



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

CURRICULUM POLICY

Date approved by Governors
June 2017

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

Curriculum Policy

This policy will be reviewed annually

DATE OF POLICY: JUNE 2017

DATE OF REVIEW: JUNE 2018

Member of staff responsible for Policy:

Principal & VP Curriculum

Signed.....Head Teacher

Signed.....Chair of Governors

Curriculum Policy

Including:

Setting and Grouping, Schemes of Work, Personal Learning Time (Homework), Assessment and Marking, Spelling, Punctuation and Grammar, Literacy and Numeracy and Arts

1.0 Introduction

Vision Statement

Homewood School & Sixth Form Centre aims to provide a vibrant world class learning experience. We work as a team, learning in partnership with each other and the wider community. We provide flexible learning opportunities and have high aspirations for all.

The curriculum is at the heart of our strategy to maximise both the opportunities and achievements of our learners. It should provide a broadly based, relevant and balanced framework that is coherent and that presents clear pathways to stimulate lifelong learning for all students. Our intention is to provide the best set of personalised learning opportunities; that can address the needs of all learners. The curriculum is a reflection of our ethos and a realisation of our aims and objectives.

As an Academy we have the freedom to follow our own curriculum, but we will also ensure that we follow the curriculum guidance outlined in the Single Academy Model Mainstream Funding Agreement; that a broad and balanced curriculum is provided to all students, incorporating English, Maths and Science qualifications along with the provision of religious education teaching for 11-16. We will therefore adhere to national statutory provision where there remains an advantage to our learners for us to do so, otherwise we will take advantage of the freedoms available to us in order to maximise the opportunities for and promote the achievements of our learners.

In order to personalise the learning experience for our students we have developed a number of unique curriculum characteristics at Homewood with the offer of a unique 0-19 learning experience for students in the Tenterden Multi-Academy Trust including a two year Key Stage 3 (to incorporate a 'selective stream'), a wide variety of choices at Key Stage 4 beginning in Year 9, with courses that run over three years and which lead students along pathways that take them into a Post 16 Curriculum where they can commence a programme of Level 2 and or Level 3 courses in Year 12 appropriate to their individual needs. The I-College, available from Year 7 blends recognised teaching methods with independent learning to offer a holistic and rounded curriculum that enables students to become self-motivated learners, who take responsibility for their progress and success. These innovations have enabled the creation of wider opportunities including a full range of Academic A Levels, the IBCP (including stand-alone IB diploma courses), Vocational and Applied courses as well as allowing students to follow flexible individual accreditation pathways. This outstanding curriculum in Key Stage 5 has enabled even greater flexibility of course selection, progression and personalisation of learning experiences.

In essence our ambition is to develop a personalised learning experience for every learner in the Tenterden Schools Trust community and this policy is intended to articulate the basis for that development.

This policy also includes the broad principles pertaining to Setting and Grouping, Schemes of Work, Personal Learning Time (Homework), Assessment and Marking, Spelling, Punctuation and Grammar, Literacy and Numeracy and Arts, and replaces all previous policies in these areas.

In addition to our own on-going commitment to change our curriculum provision in order to move closer to creating personalised learning experiences for all students; the next few years will prompt continuing curriculum change and development in response to external factors, such as the Raising of the Participation Age, the redesign of the National Curriculum, and the reforms to accountability measures, GCSEs and A Levels. None of these developments will allow us to stray from our commitment to ensure the provision of a curriculum that services the needs of our learners.

We believe:

- The whole curriculum experience is worth more to the learner than the sum of its parts
- The curriculum must encourage connections to be established between subject domains and must attempt to deconstruct traditional barriers.
- The curriculum is more than just subject content and should reflect the need for learners to develop skills for life in the twenty first century.
- In all matters we aim to provide flexible learning opportunities and have high aspirations for all.

2. 0 Drivers of the curriculum:

There are a number of key drivers for our curriculum that reflect much of what is articulated in the preamble but for reference sake, they are:

- To provide a broad, balanced and relevant educational experience.

