers 3) Write the first 3 cube numbers
Classwork	✓	✓	✓	✓	✓	✓	✓	✓	✓
Homework	✓	✓	✓	✓	✓	✓	✓	✓	✓
End of unit assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓

Breakthrough

Unit 1 NUMBER CALCULATIONS	To understand and use place value for very large or small numbers	To be able to order fractions and decimals	To perform addition or subtraction with negative numbers	To be able to round numbers to the nearest whole number or specified degree of accuracy	To be able to use the order of operations when performing calculations (BIDMAS)	To be able to apply the four operations including formal written methods to decimals and fractions	To be able to use the order of operations when performing calculations (BIDMAS)	To be able to find multiples, or factors of any number including finding the Highest Common Factor and common multiple.	To recognise and use prime, square and cube roots and cube roots.	To be able to use inverse operations to simplify calculations
Examples	1) Write down the value of 7 in the number 237482. 2) Write down the value of 7 in the number 0.00452	Put these numbers in order: 1) 12, -7, 5, -9, -3, 0 2) $\frac{3}{4}$, 0.9, 0.5, $\frac{2}{3}$, 2.5	1) $15 + -9$ 2) $-25 - -18$	1) Round 78.2 to the nearest whole number 2) Round 275.67 to 2 significant figures 3) Round 178.4 to 2 significant figures	The next 4 files: 1) $7 + 3 = 2 + 2$ 2) $7 + 6 + 8 + 4$ 3) $8 < 15$ 4) $12 > 13$	1) $372.56 + 123.84 =$ 2) $784.37 - 256.84 =$ 3) $279 \div 59 =$ 4) $19 + 4 \div 9 =$ 5) $2 \times 4 + 4 =$ 6) $72.4 \div 4 =$	$(2 + 7) \times 4 = 6 + 3$	1) Find the HCF of 24 and 60 2) Find the LCM of 6 and 15	1) Find the $\sqrt{64}$ 2) Find the cube root of 27	1) $17.12 \times 4 = 48$, what if $48 \div 4 =$ 2) Simplify $21 \div 9$
Classwork	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Homework	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
End of unit assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Intermediate

Unit 1 NUMBER CALCULATIONS	Apply the four operations, including formal written methods, to integers, decimals and simple fractions and mixed numbers – all both positive and negative	To be able to order numbers as well as fractions and decimals	To be able to round numbers to the specified number of decimal places or significant figures	To be able to use the order of operations when performing calculations (BIDMAS)	To be able to find factors of any number including finding the Highest Common Factor and Lowest Common Multiple.	To use the factor tree method to write a number as a product of its prime factors	To recognise and use prime, square and cube roots and cube roots.	To be able to use inverse operations to simplify calculations	To be able to write numbers in standard form	To perform calculations with numbers in standard form
Examples	1) $25 - 37 =$ 2) $2.5 \times 3 =$ 3) $4.25 \times 7.2 =$	Put these numbers in order: 1) 12, -7, 5, -9, -3, 0 2) $\frac{3}{4}$, 0.9, 0.5, $\frac{2}{3}$, 2.5	1) Round 36.18 to 3 significant figures 2) Round 0.00784 to 2 significant figures	$(2 + 7) \times 4 = 6 + 3$	1) Find the HCF of 24 and 60 2) Find the LCM of 6 and 15	Which number is represented by $2^3 \times 3^2 \times 5^1$	1) Find the $\sqrt{64}$ 2) Find the cube root of 27	1) If $12 \times 4 = 48$, what if $48 \div 4 =$ 2) Simplify $21 \div 9$	1) Write 3×10^4 as a normal number. 2) Write 5000 in standard form.	1) Calculate $(2 \times 10^3) \times (1.3 \times 10^2)$ 2) Work out (5×10^7)
Classwork	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Homework	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
End of unit assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Notes on how KS3 reporting could link to 1-9 grading.

This reinforces the progress across the KS3 curriculum. It may help teachers to understand that they are building up skills to enable students to access the KS4 curriculum in Year 9 and what grade students are entering the KS4 curriculum.

F1	F2	F3	B1	B2	B3	I1	I2	I3	A1	A2	A3
Equivalent of working at or towards 1			Equivalent of working towards or at 2			Equivalent of working towards or at 3			Equivalent of working at 4 and towards 5		

During the first term in Year 7 students are assessed based on a range of data including CATs verbal and non-verbal reasoning scores. Comprehensive continued monitoring and assessment ensures that appropriate needs are identified and addressed, including those of the more able student. With a clear focus on literacy and numeracy across the key stage, the curriculum and timetable provides a degree of flexibility to accommodate individual needs. An embedded PSHEe (Personal, Social, Health and Economic Education) is delivered through timetabled lessons at Key Stage 3. A comprehensive literacy programme, and Learning 2 Learn, are delivered enabling students to see links between areas of learning. Additional literacy support, and additional Maths support, is also provided to those students in need of “catch up” support.

