



Holy Trinity International School

Curriculum Policy 2011 - 2012

Introduction

The curriculum policy at Holy Trinity International School relates directly to the School's Mission Statement

Guiding principles

Pupils are at the heart of the educational process and should be encouraged to participate fully in the life of the school. All pupils regardless of age, gender, ability and background should experience personal fulfilment through the curriculum. Thus our curriculum is guided by the following aims and principles:

- The need for breadth and balance
- The need for flexibility and choice [particularly at KS4 and 5]
- The need for coherence and progression
- The need to provide opportunities for all pupils to learn and achieve
- The need to prepare pupils for the opportunities and the responsibilities of adult life
- The recognition that the curriculum must be continuously evolving, forward looking and under constant review

Curriculum design

In designing the curriculum the following are taken into account:

- The school ethos, values and aims
 - Curriculum priorities [both statutory and "in house"]
 - Curriculum enrichment
 - Packaging and labelling of the curriculum
 - Inclusion and differentiation
 - Cost implications [especially staffing]
1. Our emphasis is on providing a rounded education with excellence as our priority, not only in academic standards, but also in the whole range of curricular and extracurricular work. We aim to provide an extended and enriched curriculum through the timetabled curriculum and a wide range of activities offered outside normal school.
 2. At KS3 and 4 most of the curriculum is delivered in separate subject lessons but RE, citizenship, careers, sex education and preparation for the world of work are packaged together in programmes run by specialist and Form teachers.

3. Teachers cater for individual pupils' interests and capabilities through differentiated activities and targeted support in timetabled lessons and study support.
4. To aid the transition between KS2 and KS3 there is a programme of liaison meetings between KS2 and KS3 teachers. In addition there is a bridging course based on the KS3 programmes of study which begins after the Year 6 tests in May.
5. One way of helping pupils to move onto KS4 is to anticipate the style and content of a range of qualifications in Year 9 lessons. Thus year 9 schemes of work in non core subjects include aspects of GCSE courses, particularly in the second half of the summer term.

Timetabling the curriculum

The curriculum at KS3, KS4 and KS5 is based on 30 X 55 minute periods per week

Subjects	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
English	4 (13%)	4	4	5 (17%)	4		
Mathematics	4 (13%)	4	4	5	4		
Biology	1 (3%)	1	1	3 (10%)	2		
Chemistry	1	1	1	2	2		
Physics	1	1	1	2	2		
Form Period/ C Thinking	1	1	1	1	1	1	1
RE	1	1	1	2			
Drama	1	1	1				
Citizenship					2	1	1
ICT	1	1	1	2	2		
PE	2 (7%)	2	2	2	2		
Geography	2	2	2				
History	2	2	2				
French	2	2	2				
Spanish	2	2	2				
Music	2	2	2				
H Ec/ Textiles	2	2	2				
Art	1	1	1				
3 GCSE Options Groups				3x2 = 6 (20%)	3x3 = 9 (30%)		
A level subjects Subjects						4x5 = 20 (67%)	3x5 = 15 (50%)
Study Periods						3	9
General Studies						1	1
Community Service						1	1
Extended Project						3	2
Total	30	30	30	30	30	30	30

Curriculum Content

Key Stage 3

- English and Mathematics are taught in mixed ability groups
- Co-ordinated Science is taught in mixed ability groups. It is taught as three separate sciences [Biology, Chemistry, Physics] in all three years. There is 1 period per science per week
- HE/ Textiles are taught on a half termly carousel
- All students follow an ICT programme.
- MFL- French and Spanish in Years 7, 8 and 9
- PSRE is included in Form Period and Religious Studies [including elements of the GCSE specification in Year 9], citizenship, careers, sex education. Registration/Form periods cover a set programme, including target setting and reviewing.
- Pupils select their KS4 GCSE courses towards the end of Y9
- Music is taught at GCSE level with public examination in Year 9
- There are 3 X 20 min registration/ form periods and 1 x 55 min Form Period per week.

Key Stage 4

The Core Curriculum

- English is taught in two streamed ability groups. Pupils are entered for two GCSE subjects i.e. English and English Literature
- Mathematics is taught in two streamed ability groups. The GCSE course is a modular course with modules being taken at various times throughout years 10 and 11
- Science is taught in two streamed ability groups. All students follow separate science GCSE courses, which are modular. Modules are taken throughout yrs 9 - 11.
- ICT is taught in mixed ability groups. The students are entered for GCSE at the end of Year 11.
- Religious Studies is taught in mixed ability groups. All candidates are entered for short course RS at the end of Y10 and citizenship at the end of yr 11.
- There are 3 X 20 min registration and form periods and 1 x 55 min Form Period per week.

The Entitlement Curriculum

- Pupils may chose up to 3 GCSE Option subjects. There is 1 group per subject. The groups are of mixed ability.
- The option subjects are arranged in blocks generally reflecting pupils' preferences. Pupils chose up to one subject per block.
- The blocks are arranged in such a way that pupils have access to the full range of entitlement areas.

- Design and technology is delivered through: Home Economics: Food and Nutrition.

Other curriculum areas

- All pupils attend 2 non examined PE lessons per week
- Form periods cover a set programme which includes target setting and reviewing
- All students undertake a week of work experience at the end of Y11 following completion of GCSE examinations.
- Students have the opportunity to study AS Critical Thinking as an alternative to the weekly Form period.

The Sixth Form curriculum

- A comprehensive range of subjects is offered at GCE AS and A2 level. A flexible option scheme allows pupils to study science subjects, arts subjects or a range of combinations giving a very wide choice of openings for higher education or employment.
- In addition to the usual subjects offered lower down the school Theatre Studies and Psychology can also be taken at AS and A2 level.
- Students chose up to 4 AS GCE subjects in Year 12. Most students continue with 3 A2 subjects in Year 13
- All students have an opportunity to take General Studies, Extended Project and Citizenship at AS and A2 levels.
- Each subject is delivered through a weekly allocation of 5 periods [4 taught periods plus 1 directed learning period in practical subjects] per subject for both AS and A2
- Students have the opportunity to study the Perspectives of Science Extended project.
- Advanced extension awards are available in some subjects. There is no additional time table allocation.
- Year 12 and 13 have a timetabled Form Period per week. The Form Period includes a number of planned activities e.g. preparation for HE .
- 2 periods per week are available for an enrichment programme
- There is a PE/Sports Leadership period every week.
- The students also spend time engaged in community activities and work experience.

Provision for Gifted and talented” pupils

“Gifted and talented” pupils are provided for through:

- Setting for English, maths, science
- Differentiated learning
- Early entry GCSE RS
- Early entry GCSE Music
- Advanced extension awards at A Level
- Critical Thinking AS during KS4
- Extended project to form part of the AQA Baccalaureat

Monitoring and Evaluation of the curriculum

Monitoring and evaluation of the curriculum is measured against a range of indicators which include:

- Examination results
- Enrolment in the post 16 phase
- Destinations of school leavers
- Departmental reports
- Pupil surveys
- Reports to the Trustees
- Curriculum reviews and audits take place annually

Related Policies and Documents

Equal Opportunities Policy
Curriculum and Learning Support policy
Teaching and learning policy
Assessment For Learning Policy
Extra Curricular Policy
Every Child Matters Policy
School Aims and Mission Statement

Reviewed 2010 by VV