This is achieved through coherent approaches to teaching and learning methodology, consistent application of assessment for learning principles, a commitment to high quality transition processes from Key Stage 2 to 3 (reflecting the close pedagogical connections established with the schools in the Tenterden Schools Trust and with our feeder schools in the Tenterden Rural Alliance), through our innovative Key Stage 3 curriculum in the Discovery College Curriculum; including project based learning, enriched by digital technology and our diverse broadening provision at Key Stage 4 and Key Stage 5 – (see annexe A for current subject provision).

- To provide the requisite depth of study that will enable students to prepare successfully for a life of learning; higher or further education, apprenticeships and the world of work.

This element transpires in two ways – through the allocation of time and the nature of teaching and learning. Learning is the most important aspect of our work and in addition to encouraging diversity, the introduction of new methodologies and the application of technology, we also seek to ensure that our learners have a consistent experience.

- To provide a wider range of opportunity for all learners

- Further to Annexe A and the range of opportunities, we seek to ensure that every learner can access the curriculum and as such we do not place any restriction on entry to courses at KS3 or KS4 other than enthusiasm and interest. Furthermore at KS5 entry requirements are course specific and there are learning pathways available to students of all abilities. We also have an extensive learning support programme that gives additional help and one to one guidance – in some cases – to students who have specified learning difficulties, including the provision of a Key Skills group at KS3 and tailor made options provision from Year 9 onwards.

- To ensure continuity across the curriculum in each Key Stage in the school.

We have developed a range of course pathways at KS4 and KS5 that allow specific progression – i.e. Media at GCSE can be followed by Media at AS/A2 level. Additionally course choice has been developed so that students can diversify within pathways – i.e. those with an interest in Media can take Film Studies at GCSE and AS/A2, or branch out into Film IB Diploma Higher or Standard Level, or Literature and Performance IB Diploma Standard Level, or add either English Literature or English Language and Literature at AS/A2. In this case a student may aspire to taking a degree course in English, or may be considering career pathways such as: journalism or advertising.

In this way it is possible for a learner to plan their accreditation route through their school career and beyond. This already operates for most subjects and we are committed to continuing to develop and refine these pathways to allow progression for all in all areas.

- To encourage the enjoyment of learning in all aspects of work for all learners.

It is not possible to legislate for this driver but our ambition to develop and embed innovative delivery, student centred, active learning, learner voice feedback, lead learners and to place teaching and learning at the heart of practise encourages this key issue.

- To encourage a diversity of content, method and learning experience for all in the context of the freedoms attendant with Academy status.

Our emphasis on placing teaching and learning at the heart of our work informs this driver and we do seek and will continue to seek new and innovative ways to engage the learner however, such ambition will not be at the expense of academic rigor.

3.0 Setting and Grouping

We recognise the importance of placing learners in the appropriate environment to allow them to enjoy their learning experiences. The learners' needs are the most important factor in determining such an environment, so careful thought must be given to the level and organisation of work within each curriculum area.

Key Stage 3

Prior to entry, every student will be assessed using a Cognitive Abilities Test which produces a score that signifies potential. We will use this score to group students initially in one of four even bands. Each band has the same access to the curriculum and movement within and across the bands is possible if considered appropriate. There are regular assessment reviews and we reserve the right to move students when their academic and or welfare progress necessitates it. In the Discovery College, we timetable all learners from the same year group concurrently so that movement across the bands can be tempered by other issues such as the nature of the work, the emotional intelligence of the learners or their learning styles.

Key Stage 4

At Key Stage 4 year groups are organised into three different bands of even ability, which have a degree of fine setting in the core subjects in each of the thirds of the year group. However because of the diversity of the options choices there is no real setting and all groups exist in a mixed ability form.

Key Stage 5

There is no ability setting in Key Stage 5 – all courses operate as mixed ability and course requirements are set for each subject individually that ensure that learners are appropriately placed.

