



St George's
School Edgbaston

CURRICULUM POLICY

Revised: January 2017

The Curriculum

St George's School provides a broad and balanced curriculum in accordance with the schools' aims; recognising national guide lines and the requirements of the National Curriculum as well as promoting Fundamental British Values.

Considering the nature of the school and the wide ranging abilities of our intake there is an emphasis on giving each of our students the opportunity to strive towards their academic best, securing qualifications that reflect their true potential. It is our intent to lay secure foundations for progression into Further and Higher Education or into the chosen field of an individual's wish. To further enable this, the curriculum can be adapted to make it bespoke to an individual child; taking into account the age, aptitude and needs of a child, including any with an EHC plan; the provision of EAL support; and intervention support for numeracy, literacy, speech & language; thus enabling all our children to learn, develop their understanding and make progress.

We give pupils experience in linguistic, mathematical, scientific, technological, human & social, physical, aesthetic and creative education. We provide for pupils to acquire skills in speaking & listening, literacy and numeracy. We look to promote spiritual, moral, cultural, mental and physical development of children at the school, whilst preparing them for the opportunities, responsibilities and experiences of adult life.

In addition to the academic rigour provided by our curriculum, enrichment activities are also provided both within the timetabled day and as part of the extra-curriculum and are tailored to the needs of our children.

St George's School believes in encouraging pupils to "take ownership" of their own studies wherever possible by following a wide range of learning approaches.

Through the curriculum our children will grow and develop into well-equipped young people, prepared for the next steps in their lives.

Schemes of Work and Planning

Within the curriculum the schemes of work should satisfy tests of breadth, coherence, relevance, differentiation and progression thereby providing:

- a) Information which teachers can use in deciding how a child's learning can be taken forward and in giving the children themselves clear and understandable targets and feedback.
- b) All staff with the means of identifying the need for further diagnostic assessments for particular children where appropriate to help their educational development.

- c) Overall evidence of the achievements of a child and of what he or she knows, understands and can do.
- d) Helpful communication with parents about how their child is doing, with Governors and with the wider community about the achievements of the school.
- e) A basis for professional development, in that the process of carrying out assessments, moderations, observations and discussions with other staff will be a basis from which staff can evaluate their own work.

Schemes of work should take into account the continuous nature of education. They should also encourage self-confidence and self-esteem. This is vital for learning in all children. Activities such as praising and rewarding the children, helping them take part in assemblies, plays, sports and other activities are all part of this.

Where a pupil has a Statement of Educational Needs, or other learning difficulty or disability, we will provide education that fulfils the pupils' needs and the Statements' requirements.

Organisation of the Curriculum

Our taught curriculum is delivered through a weekly timetable with each day divided into 6 periods of 55 minutes. This provides students with a length of lesson that allows them to fully develop their understanding and thus promote learning. We also value the role of Learning Support Assistants and Learning Mentors in maximising student achievement and development so we strive to ensure that every class has an LSA and students with the requirement have a learning mentor assigned to them.

Key Stage 3 consists of Years 7 and 8 after which the children choose their options and we run a three-year KS4 consisting of Years 9, 10 and 11.

Timing of the School Day

8:25-8:50	Morning Registration/Form Time/Assembly
8:50-9:45	Period 1
9:45-10:40	Period 2
10:40-10:55	Break
10:55-11:50	Period 3
11:50-12:45	Period 4
12:45-13:40	Lunch
13:40-13:45	Afternoon Registration

13:45-14:40	Period 5
14:40-15:35	Period 6

Key Stage 3

A student in KS3 following an unmodified timetable will have the following number of lessons per week:

	Lessons
Mathematics	5
English	5
Science	5
Physical Education	2
Computing	1
Drama	1
French/Spanish	1
Geography	1
History	1
Music	1
Art	1
Design Technology/Food Technology	1
Religious Education	1
Functional Skills	1
PSHE	1
Enrichment	2

Key Stage 4

Towards the end of Key Stage 3 pupils choose their GCSE subjects. Most pupils select 5 core subjects and 4 options, with the aim that the majority of our students will be entered for 8 or 9 GCSEs. The core consists of Core Science, Additional Science, English, English Literature and Mathematics as well as partaking in PSE and Games/P.E. Separate Sciences are considered for some pupils. There are 16

optional subjects offered at GCSE level. Carefully guided choice ensures that the courses taken are balanced and appropriate to the needs and capabilities of the student, with the option blocks being constructed around student choice.

Students in KS4 following an unmodified timetable will have the following number of lessons per week:

	Year 9	Year 10	Year 11
Mathematics	4	4	4
English	4	4	4
Science	4	6	6
Physical Education	2	1	1
PSHE	1	1	1
Citizenship	1	0	0
Option 1	3	3	3
Option 2	3	3	3
Option 3	3	3	3
Option 4	3	3	3
Enrichment	2	2	2

Option subjects at KS4 consist of:

Art	Design Technology	History	Photography
Business Studies	Food Technology	ICT	Psychology
Computing	French	Music	RE
Drama	Geography	Physical Education	Spanish

In both Key Stages:

- Maths is taught in ability sets
- English is taught in ability sets
- Extra English and Maths intervention is available for those children who require the extra support. There is also provision for EAL, Decoding and Learning Support.

