

## 2019-20 Curriculum

### Intent

The aim of Shelley College is to provide opportunities for students to develop as independent, confident, successful learners with high aspirations who give their *personal best* to their studies, community and the wider society. There is a focus on developing student's moral, spiritual, social and cultural understanding. We ensure that children are well prepared for a happy and successful life in modern Britain.

Throughout the school, the curriculum is designed and tailored to ensure that all students will have access to a rich, broad and balanced experience, allowing students to develop the **knowledge and skills** to be successful in future life. The school's curriculum is planned and sequenced to identify and address student's gaps, allowing the building of new knowledge and transferable skills.

The main aims of our curriculum are to:

- enable students to progress in all areas, regardless of ability, disability, gender, race or sexuality;
- develop successful students who give their personal best and achieve;
- develop the confidence of our students so that they are able to live safe, healthy and fulfilling lives;
- enable students to become responsible citizens who make positive contributions to college life;
- equip students with the 21st century knowledge and skills needed beyond Shelley College;
- encourage students to develop the knowledge and skills needed for employment or training;
- offer students the chance to achieve and have high aspirations and ambition;
- offer students the opportunity, through a Skills4Life programme, for moral and spiritual reflection in order to promote confidence, positive emotional and mental health.

### Implementation & Principles

Our day consists of 5 periods of 60 minutes every day. We operate a two week timetable consisting of a 'Yellow' and a 'Blue' week making a 50 period fortnight. Students attend a 20 minute form period at the beginning of each morning and a Skills4Life/RS lesson every Monday morning. This is taught by form tutors, with students learning about key values and skills required to become a good citizen. All students attend at least one assembly each week that complement our Skills4Life curriculum and support the delivery of social, moral, spiritual and cultural aspects of learning, including the promotion of British values & Religious Studies.

#### Key Stage 3: Year 9

In Year 9 students are taught in 4 bands of similar ability across all subjects. Within each banding students are taught in sets in Mathematics and Science, Modern Foreign Languages (French, Spanish

or dual linguists), Humanities and Drama. Other subjects including English, Music, PE, Technology and Art are taught in mixed ability.

### The Year 9 Curriculum model

	Ma	En	Sc	MFL	Pe	Cs	Ar	Te	Mu	Rs	Gg	Hi	Dr	Su	TOTAL
Year 9 - Pathway	7	7	7	6	4	2	2	3	2	2	3	3	2		50 periods
Year 9 - Pathway	7	7	7		4	2	2	3	2	2	3	3	2	6	50

Subjects follow the **National Curriculum** building knowledge and skills to prepare students for Key Stage 4 work. We liaise closely with our feeder middle schools to ensure there is a seamless transition into Year 9 and that our programmes of study follow logically from years 7 and 8. There is **no narrowing** of the curriculum. The programmes of study are organised and sequenced to give students both breadth and depth in their curriculum helping them make informed choices during the options process in year 9. All students start their GCSE curriculum from Spring Bank in Year 9.

### Key Stage 4: Year 10 and 11

All students follow one of the following GCSE pathways for two years:

**Pathway 1** is a traditional GCSE route and consists of Triple Science and three options which must include a language (French or Spanish) and either History or Geography (both can be taken).

**Pathway 2** is a traditional GCSE route and consists of four options which must include a language (French or Spanish) and either History or Geography (both can be taken). The remaining two options consist of subjects experienced in Year 9 and new subjects including Business Studies and Dance.

**Pathway 3** allows students to take four subjects from a range of GCSE options including some vocational courses. Individual programmes of study are offered to a small number of students in pathway 3. These may include time in the Student Support Centre &/or The Bridge, work experience & college placements.