It is essential that all departments regularly review groupings to ensure that no learner is misplaced. Each department will be responsible for the setting and grouping arrangements of its learners subject to approval of the relevant Head of College. As such it is important that assessment records used to determine the placement of learners must be carefully monitored and appropriately employed.

4.0 Schemes of Work

An essential tool for the efficient and effective delivery of the curriculum for any area is the scheme of work. It enables staff and learners to gain a coherent understanding of what is to be taught, the appropriate methodology to be used and an indication of the relevant resources available. Moreover, the scheme of work should provide a consistent departmental approach to all teaching issues - including assessment – both in terms of nature and timing. The schemes of work will thus allow for the appropriate development of a learner's experience and a clear plan for continuity across the curriculum. The schemes of work are important because;

- They enable the department to contribute to a central component of whole school curriculum delivery
- They assist with the induction of new staff
- They provide consistency across departments in all aspects of delivery
- They provide a means for departments to review their methodology and resource provision and plan for consequent developments
- They help indicate aspects of staff training in line with school and departmental development plans
- Format

Principal teachers are responsible for ensuring that Schemes of Work are in place for all subjects at each level for each Key Stage. It is expected that Schemes of Work will be flexible to alterations in examination specifications and to reflect the changing needs of students. Schemes of work will be devised in the form of rubrics. Schemes of Work are monitored by The Head of College and will be stored digitally in the relevant departmental section of Teachershare and ensure that copies are available to the Learning team.

Principal Teachers should ensure that the delivery of cross curricular themes is regularly reviewed, as part of their annual development planning in conjunction with Curriculum Leaders, to ensure that their presence is appropriately identified - e.g. themes such as Literacy, Numeracy, Creativity, Citizenship, Enterprise, Spiritual, Moral, Social and Cultural learning.

5.0 Personal Learning Time (Homework)

The advancement of technology and its use in schools has started to have a profound impact on the nature of homework and will continue to do so. Similarly the drive towards the personalisation of learning has resulted in a move towards longer term homework tasks,

such as those piloted at Key Stage 3 in Geography, History, Maths and English, where students receive term-long homework booklets and take responsibility for organising the completion of the work therein. This change in emphasis will encourage greater student autonomy, as well as enabling students to extend their learning in ways they enjoy most and assisting the development of more sophisticated research skills from an earlier age.

- Homework should be appropriately linked to the curriculum and made relevant for the learner.
- Homework must be planned into a scheme of work, have validity and not be an afterthought.
- Homework should be marked within a timeframe time that is pertinent to the needs of the learner, their area of study and the nature of the work. Such marking needs to be in line with the school marking and assessment for learning policy.
- Homework must be used to help advance a learner so that they can develop and recognise a route to their own improvement.
- Homework should try to sustain the involvement of parents and carers in the management of learners' learning and keep all parties informed about the work learners are doing.
- The appropriate amount of Personal Learning Time

The DfE good practice guide suggests that the amount of time which should be spent by learners at secondary school, on average, should fall within the following ranges:

Years 7 and 8: 45 to 90 minutes per day

Year 9: 1 to 2 hours per day

Years 10 and 11: 1.5 to 2.5 hours per day

There is no suggestion for post 16 in the DfE document because the amount of work done outside of lessons will vary depending upon the nature and demands of their courses however, it is appropriate that throughout their week a post 16 learner should be studying for at least 15 hours outside their taught programme.

- What sort of activities should children be doing?

All homework activities should be complimentary to work that children are doing at school. However, homework should not always be written work; homework may include:

- 1 Reading
- 2 Preparing a presentation to the class
- 3 Finding out information
- 4 Making something
- 5 Trying out a simple scientific experiment

- Personal learning Time i-Books

There is a developing programme for using i-Books as the stimulus for extended learning activities. For example, in Art & Design & Technology a task has been designed to last for the whole term focusing on the use of image combined with text. The i-Book includes learning objectives, specific tasks, suggested technologies and Apps and grading criteria for

the final assessment. The i-Book is frequently referred to in class providing students with the opportunity to work on the tasks both within school and at home.

