

DARRICK WOOD SCHOOL CURRICULUM POLICY

Revised:	July 2015
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Person responsible	Ms C Wilson-Hooper

Curriculum goal

The School's Curriculum Goal is "to provide all students with the appropriate qualifications, skills and values to equip them for life". This curriculum policy enlarges upon this statement.

National curriculum

At the heart of the Darrick Wood School curriculum is the National Curriculum. This is designed to enable all students to respond positively to the opportunities and challenges of the rapidly changing world in which they live. Students should leave school having become successful learners, confident individuals and responsible citizens. The NC establishes a coherent framework to promote study, building on previous learning and becoming more demanding as students move through the School.

The Darrick Wood School Curriculum

The Darrick Wood School curriculum has two broad aims.

- 1) To provide students with the opportunities to learn and achieve
- 2) To prepare students for the responsibilities and experiences of life.

In achieving these aims the curriculum should provide appropriate challenges for all students in ways which satisfy the diversity of their needs (including those in the Deaf Centre), so that opportunities for their inclusion in mainstream lessons are maximised.

Opportunities for learning and achievement

For all students, the curriculum should:

1. develop the enjoyment of, and commitment to, learning;
2. encourage and stimulate the best possible progress and the highest attainment;
3. build on strengths, aptitudes, interests and experiences;
4. develop confidence in their capacity to learn and work both independently and collaboratively;
5. equip them with the essential learning skills of literacy, numeracy, IT capability and problem solving;
6. promote enquiring minds and the capacity to think rationally, creatively and critically;
7. develop physical skills and a safe and healthy lifestyle;
8. contribute to the development of a sense of identity through knowledge and understanding of spiritual, moral and cultural heritage as well as local, national, European and international issues;
9. develop knowledge and understanding of British Values
10. develop knowledge and understanding of different beliefs and cultures;
11. develop an appreciation of human aspirations and achievements in aesthetic, scientific technological and social fields.

Responsibilities and experiences of life

For all students, the curriculum should:

1. pass on the values of society, develop integrity and help them to become responsible and caring citizens;
2. challenge discrimination and stereotyping;
3. develop respect for the environment on a personal, local, national and global level;
4. promote self-esteem, emotional well-being and respect for others;
5. develop the ability to relate to others and to work for the common good;
6. enable them to cope with change and adversity and to make informed choices;
7. prepare for the next steps in learning, training and employment and enable them to appreciate the relevance of their achievements to life and society outside school, including leisure, the community and employment.

These two aims reinforce one another and both play an essential part in enabling the School's curriculum goal to be achieved.

APPENDIX TO THE CURRICULUM POLICY STATEMENT

The Curriculum Model at Darrick Wood School:

The School's curriculum design allows for banding or setting where appropriate.

Healthy lifestyles are emphasised in Food and Nutrition, Science, PE and PSHE. Healthy eating is covered comprehensively in Food and Nutrition in KS3. Health and safety awareness is constantly reinforced (e.g. through the use of goggles in D&T and Science and where trampolines are used in PE). The PE Department offers a school fitness programme both before and after school.

Students have the opportunity to develop enterprise, business and team work skills through cross-curricular days (e.g. activities during STEM Week, Prefect training days) as well as within Business Enterprise Days and work experience. Students also have the opportunity to participate in educational visits including theatres, museums, day and residential experiences to support the curriculum.

Key Stage 3

Students in KS3 experience a broad, balanced curriculum including Drama which has always contributed significantly to students' enjoyment, personal confidence and achievement. All statutory requirements are met and Religious Studies reflects the content of the locally agreed syllabus.

IT is a discrete subject. Other subjects are increasingly effective in their use of IT, signposted in schemes of work with the designation of an IT suite close to each Faculty area, the availability of laptops and an interactive whiteboard in every classroom. In Year 7, students follow a Learn to Learn course (one lesson every two weeks) where they are encouraged to evaluate their learning style, develop collaborative learning and problem solving skills.