Most students will learn one language from a choice of French or Spanish.

Regular liaison and planning meetings between the feeder schools and Copleston ensures that transition is smooth. The current delivery for Key Stage 3 is:

Key Stage 3 (Numbers indicate lessons per fortnight)

Subjects	Year 7	Year 8
English	7	7
Maths	6	6
Science	6	6
History	4	4

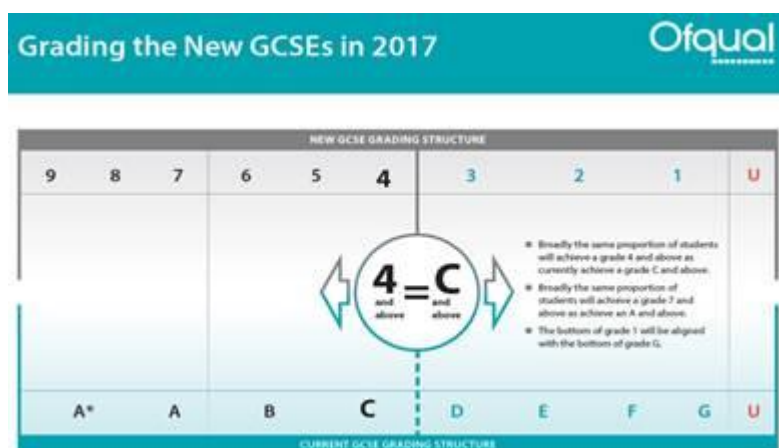
Geography	4	4
Technology	4	4
MFL/ Literacy	3	3
Art, Music & Drama	6	6
RE	2	2
IT	2	2
PE	3	3
PSHEe	1	1
Total	48	48

Key Stage 4

The core curriculum consists of:

- GCSE English
- GCSE Maths
- GCSE Science
- PE (non-exam course)

The options process allows students to choose from a variety of academic and/or vocational subjects based on their individual interests. The provision is regularly reviewed and the curriculum currently enables students to meet the EBacc criteria as well as ensuring that students have a programme to achieve the national expectations for Attainment 8. The new number grades for GCSEs and their letter equivalents are shown below:



	Year 9		Year 10		Year 11
English	8	English	8		8
Maths	8	Maths	8		8
Science	9	Science	9		10
Option 1	4	Option 1	4		4
Option 2	4	Option 2	4		4
Option 3	4	Option 3	4		4
Option 4	4	Option 4	4		4
Option 5 - ICT or RE or PE	4	Option 5 - ICT or RE or PE	4		4
PE (core)	3	PE (core)	3	PE	2
PSHEe and core RE	drop down days	PSHEe drop down days			
	48		48		48

In Key Stage 4, students sit regular in-class assessments alongside Controlled Assessment elements. In addition, a mock exam period is organised to provide formal opportunities to assess student progress.

Assessment performance is analysed by Leaders of Subject and the Senior Leadership team, ensuring timely and effective intervention is put in place where necessary.

Post 16 Provision

The post-16 provision is developed around the Government's five year strategy and the 14-19 Education and Skills White Paper. Personalised learning lies at the core of the progression into this route as with Key Stage 4 and there is a rigorous system of IAG supported by individual learning plans.

The curriculum offers breadth of provision through collaboration with education partners, employers and work based learning providers to ensure that the Post 16 provision offers a wide range of A-level courses together with level 3 vocational qualifications and some level 2 courses to meet the needs of all learners.

The sixth form curriculum provides clear pathways of progression with opportunities for students to progress successfully onto university, apprenticeship training, employment or further education. Re-take English and Maths are available, so that students at all levels may achieve the base-line qualifications needed to progress.

Key Stage 5:

Subjects	Year 12	Year 13	Comments
Option 1	9	9	KS4 subjects are offered alongside new ones such as Further Maths, Travel and Tourism and Economics. Minority subjects such as Food Technology, Graphics, Environmental Studies and Textiles are offered by a local consortium of four schools
Option 2	9	9	
Option 3	9	9	
Option 4	9	9	
Level 2 Programmes	24		Programmes, such as Travel and Tourism, are offered – as appropriate with extra English and Maths
Enrichment programme	2	2	In year 12, re-takes in English and Maths are offered for appropriate students. Other subjects offered include Mentoring, Sports Leader and PE
PSHEe	1	1	
Self-Supported Study	4		Opportunities for independent study in AS subjects taken

Students choose from a wide variety of courses delivered at Copleston or on other sites. Examination courses are delivered within nine timetabled lessons. These courses are supplemented by an enrichment programme chosen by students and Self Supported Study Lessons, where research tasks are set to encourage independent learning.