



IMMANUEL COLLEGE CURRICULUM POLICY

Purpose of this statement	To detail the Curriculum policy for Immanuel College
Dated	
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
- to treat others with equal respect
- to fulfil their God-given potential
- to take seriously Christ's life-style and teaching
- to be open to God's spirit.

➤ Aims of Policy

The intent and purpose of the curriculum is to serve the common good by "opening up Horizons of hope" (Church of England Vision for Education).

The aim of our curriculum is:

- to encourage students to stretch themselves spiritually, morally, intellectually, imaginatively and actively and to aspire to be well educated.
- to foster confidence, delight and discipline in seeking knowledge so that we actively counter social disadvantage in order to increase social mobility.
- to nurture academic habits, emotional intelligence and creativity across a whole range of academic subjects, championing arts, music, sport, physical education and, of course, Religious Education.
- to work with the best educational knowledge and to create a world class curriculum that opens up horizons of hope and aspiration.

- To support our continuous rise in standards so progress is consistently strong.
- To secure literacy and learning through our knowledge rich curriculum so that students have the tools to independently develop their learning.
- To promote consistently strong teaching so teachers are empowered to sustain and consistently improve their practice.
- To prepare students lives very well for the next stage in their lives, to ensure that they will have positive choices and can embrace life in all its fullness.

The overall aim of our curriculum is to deliver excellent in education and want the very best outcomes for students so they can achieve their fullest potential.

➤ **Policy Statement**

The curriculum is the driving force behind the school; 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 school development.

At Immanuel College we aim to provide a curriculum which is appropriate and accessible for all students, creating opportunities for progression and allowing for breadth of study and experience. It is designed to adhere to statutory requirements and to develop the necessary skills and knowledge for the work place, narrowing the gap and enabling those not achieving age related expectations to 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 promotes and nurtures lifelong academic habits, emotional intelligence and creativity, widens 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 who can embrace life in all its fullness.

➤ **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 Head teacher to be responsible for developing and implementing the curriculum.
- Monitoring the work of the curriculum leaders.
- 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 school.
- 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 academic habits, emotional intelligence and creativity through the promotion of lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
 - 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 spiritually, morally, intellectually, imaginatively and actively so they acquire personal moral values, respect for and understanding of religious values and tolerance of other races' 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 pupils
 - 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 Schemes 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 classroom 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, syllabi 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 Schemes of Work.
 - In conjunction with teachers within the faculty, ensure that Schemes or Work provide 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 Schemes of Work and providing appropriate lesson plans.
 - Ensure that Schemes of work support students in gaining the highest level of attainment.
 - Ensure that in the foundation subjects (English, Maths and Science) 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 school 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, and encouraged, 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:	Mr P. Ratcliffe
Monitoring of the Policy:	Mrs E. Sey
Reporting to:	AQSP
Next Review Date:	

Appendix

1. Statutory requirements

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

English, Mathematics, Science
PE
Citizenship

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

One Modern Foreign Language

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 (SRE)** 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 grade 4 or higher in all of 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

Progress 8 is used to measure the value added for the school. This includes English and maths, three of the EBacc subjects and three additional GCSE or GGSE equivalent subjects.

Curriculum Statement

Teaching groups, class sizes and grouping by ability

Immanuel is an 11 form entry school, however, on entry the 300 students are placed in 11 groups. The students are placed in three bands, two with four classes and the other with three 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 school day starts at 8.30 a.m. and ends at 14.45. It consists of six fifty minute lessons: at 10.10 a.m. there is a 15 minute break. Lunch is split, with Y7 and 8 taking lunch at 12.05, whilst Years 9, 10 and 11 have form period. This arrangement is reversed at 12.35 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 Design and Technology, PE, Art, Drama, Music, MFL, Geography, History and RE. Both Careers and PSHCE are 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 and make positive choices. 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 and 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 measure introduced by the Government to demonstrate the added value of any school. Within this context pathways are designed to allow students to gain a range of GCSEs 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 both Level 2 and Level 3 BTEC courses in addition to AS and A 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.

Some students will continue to study GCSE Maths and/or English alongside a variety of Level 2 courses.

Extra-Curricular Activities

A wide range of learning opportunities is offered outside the normal school 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 2019 - 2021

Year	En	Ma	Sc	MFL	D&T	RE	PE	ICT	Art	Music	Drama	Geog	Hi	Total
7	5	5	3	3	2	2	2	1	1	1	1	2	2	30
8	5	5	3	3	2	2	2	1	1	1	1	2	2	30
9	5	5	3	3	2	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.

Curriculum Plan Years 10 and 11 2019 - 2021

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, RE, PE and PSHCE are taken in addition to the pathway subjects. The pathways include:

- **Pathway 5b** This is available to students who may be academically inclined and includes RE, French, History or Geography and a subject of their choice. Students on this pathway will have a high chance of attaining grade 9 – 5 in all subjects.
- **Pathway 5a** This pathway is as pathway 5b but with the additional option to take Computer Sciences. Students on this pathway will have a high chance of attaining grade 9 – 5 in all subjects.
- **Pathway 4d** This is available to students who may be academically inclined and includes RE, History or Geography and two subjects of their choice. Students on this pathway will have a high chance of attaining grade 9 – 5 in all subjects.
- **Pathway 4c** This pathway is as pathway 4d but with the additional option to take French. Students on this pathway will have a high chance of attaining grade 9 – 5 in all subjects.
- **Pathway 4b** This pathway is as pathway 4d but with the additional option to take Computer Sciences. Students on this pathway will have a high chance of attaining grade 9 – 5 in all subjects.
- **Pathway 4a** This pathway is as pathway 4d but with the additional option to take both French and Computer Sciences. Students on this pathway will have a high chance of attaining grade 9 – 5 in all subjects.
- **Pathway 3b** Students on this pathway will take History, 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 3a** 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 and three BTECs in a range of subjects.

- **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 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.

DRAFT

Curriculum Plan Key Stage 5 2019 – 21

Level 2

A limited number of BTEC First Awards, and other equivalent qualifications, are offered along with GCSE English and Maths re-sits.

Level 3

A range of A/S and A2 subjects, Applied GCEs and Level 3 BTEC Nationals are offered; each block accounts for five periods in the week. Students may take all Level 3 subjects or mix Level 3 with 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 2019 is shown below.

Year 13 2019/20

A	B	C	D	E
A2 Geography A2 History A2 Maths A2 Media Studies BTEC HSC	A2 English Lit A2 Sociology A2 Physics A2 Film Studies BTEC Sport BTEC Travel	A2 Psychology A2 Biology LIBF Finance BTEC Perf. Arts	A2 Biology A2 RE A2 Further Maths A2 Art BTEC Travel BTEC Law BTEC Sport	A2 Maths A2 English Lang. A2 Criminology BTEC ICT BTEC Science

Year 12 2019/21

A	B	C	D	E
AS Biology AS Criminology AS English Lit AS Physics BTEC ICT BTEC Sport	AS Maths AS Art AS Psychology BTEC Travel BTEC Law LIBF Finance	AS History AS Sociology BTEC Travel BTEC Law LIBF Finance BTEC Science	AS Maths AS Chemistry AS English Lang AS Geography BTEC HSC BTEC Science	AS Biology AS Further Maths AS Psychology AS Photography AS RE BTEC Perf. Arts BTEC Public Services BTEC Sport
Level 2				
L.2 Public Services	BTEC Hospitality	Maths resit	L.2 EPQ	English resit

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