



IMMANUEL COLLEGE CURRICULUM POLICY

Purpose of this statement	To detail the Curriculum policy for Immanuel College
Dated	June 2017
Contact	The Headteacher

➤ THE CHRISTIAN ETHOS OF IMMANUEL COLLEGE

Immanuel means 'God with us'

We believe that God is with us here at Immanuel College

At Immanuel

- We encourage everyone – to think and talk about God
- We encourage everyone – to treat others with equal respect
- We encourage everyone – to fulfill their God-given potential
- We encourage everyone – to take seriously Christ's life-style and teaching
- We encourage everyone – to be open to God's spirit.

➤ Aims of Policy

The purpose of the curriculum is:

- To ensure that all students at Immanuel have the opportunity to attain at the highest levels
- To raise the aspiration of all students
- To develop lively, imaginative and enquiring minds
- To support students in developing knowledge, skills and competencies relevant to adult life in a world of rapid and continuous technological change
- To ensure that students have sound numeracy, literacy and ICT skills
- To take account of the needs of all students, including the more able, the disaffected and those with learning difficulties
- To ensure that students are provided with additional and different experiences to broaden their perspectives.

- To fulfil the aims of the college by developing students' enterprise, self-reliance and independence. through the provision of appropriate curriculum opportunities
- To develop personal and moral values, respect for shared values, other cultures, religions and ways of life.
- To develop young people who are able to take their place in society as informed, confident and responsible citizens

➤ **Policy Statement**

The curriculum is the driving force behind the college; it determines what students learn and how they are assessed. An appropriate curriculum increases attainment, improves behaviour, reduces absence and reduces NEET. The philosophy behind the curriculum is vital as this provides the priorities for further college development.

At Immanuel College we aim to provide a curriculum which provides appropriate access for all students, creating opportunities for progression and allowing for breadth of study. It is designed to adhere to statutory requirements and to develop the necessary skills and knowledge for the work place; it enables those not achieving age related expectations to narrow the gap and catch up with their peers. However, at Immanuel College we feel that a good school should do more than this. We endeavour to develop a Christian ethos which widen horizons, raises aspirations and develops self-esteem. Students leaving Immanuel College will be well equipped to take their place in society as caring, interesting and interested young people.

➤ **Key Responsibilities:**

➤ **The Governing Body must:**

- Ratify the Curriculum policy
- Ensure that the Curriculum meets the statutory requirements
- Monitor the impact of the Curriculum policy across the College

➤ **The Headteacher is responsible for:**

- Nominating a Deputy Headteacher to be responsible for developing and implementing the curriculum
- Monitoring the work of the curriculum leader
- Ensuring that an appropriate curriculum is provided for different groups of students
- Ensuring that the curriculum meets the statutory requirements
- Ensuring that the curriculum supports attainment within the college
- Ensuring procedures for assessment meet legal requirements and that parents/carers receive information to show how much progress is being made and what is required to help them improve
- Ensuring the governing body is advised on statutory targets in order to make informed decisions.

➤ **The Deputy Head responsible for the Curriculum must:**

- Ensure that the curriculum has the following characteristics: breadth; balance; relevance; differentiation; progression and continuity; coherence.
- Ensure that the curriculum meets all the statutory requirements.

- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
 - Provide a curriculum which meets the targets for the Specialist Science College Status.
 - Provide a curriculum appropriate for each student, taking account of differences in ability, aptitude and interests.
 - Help students use language and number effectively.
 - Help students develop personal moral values, respect for religious values and tolerance of other race's beliefs and way of life.
 - Provide a curriculum which supports the Christian ethos of the College
 - Ensure that the curriculum provides equality of access to academic experiences for all students
 - Provides a bridging year between L2 and L3 qualifications to allow students an additional year of study to prepare more thoroughly in order to follow Post 16 study.
- **The Head Of Faculty**
- Ensure that the Scheme of Work and lesson plans support the Christian ethos of the College
 - Ensure that Schemes of Work encourage progression at least in line with national standards.
 - Include a variety of out of class room experiences to enrich the experiences of the child and provide real life learning.
 - Must be aware of developments within their own subject area, including new examinations, syllabii and qualifications.
 - Provide a suitable range of subjects within the faculty to ensure progression from KSt 3 – KSt 4 and KSt 4 – KSt 5
 - Must ensure that all statutory requirements are met within the Scheme of Work
 - In conjunction with teachers within the faculty, ensure that the Scheme or Work provides a variety of learning opportunities which takes account of different learning styles
 - Provide Schemes of Work which allow colleagues to develop learning experiences which begin to unlock the talent of our young people and equip them with motivation, aspiration and abilities for future work and life
 - Monitor that colleagues are working to the agreed Scheme of Work and providing appropriate lesson plans
 - Ensure that the Scheme of work supports students in gaining the highest level of attainment
 - Ensure that in the foundation subjects (English, Maths and ICT) the curriculum provides for Foundation Learning and assessment
- **Subject Teachers must:**
- Provide suitable curriculum opportunities to extend the knowledge and experiences of all students
 - Ensure that all aspects of the curriculum within their subject area are met within lessons
 - Keep up to date with developments in their subject
 - Monitor the progress of students, including preparation for examinations
 - Develop thinking skills within the subject.
 - Develop an effective learning environment.
 - Extend the learning opportunities for students within and beyond the classroom.

- Have access to, and be able to interpret, data on each student to inform the design of the curriculum to best meet the needs of individual students
- Provide exciting, stimulating and engaging lessons which encourage students to develop a love of learning
- Design and deliver lessons which promote knowledge and understanding; mastery of intellectual, physical and interpersonal skills; develop personal qualities, values and attitudes

➤ **Parental Involvement**

We recognise the strength of students, parents/carers and staff working together, with this in mind, parents/carers will be:

- Requested to support students taking part in events outside of the classroom or normal college day if appropriate
- Provided with curriculum information relevant to their child
- Involved in the planning of progression from K St 3 – 4 and K St 4 – 5
- Required to support the aspirations of young people

➤ **Students**

All students have a responsibility for their own learning. Students are therefore encouraged to:

- Aspire to reach their full potential through active learning
- Be positive about their own potential
- Actively engage in the learning experience.
- Behave in an acceptable way which allows learning to take place

➤ **Role of Support Services**

Appropriate support services will be called upon as and when there is a specific requirement. Co-ordination of support services will be part of the role of the Deputy Head with responsibility for Curriculum.

Monitoring, evaluation and review

The governing body will receive an annual report from the principal on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

Named Governor:	Denise Sterling
Monitoring of the Policy:	R Hartley
Reporting to:	AQSP
Next Review Date:	June 2018

Appendix

1. Statutory requirements

The National Curriculum has now been disapplied, however some subjects have to be delivered, these include:

English, Mathematics, Science, ICT

PE

Citizenship

In addition at Key Stage 4 students have an **entitlement** to:

One Modern Foreign Language

One material in D & T

At least one course in the **Arts** (Art and Design, Music, Drama, Media arts)

At least one course in the **Humanities** (History and Geography)

Five days of **enterprise education**

Other requirements:

All Key stages must study **sex and relationship education** and **RE** (although parents have the right to withdraw students from these lessons)

At Key Stages 3 & 4 students must receive **Careers** education

English Baccalaureate

In addition to the above, the Government have introduced the English Baccalaureate which aims to ensure a breadth of study at GCSE for the most able students. To gain the E-Bacc students must achieve C grade or higher in the following subjects:

English

Maths

Science

One Humanities subject (currently not including RE)

One Modern Foreign Language

Students will not receive an additional certificate for attaining the E-Bacc standard

Progress 8

The new measure for schools will be Progress 8, this includes English and maths, three of the EBacc subjects and three additional GCSE or GGSE = subjects.

Curriculum Statement

Teaching groups, class sizes and grouping by ability

Immanuel is an 8 form entry college, however, on entry the 240 students are placed in 9 in groups. The students are placed in two unequal bands, one with five classes, the other with four classes. The classes are then set by departments based on ability with the exception of Arts and D & T who teach mixed ability groups. Higher ability groups will normally have more students allowing for smaller groups for those students for whom more support is required.

