



# Clacton County High School

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## Curriculum Policy

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**Higher Expectations, Raising Aspirations**

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## CURRICULUM POLICY

Clacton County High School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life. Our aim is to meet the needs of young people in Clacton, preparing them for adult and working life in the 21st century.

### **1. Our curriculum at Clacton County High School aims to:**

- Provide equal opportunities for all students regardless of gender, aptitude, cultural, ethnic or religious background.
- Have students at its heart, putting their interests above those of the institution.
- Prepare all students for a successful adult and working life in a 21<sup>st</sup> century global society.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with partner schools in the primary sector and Post-16 to ease transition and secure the broadest possible curriculum offer.
- Involve the community and parents/carers.
- Prepare students for further study, the world of work and to become active citizens.
- Develop positive personal and social values.
- Provide a variety of activities which bring about effective learning, provide appropriate challenges and lead to achievement for all.
- Provide continuity and progression from the point of transfer to the time of leaving school.

### **2. Curriculum Structure**

- The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of the National Curriculum, and embraces cross-curricular themes including: careers information and guidance (CIAG); personal, social, health and economic education (PSHEE); science, technology, engineering and mathematics (STEM); sex and relationships education (SRE); citizenship and cross-curricular skills, in particular those of literacy, numeracy and ICT. Modern British Values (MBV) are delivered throughout the curriculum and through our Religious Ethical And Lifelong Learning days (REAL days).
- We have audited our provision of the wider curriculum and where there is not full curriculum coverage, we ensure that these needs are met through REAL days, enrichment opportunities and cross-curricula delivery.
- The development of students' personal and social skills, and their spiritual and cultural development are addressed specifically through the PSHEE programme and school assemblies, as well as permeating the whole curriculum, both formal and hidden.
- The importance of developing ICT, literacy and numeracy, is recognised by the allocation of additional lessons at KS3 for students with prior attainment in English and mathematics below national expectations and a continuing emphasis on the further development of these skills across the whole curriculum.
- The range of subjects on offer in the school at Key Stage 3 and 4, and the qualifications they currently lead to, is shown in the table below. Further information on each subject can be found in the faculties section of the website.

## RANGE OF SUBJECTS & QUALIFICATIONS

Years 7-8	Years 9-11 (core + options)	Qualification
English	English Language	GCSE
Mathematics	English Literature	GCSE
Science	Mathematics	GCSE
Modern Foreign Language	Biology	GCSE
Physical Education	Chemistry	GCSE
History	Physics	GCSE
Geography	Combined Science (double award)	GCSE
Religious Education	Sport	BTEC
Computer Science	Dance	GCSE/BTEC
Graphics	French	GCSE
Textiles	Spanish	GCSE
Food Technology	History	GCSE
Dance	Geography	GCSE
Art	Religious Education	GCSE
Drama	Product Design (Design Tech.)	GCSE/BTEC
Music	Product Design (Textiles)	GCSE
Literacy	Photography	GCSE
Numeracy	Food Nutrition/Hospitality	BTEC/GCSE
	Computer Science	GCSE
	Art	GCSE
	Drama/Performing Arts	BTEC
	Media Studies	BTEC
	Music	GCSE/BTEC
	Business Studies	BTEC
	Event Management	BTEC
	Child Care	BTEC

### 3. Curriculum Time

- The taught school week comprises twenty 75 minute periods in years 7-11. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, maths and science, reflecting the importance of these subjects for all students at KS3 and KS4 and the development of vital basic skills.
- In addition to the timetable, a calendar of frequent Religious Ethical And Lifelong Learning days (REAL) is in place to ensure the effective delivery of vital curriculum elements including: religious education (RE); careers information and guidance (CIAG); personal, social, health and economic education (PSHEE); science, technology, engineering and mathematics (STEM); sex and relationships education (SRE); citizenship and cross-curricular skills, in particular those of literacy, numeracy and ICT. These collapsed timetable days will occur approximately half-termly and will involve the input of external agencies to support our in-house delivery. Modern British Values form a thread throughout all of the REAL days and we ensure that there are relevant tie-ins to the entire range of subject areas in all key stages.
- Appendix A outlines the curriculum time allocations.

#### **4. Schemes of Work**

- A scheme of work for each subject is essential in helping to plan teaching and learning within and across subjects, as well as documenting the curricular activities planned for groups of students and coverage of the National Curriculum programmes of study and GCSE syllabuses. Schemes of work also provide a basis for monitoring and evaluating the curriculum.
- Each subject team will produce a scheme of work for each year group and will review this, and update it as necessary, each year. The standard school format for schemes of work will be used, addressing common headings including:
  - planned teaching and learning activities;
  - cross-curricular aspects and links to ICT and other subjects;
  - differentiation;
  - assessment;
  - homework;
  - resources.

#### **5. Differentiation**

Students need to work at a level and pace appropriate to their potential. Students are taught in classes grouped by broad ability and prior attainment in the core subjects, or, of mixed ability outside the core. Whatever the form of grouping, a differentiated approach is required to ensure that the range of abilities and interests of students is taken into account, so enabling them to experience success.

#### **6. Teaching and Learning**

Students learn through their experiences and by being taught. They learn most effectively when they feel valued, when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process. A range of teaching and learning strategies needs to be employed with students of all ages in order to increase and maintain their motivation and to create a challenging, stimulating and rewarding learning environment in which they can succeed. Strategies will include working individually, in pairs and small groups, whole class teaching, practical work, problem solving, role-play, the use of ICT and video and visits outside the classroom.

