

Curriculum Policy

This policy (and the procedures outlined within) applies to Chase Terrace Technology College and is in line with the core values of the Stephen Sutton Multi-Academy Trust (SSMAT).

At CTTC, we aspire for all of our students to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world. Across the school, there is a relentless drive for continuous improvement.

POLICY APPROVAL and REVIEW

Review date: ***Sept. '19***

Approval needed by: ***CTTC Local Governing Body***

Adopted: ***Sept. '19***

Next review date: ***Sept. '20***

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Curriculum Intent

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We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient and equipped with a desire to take up a fulfilling role in society and the wider world.

Implementation of the Curriculum

The curriculum is continually evolving to meet the needs and aspirations of our students. Modification is also made to address the changes in legislation and performance measures from the DfE. Such changes are implemented carefully in the most appropriate ways for our students.

Reading fluently is a strong focus of our curriculum intent. Students start the Accelerated Reader Programme as soon as they arrive with us in September of year 7. They are encouraged to read widely and often, changing their reading material frequently to increase their range of vocabulary and develop comprehension. This promotes access to all of the curriculum. Literacy is a key focus across the school with 'word of the week' and regular calendared events such as 'Drop Everything and Read'. Subjects work together to promote literacy and reading fluency. For example, Performing Arts work closely with the English team to demonstrate the power of drama in areas such as characterization in key texts.

Our KS3 curriculum is broad. We continue to maintain a strong and distinctive focus on the creative arts and technology. Students have access to a wide range of creative arts subjects including Design and Technology, performing arts, music, and art and design.

At KS4 we continue to have a broad range of courses to challenge and support all of our students. We have a distinctive structure that incorporates support for learning lessons for those students who require more time in English and Maths, and for some students this provides an opportunity to student triple science or a full course Philosophy and Ethics GCSE.

All students will have at least one lesson a fortnight statutory RE. This is a bespoke course developed to support the teaching of British Values and knowledge about other cultures and the world we live in. Students receive a certificate from the school for following this programme in KS4.

Our curriculum is designed to challenge high prior attaining (HPA) students by providing access to triple science and the full range of EBacc qualifications. We encourage students to study a language at GCSE if they are capable but we understand that not all students will wish to study languages so this is not something we insist upon.

Each department has schemes of work that are in line with the National Curriculum and exam board specifications.

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Religious Education is taught throughout the compulsory age range, with a GCSE course followed by a large proportion of students in KS4. Assemblies across the age range also explore spiritually and culturally significant themes.

Outside of the timetabled curriculum, we provide extensive opportunities for students to enrich their curriculum offer. Students have access to clubs in electronics, radio transmission, drama, music, sporting clubs and competitive teams as well as social skills and study support. We recognize the value that the wider curriculum offer provides and as a result believe that our students are excellent ambassadors within the community and beyond.

Sex and drugs education, together with other important citizenship-related themes, are taught through a series of 'collapsed timetable' sessions throughout the year. This is supplemented by work in tutorial sessions and assemblies.

Our information, advice and guidance (IAG) provision is strong and links closely to PSHE and our assembly structure. Students have access to Bronze, Silver and Gold Duke of Edinburgh qualifications and we are a registered centre for the assessment of this course. We teach students about finance, life skills, first aid, as well as a wide range of topics in relation to promoting British values across all of our IAG programmes. Our careers provision is strong and we work hard to ensure our curriculum meets the Gatsby Benchmarks. Student voice is an integral part of our monitoring and review processes.

In KS4 students are not required to study the full English Baccalaureate (EBacc) combination of courses (i.e. GCSEs in History or Geography, a modern foreign language and two sciences, in addition to English and Maths) but the school does ensure that students of appropriate ability and interest are able to gain an EBacc. Furthermore, students are advised that this is a combination that they should consider carefully. The three choices that a student makes must include a minimum of one EBacc subject (out of Geography, History, Triple Science and Computer Science). This is consistent with the rationale behind the DfE's performance measures.

In preparation for new courses in years 10 and 11, in year 9 students work through a programme of advice and guidance with regards to option choices, including an individual interview.

Our aim is that students are engaged in a wide variety of learning experiences that help them to develop different abilities and discover their individual talents and aspirations.

Chase Terrace's continuous professional development focuses on supporting the curriculum and its ongoing development, through improving teaching and learning.