The college day starts at 8.30 a.m. and ends at 14.45 and consists of six fifty minute lessons: at 10.10 a.m. there is a 15 minute break. Lunch is split, with Y7,8 and 9 taking lunch at 12.05, whilst Y10 and 11 have form period. This arrangement is reversed at 12.30 to allow Y10 and Y11 to have lunch whilst the younger students have form period. A similar arrangement is in place at Post 16.

Years 7 – 9

At Key Stage 3 all students study the core subjects of English, Maths, Science and ICT. In addition they study Literacy, Numeracy, Design and Technology, PE, Art, Drama, Music, MFL, Geography, History and RE. PSHCE is mapped across the curriculum and delivered through form time and special assemblies or events.

Activities outside the class room will be used to further understanding and enrich the educational experience.

Years 10 - 11

Our young people will be entering a work place where different and varied skills are required; it is our responsibility to ensure that they are well equipped to meet the future. In order to meet these challenges we have devised a variety of pathways which students will follow at Key Stage 4. All students will take English, Maths, Science, PE, RE, alongside subjects selected from a pathway which is designed to support the learning of individual students, all of whom have different skills and aptitudes. The curriculum allows the College to meet the requirements of Progress 8, the new measure introduced by the Government. Within this context pathways are designed to allow students to gain a range of GCSE's and a maximum of three GCSE equivalents in line with recent changes

A small group of students will have the benefit of a bespoke pathway tailored to meet his or her individual needs; this may include time in classes, tutor time, sessions in the LDC and work based learning.

A vocationally based curriculum, delivered in partnership with or work based providers and in house tutors may be available for some students.

Post 16

The College offers an expanding Post-16 provision as our numbers continue to grow. We anticipate that the majority of our students will progress to Post 16 study and provide suitable courses according to individual needs, these include BTEC First Certificates, First

Diplomas, AS and A2 level courses. Some students choose to combine the BTEC and AS courses. A wide variety of subjects are offered allowing progression from those studied in Years 10 and 11, alongside subjects that are new to students, including Law, Psychology, Criminology and Sociology. We make every effort to offer subjects in which students demonstrate a particular interest.

Extra-Curricular Activities

A wide range of learning opportunities is offered outside the normal college day; these include sporting activities, trips and visits to local areas, cultural visits to other countries, charity events, musical and dramatic performances, theatre visits, magistrates court competition. A comprehensive list is maintained, allowing College to identify any groups of students who may not access such activities and put in place strategies to encourage and their participation.

Curriculum Plan Years 7 - 9 2016 – 2018

Year	En	Ma	Sc	MFL	D&T	RE	PE	ICT	Lit	Num	Art	Music	Drama	Geog	Hi	Total
7	4	4	3	3	2	2	2	1	1	1	1	1	1	2	2	30
8	4	4	3	3	3	2	2	1			2	1	1	2	2	30
9	4	4	4	3	3	2	2	1			1	1	1	2	2	30

At Key Stage 3 all students access core subjects, in addition they study Design and Technology, French, PE, Arts, Humanities and RE. PSHCE is delivered through the form periods with special events and input from outside agencies as appropriate. All students in Year 7 will have one period of Literacy and one of Numeracy.

Curriculum Plan Years 10 and 11

2017 – 2018

EBacc (3a)	English (1 extra period for Eng Lit/Lang) . . GCSE Eng. Lang. GCSE Eng. Lit.	Maths (no change from previously) . . GCSE Maths	Sep.Sc.1 GCSE Chemistry	Sep.Sc.2 GCSE Physics	JOU - French (30) FAR - Hi/Gg	Study skills S car ous el	RE GCSE RE	JOU - Sep. Sci. FAR - French	FAR - Sep. Sci. JOU - Hi/Gg	PE	
3b			Dual Award Science GCSE Dual Science	Hi/Gg (90 total in this block = 2+1 Hum.; 3x30)	RE GCSE RE		P and T options GCSE Art, GCSE Photography, GCSE Drama, GCSE Media, GCSE Computer Science, GCSE Film Studies, GCSE PE, GCSE Food, GCSE Resistant Mat.				
2a				1 year BTEC (+1 period from previous model = 6 periods)	RE		GCSE/BTEC Option GCSE Art, GCSE Photography, GCSE Drama, GCSE Media, GCSE Film, GCSE PE, GCSE Food, GCSE Resistant Materials BTEC Art, BTEC Travel, ICT, BTEC Sport, BTEC H+S Care				GCSE Hist/Gg (split across P/T)
2b			Dual Award Science GCSE Dual Science	2x BTEC (6 BTEC groups needed)			BTEC options - BTEC Art, BTEC Travel, ICT, BTEC Sport, BTEC H+S Care				
1 (Voc.)				BTEC Art, Performing Arts, ICT, Finance, Music, Sport, Health and Social Care (do we want Travel or Sports Science or neither?)							