Careers education is subsumed within PSHE. Citizenship is taught across the curriculum; as a component of PSHE and of other subjects. In order to maintain a very broad base of study, students do not have a choice in the lessons which they attend. A second modern foreign language is studied by all students in Years 8 & 9. A smaller group of students for whom a second language would not be appropriate follow a literacy course.

In Year 7, Art, Drama, Geography, History, IT, Music, Learn to Learn and Religious Studies are taught in mixed ability tutor groups. English, Mathematics, Science, Design & Technology, Modern Foreign Languages and PE are set by ability. Dance is taught through PE.

In Years 8 & 9, Art, Drama, IT, Religious Studies and Music are taught in mixed ability tutor groups. English, Mathematics, Science, Design & Technology, Geography, History, Modern Foreign Languages and PE are set by ability.

Key Stage 4

In this key stage the basic curriculum contains fewer subjects, allowing students a degree of choice in the construction of their courses of study, though a fairly broad common core remains for all. The Key Stage 4 curriculum meets statutory requirements and is constructed to enable most to gain the English Baccalaureate (GCSEs in English, Mathematics, Science, a Modern Foreign Language and either Geography or History).

When students move into Year 10, they must study English, Mathematics, Science, IT, Core PE, PSHE and Religious Studies. The majority of students also study at least one modern foreign language. Students also choose three additional subjects, selecting one from three option blocks. Geography and History appear in each option block and most students select History or Geography, plus two other subjects. This enables coverage of the English Baccalaureate whilst maintaining breadth of choice. All students must study towards an IT qualification which is currently the European Computer Driving Licence (ECDL) with GCSE Computing offered as an additional course in an option block.

All students take GCSE English Literature in addition to GCSE English Language. The majority of students study either Double Science which leads to two GCSE passes or Triple Science which leads to three GCSE passes in Biology, Chemistry and Physics. The remainder study single Science. Most students in Year 11 take the full GCSE course in RS. In Design & Technology, students can choose from Catering, Graphics, Resistant Materials and Textiles.

Careers Education, Citizenship, Work-Related Learning, Enterprise Education and Sex & Relationships Education are taught within PSHE, through other subjects and, on occasions, through suspension of the timetable. All students undertake five days of work experience in Year 10. Some students have the opportunity to choose a more vocational route. These students study a slightly reduced number of GCSEs.

Sixth Form

The Post-16 system of qualifications allows students to choose from a selection of routes to achieve an advanced qualification. Students are advised to indicate a minimum choice of four from a wide range of subjects. In addition, all students study one from General Studies, Critical Thinking, Citizenship, World Development, Core Mathematics or Further Mathematics. In Year 13 students have the opportunity to pursue the Extended Project Qualification.

To pursue an A level course, students must achieve 5+ A*-C passes at GCSE including English and Mathematics and a B grade in the subjects they wish to study. The curriculum followed includes:

- 4 A levels plus PSHE and a subject from the core curriculum - General Studies (including RS), Critical Thinking, Citizenship, Core Mathematics, Further Mathematics or World Development
- Some students carry on with General Studies, Further Mathematics or Citizenship to A level and some pursue the Extended Project Qualification in Year 13.

As an alternative pathway for those who have not gained the above entry requirement a Level 2 BTEC course in Business is offered to provide a one year course as a stepping stone to Level 3 courses. There is also the opportunity for students to improve their GCSE results in English Language and Mathematics.

In addition, all students follow either a Community Service programme and may take up a sporting activity during Wednesday afternoons.

Supporting documents

The National Curriculum

The Bromley Agreed Syllabus for Religious Education

Darrick Wood School booklet for parents of new Year 7 students

Darrick Wood School booklet for entry to Key Stage 4

Darrick Wood School booklet for entry to the Sixth Form

Curriculum Guides for each year group.