



CURRICULUM

CURRICULUM POLICY

Reviewed and updated by the Full Governing Body: July 2009

Next Review due: July 2010

INTRODUCTION

The whole functioning of Paignton Community & Sports College should be rooted in the Aims and Objectives of the College. Schemes of Work, procedures and routines, the College Development Plan and all other areas of activity, whether academic or social, should reflect these aims. They represent the cornerstone of what we believe to be important and, as such, should be agreed by all and reviewed on a regular basis. However, many of the values expressed in the aims are not subject to change but reflect our basic ideals.

AIMS OF PAIGNTON COMMUNITY & SPORTS COLLEGE

At Paignton Community & Sports College we aim to:

- ***Enable all members of the College to achieve their full potential by encouraging the highest possible standard of endeavour.***
- ***Develop personal qualities and social skills in order that members of the College may respect both the needs of the individual and those of the whole community.***

The realisation of these aims is dependent upon the development of related objectives. These objectives focus on two particular areas in the work of the College. First, there are curricular issues and the implementation of the curriculum through the organizational structure adopted by the College. Secondly, and of equal significance, are the related objectives which determine the social pattern and ethos of the College.

ACADEMIC AND VOCATIONAL OBJECTIVES

The College will seek to ensure that all pupils and students:

- Achieve the highest possible standard of academic and vocational work, in a safe environment.
- Benefit from a curriculum which contains: breadth, balance, relevance, differentiation, progression and continuity.
- Develop confidence and understanding of Literacy, Numeracy and ICT throughout their time at the College.

CURRICULUM

The College curriculum will embrace the basic area of learning and experience viz:

- a. Aesthetic and creative
- b. Cultural
- c. Human and social

- d. Linguistic and literacy
- e. Mathematical
- f. Moral
- g. Physical
- h. Scientific
- i. Spiritual
- j. Technological

In following such a curriculum pupils and students will be encouraged to:

- 1 Think for themselves
- 2 Learn self-discipline and concentration
- 3 Learn to work independently and in groups
- 4 Have self-confidence
- 5 Develop skills in communication
- 6 Learn study skills
- 7 Learn to Learn
- 8 Adopt Healthy Lifestyles

SOCIAL OBJECTIVES

The College will always encourage pupils and students to:

- 1 Have a positive attitude.
- 2 Be courteous in speech and behaviour.
- 3 Have respect for other people and their view.
- 4 Feel that they belong to a College which cares about them.
- 5 Take pride in themselves, in their College and its environment.
- 6 Develop their interests and talents as they mature within the College.
- 7 Recognise the relationship of life in school to their lives outside the College.
- 8 Prepare themselves to be able to play their full part in a democratic society.
- 9 Recognise the existence and worth of other societies and cultures.
- 10 Recognise and oppose prejudice in all its forms.
- 11 Recognise and accept their responsibilities and obligations as members of society.
- 12 Prepare themselves for the world of employment.

WHOLE CURRICULUM

KEY STAGE PRINCIPLES

- a) The central aim of Paignton Community & Sports College is to provide, for all of its students educational experiences and opportunities which will enable them to discover and fulfill their own potential, and which will prepare them to respond positively and confidently to the challenges of adult life.
- b) To achieve this aim, the school believes that the learning experiences which the students are offered should be varied, stimulating and coherent. Students must be continually encouraged to take pride in, and be responsible for, their own learning. They are required to follow, as well as both understanding and valuing different styles of learning.
- c) The College will strive to ensure that all members of its community have safe and pleasant conditions in which to work. The atmosphere should be one which reflects commitment, tolerance, care and respect, whilst celebrating the success of those who are part of the community.

- d) The College believes that it should continue to develop the strongest of links with parents, partner primary schools, industry, further education and other agencies which represent the community to which we belong. In attempting to respond to the education and cultural aspirations of this community, it is the aim that Paignton Community & Sports College obtains recognition for the excellence and richness of the service which it provides.

KEY STAGE 3 AND 4 PRINCIPLES

- a) The curriculum will be broad, balanced, differentiated, challenging and underpinned by appropriate educational technology.
- b) There will be equality of access for all students admitted to the school.
- c) It will show clear progression from Key Stage 2 to Key Stage 4.
- d) It will incorporate the National Curriculum including Religious Education, Health Education, Careers, Citizenship, PSME and Learn 2 Learn.
- e) It will value and reflect the cultural diversity of the school community.
- f) It will be cognisant of the starting points of individual students and draw upon their previous learning experience.
- g) It will maximize each students ICT and knowledge processing capabilities.
- h) It will incorporate the teaching of Literacy and Numeracy in all subject areas.
- i) There will be a variety of teaching and leaning styles which recognise the individual needs of students and introduce them to the concept of self development in a learning environment.
- j) It will value the positive experiences students bring to school and will encourage the development of a range of talents and positive attitudes as well as the ability to make responsible choices.
- k) It will begin to develop in each student an understanding of themselves, the communities in which they both work and live, as well as the world as a whole.
- l) It will have assessment processes which inform students' progress and curriculum development.
- m) It will recognize and reward all achievement.
- n) There will be an element of choice which will reflect students' maturing preferences and career aspirations.
- o) Courses will be accredited through appropriate, nationally recognized, awarding bodies.
- p) There will be an opportunity for some pupils to be disapplied from National Curriculum subjects.