At Key Stage 4 the curriculum provides a number of pathways based on the personal needs of the students. Each student is offered a pathway which best meets their needs, abilities and aptitudes. Within each pathway there will be some subjects which they may choose to study, however, students will be closely guided as to the subjects most appropriate to their individual needs. The core offer of English, Maths, Science, core RE, core PE and PSHCE are taken in addition to the pathway subjects. The pathways include:

- **Pathway 3a EBacc with separate sciences:** Students taking this pathway will study all three separate sciences, French, History and/or Geography and GCSE RE. Students on this pathway will have a high chance of attaining A* - C or 9 – 5 in all subjects.
- **Pathway 3b :** This is available to students who may be academically inclined but who have not demonstrated an aptitude or desire to study separate sciences. This pathway includes, French, RE, History or Geography and two subjects of their choice from a range of GCSE courses.
- **Pathway 2a** Students on this pathway will take History or Geography, one BTEC in Y10 and a second BTEC in Y11 and will be able to choose a further subject from a range of GCSEs or BTEC subjects.
- **Pathway 2b** Students on this pathway will take History or Geography, one BTEC in Y10 and a second BTEC in Y11 and will be able to choose a further subject from a range of BTEC or accessible GCSE subjects.
- **Pathway 1** Students on this pathway will take a range of BTEC subjects
- **A bespoke curriculum** will be available for a minority of students, working closely with tutors and accessing alternative provision according to their needs and aspirations. These students will take GCSE Maths and English and a range of BTEC subjects or other suitable qualifications according to their interests and aptitude. In addition they may access vocational qualifications via work based learning institutions.

Curriculum Plan Key Stage 5

2016 – 18

Level 2

A limited number of BTEC First Certificates are offered along with GCSE English and Maths re-sits.

Level 3

A range of A/S and A2 subjects, Applied GCE's and Level 3 BTECs are offered, each block accounts for five periods in the week. Students may take all Level 3 subjects or mix Level 3 with and Level 2 courses. Students may also access courses at other schools in the area.

Courses vary annually according to the choices made by the students; a copy of the blockings for September is shown below.

Year 13 2017/18

A	B	C	D	E
IFS Financial Education A2 Geography A2 Criminology A2 RE A2 Photography	BTEC Health and Social Care BTEC Sport A2 Medical Science A2 Sociology A2 Further Maths A2 Biology A2 Film Studies	BTEC Public Services BTEC Law BTEC Art A2 Chemistry A2 Physics A2 Biology	BTEC Childcare BTEC Performing Arts BTEC Travel and Tourism BTEC Sport A2 History A2 English Literature A2 Maths A2 Media Studies	BTEC ICT A2 Psychology A2 Chemistry A2 Maths A2 English Lit/Lang

Year 12 2016/18

A	B	C	D	E
AS English Lit/Lang AS Chemistry AS RE AS Maths BTEC Sport BTEC Law BTEC Performing Arts	AS Psychology AS Chemistry AS Further Maths BTEC Public Services BTEC Art	AS Sociology AS Media Studies AS Maths AS English Literature AS Photography BTEC ICT BTEC Sport	AS Criminology AS Physics AS French AS Biology LIBF Finance BTEC Health and Social Care	AS History AS Geography AS Biology AS Film Studies BTEC Travel and Tourism
Level 2				
Maths resit	English resit	L.2 BTEC Travel and Tourism	L.2 BTEC Public Services	WJEC Certificate in Medical Science

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Further maths is included in the timetable giving consideration to the other options of the students who wish to take this subject.