### Options Blocks for KS4 2019

<b>Option A: Triple Science</b>	<b>Option B: MFL</b>	<b>Option C: Humanities</b>	<b>Option D: Open choice</b>
Triple Science Dance Music Creative Media Design Tech Business Studies PE Drama Food & Nutrition Design Technology (Text, Graphics, Materials, Engineering)	French Spanish Computer Sci Art ICT Creative Media Business Studies	Geography History Business Vocational Sports Leaders Voc Art	Religious Studies Art Drama PE Music Business Studies Dance Design Technology (Text, Graphics, Materials) Food & Nutrition Computer Science Geography History

## Key Stage 5: Year 12 & 13

It is a combination of academic excellence, strong community and provision of enriching activities that makes our Sixth Form such an outstanding place to work and learn. We are committed to supporting the success of every student whether you join us from Shelley College or from another school in the area.

The sixth form curriculum is wide and offers a large range of subjects with progression pathways for students.

The vast majority of students choose three A Level /Level 3 Vocational courses, however a small number choose to study 4 subjects. Students who fail to achieve a grade 4 or above in GCSE English or Mathematics resit these subjects with timetabled lessons allocated. All students complete work experience and have the opportunity to access a range of enrichment activities and courses.

Leaders promote fundamental British values through our 'Skills4Life' curriculum. This is reinforced through assemblies and form time activities. Students have a good understanding of the skills, knowledge and attitudes they need to succeed in and contribute to modern Britain.

### New courses in 2019 are;

Level 3 Certificate in Business Studies (replacing A Level)

Level 3 Certificate in Music (replacing A Level)

The options block model recommended is for 2019/20 can be seen below. All vocational qualifications are highlighted yellow.

<b>Band A</b>	<b>Band B</b>	<b>Band C</b>	<b>Band D</b>	<b>Band E</b>
Business Studies	Maths	OCR Sport (1)	Music	OCR Sport (2)
Psychology	Dance	Theatre Studies	Business Studies	Psychology
Biology	Applied Science	Art	Maths	Physics
English Language	History	Geography	English Literature	Sociology
Product Design	Computing	Maths	Media	Spanish
French	Textiles		Biology	Economics
MPE			Chemistry	

### Careers Education and Guidance

We offer a programme that meets the government's statutory guidance on careers advice and education, which can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

We expect to have achieved the Gatsby Benchmarks by September 2020:

<https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

At Shelley we offer a structured programme from year 9 onwards, and will:

- provide an effective careers programme that offers pupils: unbiased careers advice, experience of work, and contact with employers to encourage them to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire
- support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

Sixth Form students will follow the full curriculum entitlement to careers education, advice and guidance, as described in the national guidance for programmes of study:

<https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers/16-to-19-study-programmes-guidance-2019-to-2020-academic-year>

The programmes include an offer of meaningful work experience and support to secure places on higher education courses or employment.

## Impact

### KS4

Outcomes for all students are positive, with all four components of Progress 8 achieving a positive score. All students regardless of gender or prior attainment achieve a positive Progress 8 score. Our key priority is to improve the progress made by disadvantaged students, particularly in 'open' subjects.

Improvements have been secured in the curriculum offer available to low prior attaining pupils. The progress of students currently on roll provides evidence that recent changes made to our curriculum, including greater access to vocational options should result in improved outcomes for students, particularly in the 'open' bucket. We continue to review and improve our curriculum offer and keep up to date with curriculum developments nationally.

In recent years the percentage of students classed as NEET when leaving Shelley is very low, most years this figure is 0%.

Our current class sizes are on average 26 students in KS3 & 4.

### KS5

Outcomes overall are positive, with all students regardless of gender or prior attainment achieving a positive L3VA score. The progress made by our bursary students was higher than that of 'other' students.

For our current Year13 the retention is 87% from starting Year12 to continuing into Year13 (98 students).

For Year13 leavers this summer the L3VA score is 0.01.

For students staying in education, training or employment the most recent validated figure is 97% but this was for 2018 leavers as the figure is judged after two terms from leaving.

Our current class sizes are 13 for Yr12 and 11 for Yr13.

Students who join our Sixth Form benefit from a range of opportunities that come from being part of a large and successful college. There are many additional opportunities to develop leadership, to do charity work, to volunteer and to enhance your employability within one of the highest performing colleges in the local area.