- Monitoring and evaluation

We need to ensure that homework is being set and monitored in line with this policy and to that end the Principal Teachers and the Leadership team have significant roles to play in ensuring that there is consistent and appropriate practice.

The following system is adopted:

Termly Principal Teachers (or their designated representative) collect random samples of work from each key stage and ensure they are being set and marked in line with agreed policy. This should be followed by a departmental sample moderation process and reported / discussed with the relevant line manager.

Termly Head of College samples work from each key stage to cross moderate against the departmental sample before writing a response as part of the regular College Impact Report, which is presented to the Strategy Team.

Annually Principal Teacher ensures that homework is presented in i-book form or in booklets on the department page of the school website and is articulated in schemes of work. The Principal Teacher lodges copy of the scheme in the appropriate departmental area of Teachershare.

6.0 Assessment and Marking Policy

Aims

1. Clear, consistent and coherent – and can be readily understood by students, staff and parents/carers
2. Shaped through structured dialogue with the whole school community
3. Maintains consistency across the school, whilst allowing sufficient flexibility for subject variance

Assessment and marking are essential aspects of successful learning. High quality assessment for learning has a significant positive impact on student achievement. The purpose of assessment is to establish where the learners are in their learning, to establish where they are going and to work out how to get there. Some principles will be applicable across the school; other aspects will be rooted in the knowledge, skills and pedagogy of different subjects.

Assessment for Learning (AFL)

There are 10 guiding principles that should characterise an AFL rich classroom at Homewood, they are:

1. The learning experience is **done with** (not to) students
2. Objectives and success criteria are shared with students
3. Feedback contributes to learning and makes students reflect on their performance
4. A mix of peer and self-assessment and reflection are common place in lesson and teachers should consider this in their planning
5. Teaching is adjusted to take into account assessment outcomes
6. A dialogue about teaching and learning is common place, with students involved in setting criteria, contributing to the planning of lessons and engaging with written feedback
7. The language of learning is shared with students

8. Lessons are characterised by open, developmental and challenging questions
9. Lessons are an enquiry, not an exchange of knowledge from teacher to student
10. Students are treated as individuals and what they say is valued

Marking

- Marking should be formative and comment based. It should contribute to moving learning forward and should cause students to think
- When tasks are set the success criteria should be shared or negotiated with students so that all learners are clear about how they will be assessed
- Criteria should be linked with levels or exam specifications and should be presented in the form of rubrics
- Comments for improvement should also be linked with levels or exam specification grades and will help students know what to do to move to the next level
- Verbal and written assessments should be based on a clear balance of two aspects of positive achievement judged against learning objectives and one target for improvement
- When assessing student's work the teacher should highlight the 2 positive comments on the rubric in green highlighter and indicate a * next to each comment. For the target for improvement the teacher should highlight the criteria on the rubric in orange and indicate a 'T' next to the comment.
- The teacher should then add the letter 'R' underneath the target and a question for the student to respond to. This is to encourage an assessment dialogue between the teacher and learner.
- The teacher should provide dedicated improvement time following the return of marking to ensure that students engage with the written feedback and respond to it. The recommended time for this is 15 minutes once a fortnight.
- Teachers should be marking **at least 2** substantial pieces of work for each student per term using the marking criteria above
- Evidence of marking should be easy to find in a student's book and should provide evidence of both the teacher's regular, high quality written feedback and of the student's engagement with it.

Departmental Approaches to Assessment and contribution to whole school policy

Departments annually dedicate a department meeting to respond to the five questions below and then have the flexibility to apply the whole school assessment and marking policy specifically to the individual requirements of their own subjects.

1. What does it mean to be a successful student in this subject?
 - What is the purpose of our subject?
 - What does it mean to be a good mathematician/ musician/historian? Is this what we are preparing students for?
 - What are the core knowledge and skills required for success?
2. What is the purpose of assessment in our subject?
 - Why do we assess?
 - Who is assessment for?
3. What does progress look like in our subject?
 - How do we know when a student is making progress?