KEY STAGE 5 PRINCIPLES

- a) The curriculum will be broad, balanced, differentiated, challenging and underpinned by appropriate education technology.
- b) There will be equality of access for all students admitted to the Sixth Form.
- c) It will show clear progression from Key Stage 4.
- d) It will value and reflect the cultural diversity of the school community.
- e) It will be cognisant of the starting points of individual students and draw upon their previous learning experience.
- f) It will maximize each student's ICT and knowledge processing capabilities.
- g) There will be a variety of teaching and learning styles which recognize the individual needs of students and introduce them to the concept of self development in a learning environment.
- h) It will value the positive experiences students bring to school and will encourage the development of a range of talents and positive attitudes as well as the ability to make responsible choices.

- i) It will begin to develop in each student an understanding of themselves, the communities in which they both work and live, as well as the world as a whole.
- j) It will have assessment processes which inform students' progress and curriculum development.
- k) It will recognize and reward all achievement.
- l) There will be a large degree of choice which will reflect student's maturing preferences and career aspirations.
- m) Courses will be accredited through appropriate nationally recognised awarding bodies.

CURRICULUM PLANS (30 Period week)

Year 7

All pupils follow:

English	4 periods
Mathematics	4 periods
French	2 periods
Science	4 periods
History	2 periods
Geography	2 periods
Design Technology	2 periods
PE	3 periods
ICT	1 period
Fabulous Fridays (encompassing Music, Art, RE, Citizenship, Drama, Health)	6 periods
	30 periods

Years 8 and 9

Pupils follow:

English	4 periods
Mathematics	4 periods
French / German	3 periods
Science	4 periods
History	2 periods
Geography	2 periods
Design Technology	2 periods
PE	3 periods
ICT	1 period
Music	1 period
Art	1 period
Drama	1 period
RE	1 period
Health Ed/Careers/PSME/Citizenship	1 period
	30 periods

Year 10 and Year 11 Pupils

All pupils follow:

English	4 periods	(5 periods in Year 11)
Mathematics	4 periods	
Science	6 periods	
ICT	2 periods	
RE / Citizenship	2 periods	(one period in Year 11)
Careers/Health Education/ PSME	1 period	
PE	2 period	
3 further 'Option' subjects	9 periods	
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	30 periods	

All pupils take Science, Mathematics, English Language and Core ICT: most take Media Studies as well as Language. The 'Option' subjects available are:

- Art and Design
- Drama
- Technology (Product Design)
- ICT
- Sociology
- Business studies
- Dance
- Graphics
- PE (GCSE) and BTEC
- Health Education (Vocational GCSE)
- History
- Geography
- Textiles
- Technology (Food and Nutrition)
- Music
- Travel and Tourism (Vocational GCSE)
- English Literature
- French
- German
- Philosophy and Ethics
- Triple Science
- Outdoor Education
- General Studies

EXCEPTIONS – in Year 10/11 Work Related Curriculum

A small number of pupils in Year 10 and Year 11 follow a Work Related Curriculum. This allows for pupils to gain vocational and life skills experience.

The Work Related Curriculum

This is designed to take into account the strengths and weaknesses of the pupils selected but their curriculum will include:

- Science, Mathematics and English in both Years 10 and 11
- 1 Option subject in both Years 10 and 11
- Work placements (1 day Year 10, 2 days Year 11)
- Access to the basic core (ICT/PE/Tutor Period)
- Further life skills courses including time at a Residential Centre
- A course run by South Devon College
- The XL Project

Pupils are selected for the Work Related Curriculum after discussion with parents/teachers/Special Needs Faculty. In the main pupils will benefit most if they are selected because of learning difficulties and social awareness problems. Pupils are not selected just on previous poor behaviour criteria (see Disapplication Policy).

We also provide all students with curriculum access to activities which cover the full range of work related elements set out by QCA, including Enterprise.

POST 16 CURRICULUM

All students have access to a wide choice of subjects and courses. These subjects are viable as long as the numbers of students choosing them is more than eight.

Students can select up to 4 subjects from the following (6 periods each subject):

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|-------------------------|-------------------------------|
| ▪ Art | ▪ Sociology |
| ▪ Drama | ▪ History |
| ▪ English Language | ▪ PE ('A' level) |
| ▪ English Literature | ▪ Music |
| ▪ Law | ▪ Design Technology |
| ▪ Psychology | ▪ Mathematics |
| ▪ Physics | ▪ French |
| ▪ Business Studies | ▪ German |
| ▪ Health Education | ▪ Dance |
| ▪ ICT | ▪ Performing Arts |
| ▪ Travel and Tourism | ▪ BTEC Diploma (Sport) |
| ▪ Media Studies | ▪ Textiles |
| ▪ Chemistry | ▪ Financial Studies |
| ▪ Geography | ▪ Childcare |
| ▪ Philosophy and Ethics | ▪ Art and Design (Vocational) |
| ▪ Biology | |

In addition all students follow a core of:

Tutor period	1	Careers	1
Team Paignton		Activities	2 (including GCSE 'retakes')

PUBLIC EXAMINATIONS

- Pupils are prepared for the General Certificate of Secondary Education (G.C.S.E.) in most subjects studied in Years 10 and 11. Assessment includes coursework done over the two year period, as well as final examinations in the Summer Term of Year 11.
- Pupils are also entered for units of the GNVQ – General National Vocational Qualification Part 1 and Vocational GCSEs.
- Several courses at GCSE are modular with examinations taking place during the 2 year course.
- SATS – at the end of Year 9 in line with Government requirements pupils will undertake SATs (Standard Assessment Tasks).
- At Post 16 pupils are prepared for AS, A2 and Vocational A Levels. Other vocational qualifications at Advanced and Intermediate Level are available, including the Diploma in Child Development and BTEC Courses. Students are also entered for GCSE and CSLA examinations. Many of these follow a modular approach.
- Many of our Year 11 students are entered for the Edexcel Literacy and Numeracy and a chosen group for the ECDL.