Key Stage 5

Students in KS5 have 5 lessons a week in their chosen subjects. At St George's we offer a wide range of subjects at AS level in the Lower Sixth and at A2 in the Upper Sixth. Carefully guided choice towards the end of Year 11 ensures that the courses taken are balanced and appropriate to the needs and abilities of the student, with the option blocks being constructed around student choice. Sixth formers are encouraged to develop individual responsibility for their own learning, a skill crucial for those moving on to Higher Education and the world of work.

The current sixth form provision includes A level and BTEC pathways.

At least 5 GCSE C Grades or above are normally required for entry into the Sixth Form, although individual student needs are considered.

GCSE Grade B or above is normally required for acceptance onto an AS or A-Level course, although subject teachers may consider individual circumstances, particularly in the case of subjects not studied at GCSE.

If most GCSE Grades are no higher than a C, students are advised to study along an alternative Sixth Form Progression Pathway. This is something we will discuss with individuals to meet their specific learning needs and aspirations.

Students normally choose up to four areas of study.

Subjects currently offered at A Level include:

Art	Economics	History	Psychology
Biology	English Literature	ICT	RE
Business Studies	French	Mathematics	Spanish
Chemistry	Further Maths	Music	
Computing	Geography	Photography	
Design Technology	Gov. & Politics	Physics	

The expansion of the current sixth form provision has increased range of KS5 programmes now running at St George's Sixth Form, with plans to further develop these new programmes to allow KS4 and KS5 Students to have a coherent progression route from KS4 to KS5 that reflects their aspirations and abilities.

From May 2016 we introduced 7 new BTEC programmes at level 2 and 3, without a reduction in the range of A – Levels currently offered.

ICT – Level 2 and 3	Child Development & Care Level 3
Business Studies Level 3	Sport Level 3
Performing Art Level 3	Travel & Tourism Level 3
Horticulture Level 2	

The opportunity to resit GCSE English and Maths is also provided

Personal and Social Education

St George's is committed to and fulfils its legal responsibility to promote the personal and social development of each individual pupil. Provision is made for regular PSE lessons which are delivered by a combination of Form Tutors and specialist providers. We provide appropriate careers guidance for pupils receiving secondary education. Through our PSHE lessons, Form Time, assemblies and modelling of behaviour by the teachers, we encourage respect for others regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex or sexual orientation.

Our spirit and ethos permeate all aspects of school life, and are of overwhelming importance in influencing the personal and social development of our students.

Fieldwork/Outdoor Education/Wider Curriculum

St George's School is a very keen supporter of outdoor education and strongly believes that it forms an important part of a student's education. All members of Key Stage 3 and 4 also have the opportunity to experience a wide variety of extracurricular activities. Theatre trips are offered annually to all Year groups from 7 - 11 and the Duke of Edinburgh Award Scheme is offered. A variety of subjects arrange visits, study courses and residential trips both at home and abroad.

Careers Guidance

Careers programmes have two components - education and guidance.

Careers Education helps young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into the world of work.

Careers Guidance enables young people to use the knowledge and skills they develop to make decisions about learning and work that is are right for them.

Year 7

In Year 7 the pupils learn about identifying their skills and how these skills could be utilized in any future careers. It is an opportunity for pupils to explore their skills and their characteristics and how these relate to careers.

Year 8

In Year 8 the pupils start exploring the World of Work, matching careers to subjects.

Year 9

Key Themes:

- Where am I now? – Self development
- Where do I want to be?
- How do I get there? Action Planning
- Talk with Careers advisor
- Review Career interest websites
- Investigating the world of work/future opportunities

Year 10

Key Themes:

- Exploring the business world
- Understand different roles in companies
- Market Place – Creating a business
- Interest Questionnaires before profiling
- Profiling/psychometric testing

Year 11

Key Themes:

- Career Questionnaire feedback
- Individual interviews with the Independent Career Advisor
- Options
- Getting the job
- C.V. writing
- Cover letter and application
- Interview preparation

Years 12 and 13

Key Themes :

- Offers individual and group interviews
- Offers advice post 'A' Level results if necessary
- Learning how to use the Careers Library to research higher education institutions and careers information
- Learning how to use the careers software

- Looking at Post-18 options
- Guest Speakers
- Careers interviews with the Independent Careers Advisor
- Monitor individual progress through personal interviews
- Offers advice post 'A' Level results if necessary

Private Study

Private study plays an important part in encouraging and training students to work independently, and we ask parents to see that priority is given to the completion of school work.

A school planner is given to each of the students in Key Stages 3,4 & 5, which includes space for a homework timetable and a weekly diary section in which private study work is to be noted when set. Parents are asked to initial the entries at least once a week. Planners are checked by Form Tutors and by senior staff. We encourage pupils to use their planners sensibly and organise their studies in an efficient way. Parents can also use the planner for communication with the school if they choose.

Children's Welfare, Health & Safety

In all areas of the curriculum, due care and attention is paid to all pupils' welfare, health and safety. The school ensures that the correct level of supervision is provided throughout the day. Children are taught how to work and play together, and how to resolve differences amicably. Bullying is not tolerated and pupils are involved with reviewing the Anti-Bullying Policy through the Student Council on an annual basis. Staff receive collective and individual training to ensure up-to-date knowledge, skills and practice.

This policy is supported by departmental schemes of work in all areas.

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