#### **7. Homework/Independent Learning**

Homework enables students to consolidate and extend work covered in lessons, to carry out independent study and research and to develop good study habits. Regular and appropriate homework is set and is an integral part of students' curricular entitlement. All homework is recorded on a web-based portal "Show my Homework" which is accessible by both students and parents. For more information, consult the Independent Learning (homework) policy.

#### **8. Transition**

Students join us in year 7 at the beginning of KS3. Teaching programmes are carefully planned to take into account students' previous work and achievements at KS2. This work will be supported by the use of agreed transfer documentation, including National Curriculum information and other formal and informal contacts

between teaching staff here and at our main partner primary schools. The importance of transition from KS3 to GCSE courses also needs to be recognised in the planning of schemes of work and the level of demands made upon students.

## **9. Sixth Form**

The aims outlined at the start of this document apply equally in the sixth form. The sixth form works alongside a number of other local providers to ensure the broadest possible range of courses are offered to our students.

At partner institutions:

- Numerous courses are available at Entry Level, Level 1 and Level 2, providing progression to employment Level 2 and Level 3 qualifications

At CCHS:

- Approximately 20 traditional A Levels are offered alongside approximately 10 to 15 vocational courses, at Level 3. All these courses offer progression to employment, apprenticeships and higher education. The full details of these courses can be found within our Sixth Form Prospectus.

There is the opportunity for students to engage in significant enrichment opportunities alongside their academic study. Some of these are organised on a regular, weekly basis and include the opportunity to improve qualifications in the core subjects of English and maths, and additional experiences in sport. Opportunities for involvement in voluntary activities will also be made available. All enrichment activities will be optional, but it is hoped as many students as possible will decide to participate.

## **10. Management, Monitoring and Evaluation**

Overall responsibility for the curriculum at Clacton County High School rests with the local governing board (LGB) in consultation with the Curriculum and Assessment Team. The LGB's further curriculum responsibilities are:

- To work with the principal in ensuring the National Curriculum and its assessment procedures are carried out.
- To agree a Sex Education Policy for the school.
- To ensure Religious Education is provided.
- To ensure the Special Educational Needs Policy is being carried out in identifying and helping students with special needs.
- To hear any complaints from parents concerning the curriculum.

The principal, in consultation with the senior vice principal and the Curriculum and Assessment Team, is responsible for day-to-day decisions about the management of the curriculum of the school.

# Appendix A: Curriculum Time Allocations (Years 7/8)

Yr7		310 students (11 Form)																				
	E&M	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	133	26.6	English	Maths	Science	Computer Science	Geography	History	Spanish	RE	Drama	Music	Art	PD Food Textiles Literacy	PE							
2	X																					
3																						
4																						
5																						
FL	10	English	Maths	Science	ICT	Num	Hums	Lit	Asdan													
1	167	27.8	English	Maths	Science	Computer Science	Geography	History	Spanish	RE	Drama	Music	Art	PD Food Textiles Literacy	PE							
2	Y																					
3																						
4																						
5																						
6																						
300 students (11 Form)																						
Yr8		E&M	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	133	26.6	English	Maths	Science	Spanish	Geography	History	CompSci	RE	Drama	Music	Art	PD Food Textiles STEM	PE							
2	X																					
3																						
4																						
5																						
FL	10	English	Maths	Science	Literacy	Hums	ICT	Asdan														
1	165	27.5	English	Maths	Science	Spanish	Geography	History	CompSci	RE	Drama	Music	Art	PD Food Textiles STEM	PE							
2	Y																					
3																						
4																						
5																						
6																						
298																						

# Appendix A: Curriculum Time Allocations (Years 9/10/11)

Yr9		278 (10 forms)																																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																	
1	134	English GCSE (LAN and LIT)				Maths			Triple Science					Option A			Option B			Option C			Dance ()															
2	X								Page 1																			PE ()										
3																																						
4																																						
5																																						
1	141	English GCSE (LAN and LIT) + Entry Level eq (FL)				Maths + Entry Level eq (FL)			Science + Entry Level eq (FL)					Maths	Option A			Option B			Option C			Dance ()														
2	Y																											PE										
3																												& L1										
4																												qualificati										
5																												on										
FL	8													L1/2 qual																								
		275																																				
Yr10		292 (11 forms)																																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																	
1	140	English GCSE (LAN and LIT) + Entry Level eq (FL)				Maths + Entry Level eq (FL)			Triple Science					Option A			Option B			Option C			Dance ()															
2	X																											PE										
3																																						
4																																						
5																																						
6																																						
1	148	English GCSE (LAN and LIT) + Entry Level eq (FL)				Maths + Entry Level eq (FL)			Science + Entry Level eq (FL)					English	Option A			Option B			Option C			Dance ()														
2	Y																											PE										
3																																						
4																																						
5																																						
FL	10													L1/2 qual																								
		288																																				
Yr11		278 (10 forms)																																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																	
1	133	English GCSE (LAN and LIT)				Maths			Triple Science					Option A			Option B			Option C			Dance ()															
2	X																											PE										
3																																						
4																																						
5																																						
1	144	English GCSE (LAN and LIT)				Maths			Science					Intervention (12)	Option A			Option B			Option C			Dance ()														
2	Y																											PE										
3																																						
4																																						
5																																						
6																																						
FL														L1/2 qual																								