Classes are taught in both setted and mixed-ability groups, depending on the nature of the subject and the number of students studying the course. In Mathematics, Science and Modern Foreign Languages, in particular, setting arrangements are used from Year 7.

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Specific provision is made for students with Special Educational Needs (SEN). This comprises a combination of: in-class support, small group sessions and individual tutoring and support. There are a range of 'nurture groups' and intervention strategies for students who need extra help (see also SEN Policy).

There is also specific provision for student who are gifted and talented, in the form of specific extension and enrichment activities. The progress of students in this group is tracked carefully and adaptations are made to provision to enable strong progress to be made (see also Gifted and Talented Policy).

Students who are eligible for Pupil Premium funding are supported in their progress through a range of support and intervention strategies, including small group and one-to-one tuition.

Monitoring and evaluation

The curriculum is reviewed at least annually led by the Executive Headteacher, the Head of School, Deputy Head (Sixth Form and Curriculum), in consultation with senior leaders and Heads of Departments.

The curriculum plan (which includes courses studied throughout years 7-13) is reviewed annually by the governors through the Teaching and Learning Committee.

Teaching and learning and the appropriateness of curriculum provision in each department are reviewed continuously through our 'Monitoring Learning' programme. Heads of Department and Subject Leaders work with a linked member of the Senior Leadership team to monitor and evaluate teaching and learning, providing quality assurance in the quality of learning in their area (and thereby contributing to whole school standards and targets).

This ongoing review activity leads to targeted actions that bring about continuous improvement. The school's Strategic Plan includes curriculum planning and development and key indicators of its effectiveness.

Impact of our Curriculum

Our curriculum develops students who go on to A level courses from year 11, and many students stay into 6th form study. We have a proportion of students who, at the end of 6th form study, go on to university, college or higher level apprenticeships. Progression routes are considered carefully, throughout the key stages and beyond.

Currently our 2018 outcomes are broadly in line with national. We are very ambitious to improve the outcomes for students across the range of academic courses that they study.

Curriculum Design 2019

Key Stage 3

	Year 7 2017	Year 7 2018	Year 7 2019	Year 8 2017	Year 8 2018	Year 8 2019	Year 9 2017	Year 9 2018	Year 9 2019
English/Drama	7	7	9	7	7	9	7	7	9
Maths	7	7	7	7	7	7	7	7	7
Science	7	6	6	6	6	6	6	6	6
PE	4	4	4	4	4	4	3	3	3
ICT/Computing	2	2	3	3	3	3	3	3	3
RE	2	2	3	2	2	3	2	2	3
D&T	4	4	4	4	4	4	4	4	4
History	3	3	3	3	3	3	3	3	3
Geography	3	3	3	3	3	3	3	3	3
MFL	6	6	5	6	6	5	6	6	5
Art	2	3	2	2	2	2	3	3	3
Music	3	3	1	3	3	1	3	3	1

Key Stage 4 - Core

	Year 10 2017	Year 10 2018	Year 10 2019	Year 11 2017	Year 11 2018	Year 11 2019
GCSE English Language + GCSE English Literature	8	8	8	8	8	8
GCSE Maths	7	7	7	7	7	7
GCSE Double Science	10	10	9	10	10	10
PE (No qualification)	4	3	3	4	4	3
GCSE RE	1	1	4	1	1	1
Support lessons	0	3	3	0	0	3

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All option subjects in year 11 are allocated 6 lessons per fortnight (2018-19 carried through to 2019-20). Students take 3 options. Year 11 2019-20 follow through on the same model from year 10 2018-19.

All options subjects in year 10 will be allocated 5 lessons per fortnight (2019-20). Students take 4 options.

Triple science goes back into options groups from September 2019.

Key Stage 4 - Options

- 4 option blocks of 5 periods per fortnight each in y10. (At least one course in red must be included).
- 3 option blocks of 6 periods per fortnight each in y11. (At least one course in red must be included).

GCSEs:
Science (Triple) – dependent on assessment grade and EAP.
Computer Science
French
Geography
German
History
ICT
Food and Nutrition
Art and Design
Sociology
D&T Graphics OR Resistant Materials OR Textiles
Business
BTECs/Technical Awards
Music
Performing Arts (Drama)
Sport