



The Holt School Curriculum Policy

April 2017

Version	DATE	DESCRIPTION
1	March 2015	Policy review
2	April 2017	Policy review

Reviewed	April 2017
Responsibility	Mrs K Pearce
Committee	Standards and Curriculum
Review Date	April 2019

The Holt School curriculum is designed to cover a broad range of subjects and to encourage independent learning. The curriculum is broad and balanced to enable every student to develop their academic strengths and personal talents. **Students are encouraged to choose subjects giving a broad depth of curriculum.**

We aim to provide a curriculum which:

- fulfils all National Curriculum requirements
- uses a variety of learning and teaching strategies which develop independent learning
- has an imaginative approach within a stimulating learning environment
- is designed to meet the needs of each individual student
- promotes cross curricular skills and knowledge

The Timetable

The School operates a 50 period fortnight with 5 one hour lessons each day. There is a need for some 6th form lessons to run as lunch time and Period 6 lessons.

Key Stage – Years 7, 8 and 9

Compulsory National Curriculum subjects are:

- English
- maths
- science
- history
- geography
- modern foreign languages
- design and technology
- art and design
- music
- physical education
- citizenship
- computing

In addition to these compulsory subjects, students follow courses in:

- Philosophy of Religion
- Drama
- A second Modern Foreign Language (German or Spanish)

Year 7: Students are taught in mixed ability groups except in Mathematics where they are taught in ability groups.

Year 8: In addition to Maths, students are taught in ability groups in Physical Education, MFL, English and Science.

Year 9: All subjects, except food and technology (Design Technology and Textiles) are taught in ability groups.

Key Stage 4 – Years 10 and 11

During Key Stage 4 most students work towards national qualifications, usually GCSE subjects.

The compulsory National Curriculum subjects are the 'Core' and 'Foundation' subjects.

Core subjects are:

- English
- maths
- science

Foundation subjects are:

- computing
- physical education
- citizenship

Schools must also offer at least 1 subject from each of these areas:

- arts
- design and technology
- humanities
- modern foreign languages

All students study the compulsory core subjects of the National Curriculum plus at least one Modern Foreign Language. Students additionally choose from one of five routes:

- *GCSE EBacc Route* – students select three subjects including history and/or geography from a wide range of options set out over three blocks, as well as a Modern Foreign Language.
- *GCSE non- EBacc Route*- students select three subjects from the option blocks but not history or geography as well as a Modern Foreign Language

- A mixed GCSE/non- GCSE Route- students mix and match GCSE courses along with a choice of up to two Cambridge First certificates. These are offered in child development and health and social care.
- *English plus Route*- students select the English plus route and two other subjects from the blocks. This could include history and/or geography in order to achieve the EBacc.
A Curriculum Support/Alternative Provision Route- this provides an opportunity for students to receive additional help and support instead of taking a GCSE in MFL and/or up to two GCSE subjects
- In Physical Education, students have the choice of following a full GCSE course or taking a core PE course.

In response to the increased importance placed on maths and English by the “Progress 8” measure Year 10 students do not study computing as part of the foundation curriculum. However, students can choose computing as one of their GCSE options from the options blocks if they wish to continue their studies in this subject.

The Progress 8 Measure

Secondary schools will no longer be ranked according to the proportion of students getting 5 or more A*-C GCSE grades (including English and maths) alone.

Instead, league tables will also look at the progress students make across eight subjects, with their attainment at the end of Key Stage 4 benchmarked against what they were predicted to achieve with they left primary school aged 11.

We will be required to publish the following indicators on our website.

Progress 8

This will show the average of all students' progress across eight subjects at GCSE. These subjects can include: a double-weighted English element (the English language qualification will count for this element, but will only be double weighted if the student has also taken English literature); a double-weighted maths element and three slots reserved for other EBacc subjects. There will also be three slots available to further EBacc subjects or what the government has termed a "high value qualification" – the government will produce a list of these subjects every year. English literature will count in this group of subjects.

Attainment 8

This will show the school's average grade across the same suite of eight subjects as Progress 8. So, for example, it will show that students in a particular school tend to average a high B or low C grade/1-9 equivalent in their GCSEs.

The percentage of students achieving a C or above in English and maths or from August 2017, a 4-9

This measure, which is currently used to form league tables, will still be publicly available. It will show whether students achieve a good level in what the government calls "the most important subjects".

The EBACC

This will show the percentage of students who achieve good grades in a range of academic subjects including English, maths, science, a foreign language and one or other of history or geography.

A fifth indicator showing the percentage of students who continue in education, employment or training during the year after they finished their key stage 4 qualifications, may be introduced at a later date.

GCSE Grading

From 2017 the GCSE grade in maths and English will be reported as a number from 1-9, where 8 represents the current A* and 9, A**

From 2018 most of the rest of the GCSE subjects' grading will fall in line with the number system.

Grade 4 is set to be the new grade C, (higher level pass) However, Grade 5 is set to be internationally benchmarked to high performing countries, thus lifting the higher level pass rate.

The additional upper grade provides greater discrimination at the top end.

Old	New
A**	9
A*	8
A	7
B	6
	5
C	4
D	3
E	2
G	U

Key Stage 5 – The Sixth Form

A range of different A level subjects are offered, with collaborative provision in a small range of subjects existing with local schools.

Tutor Programme

The school operates a programme of Personal, Social and Health Education (PSHE) for all students with one lesson every two weeks. This is co-ordinated by the Head of PSHE for Years 7-11 and the Head of 6th form for Years 12 and 13. Each year group's programme includes Careers, Citizenship, Sex and Relationship Education, Work Related Learning and other aspects appropriate to students' requirements. In Year 7 and 6th Form, tutors lead the sessions, whereas in Year 8-11 a specialist team delivers the syllabus to groups.

Additional Support

Key Stage 3

The Inspire, Challenge and Achieve Curriculum (ICA) provides selected students in Years 7 8 and 9 additional help and support, with the aim of improving their literacy and closing the attainment gap between them and their peers. . Students work as a small group with one main teacher leading their studies in the humanities subjects. These students only follow one Modern Foreign Language course.

Other students needing help receive individual or small group support, whenever possible as part of mainstream classes.

ICA students are identified in Year 7 as those who have an English level of 3a (Year 8 and 9) or below 80 in the new Key Stage 2 SATs (Year 7 onwards) where 100 is the floor standard.

Key Stage 4

The ICA curriculum extends to students in Key Stage 4, who require extra help. Students may be offered as an alternative to up to two GCSE options, an ASDAN COPE award (Certificate of Personal Effectiveness) award. This Qualification comprises work experience and work readiness units through a continually assessed ASDAN log. In addition, students do not study a modern foreign language but instead work with Learning Link on their core subjects.

Extending the more able

Potential High Attainers (PHA) throughout the School are provided with the opportunities for high level performance through a variety of extension and enrichment activities, which challenge and stretch them to achieve their potential. These occur within the curriculum as well as extra-curricular and additionally scheduled activities. The PHA Co-ordinator leads staff in ensuring the identification and appropriate support for individual students, with a whole-school focus on providing experiences that enhance and extend learning for all students.