- How might progress vary over time?
4. How can progress be assessed most effectively in our subject?
 - Which assessment techniques work best in our subject?
 - How successfully do we use formative assessment approaches?
 - How can formative and summative assessment work together to ensure effective assessment for learning?
 - How do we benchmark/quality assure our assessment practices?
 5. How do the assessment practices in our department contribute to/work with whole school policy?

The responses are reviewed Learning Team using the following questions:

1. How do the needs of different subject areas vary?
2. How can the approach ensure best practice in different subject areas whilst also maintaining consistency across the whole school?

The outcomes of the discussion provide modifications to the whole school assessment approach/policy and an action plan for the implementation of the approach is created if required.

Quality Assurance of Marking

- Departmental teams should look at students' work together. This will enable teachers to moderate and standardise assessment more effectively and encourages greater reflection. This will result in more consistent outcomes.
- Principal teachers hold termly marking and assessment reviews as part of the process of quality assurance, training and standardisation to coincide with 'assessment week'. This is to ensure that marking is of a high standard and consistent across departments.
- Regular monitoring reviews of marking are carried out by the Learning Team or the Shadow Strategy Team. These reviews look at samples of students' work to check for frequency and quality of marking and whether the marking policy is being applied correctly. This is to ensure that there is consistency of assessment for all students across all departments. The Learning Team provide a report for the Strategy Group on the findings of the reviews and best practice is highlighted so that training can be provided where needed.
- A timetabled 'marking Monday' for sharing good practice and maintaining unity of purpose. The 'marking Monday' focus is on effective formative assessment approaches which are positioned firmly within the wider context of high quality teaching and learning so that teachers feel confident in making judgements about the progress of their students
- Cross moderation with other schools and through Whole Ed connections

7.0 Spelling, Punctuation and Grammar (SPaG)

The marking of SPAG is an integral part of the assessment process. Not only is accuracy a vital aspect of any written text, but it is also the case that examination performance can be improved by students writing with accurate spelling.

SPaG Marking

- Students should be encouraged to proof-read and correct work prior to teacher marking
- When marking teachers should circle the error and indicate what type of error it is by writing one of the following in the margin:
 - Sp (spelling)
 - Punc (punctuation)
 - Gr (grammar)
- The rationale for teachers circling and not correcting SPaG errors is to encourage students to take responsibility for making their own corrections.
- Students should be given time to follow up errors when the work is returned.

8.0 Literacy and Numeracy across the Curriculum

Homewood School and Sixth Form Centre places Literacy and Numeracy at the heart of its curriculum; we recognise the essential role of literacy and numeracy in promoting academic achievement at all levels and also in promoting life chances for all.

We strive to ensure that students of all abilities leave the School capable of using the basic Literacy and Numeracy skills they will need in everyday life.

Responsibility for leading Literacy and Numeracy rests with a member of the Senior Leadership Team who works with the Literacy and Numeracy Coordinators and the Director of Learning Support to oversee initiatives and planning. Their work is documented in the SIP and is assessed through Performance Management each year. Co-ordinators work with a range of Departments on a planned basis to observe lessons, offer support, materials and advice where appropriate.

Reports are provided on the development of Numeracy and Literacy to the Learning Team and to the Strategy Team at appropriate points of the year. Good practice and feedback is provided regularly for all staff through departmental reviews and lesson observation feedback sessions.

The following measures are also in place to support Literacy and Numeracy across the curriculum:

- All Schemes of Work for each subject include sections on the teaching and assessment of Literacy and Numeracy. It is the responsibility of PTDs and their line managers to ensure that these are adhered to and updated as necessary.
- Sixth Form students will be expected to continue with the study of English and Maths GCSE until they achieve passes at Grade C or above
- There will be a Whole School Marking Policy and Whole School Spelling Policy on display in all classrooms and staff are expected to draw students' attention to them on a regular basis.
- Student Planners will contain further information about Literacy and Numeracy, including cross-curricular keywords.
- A specific Literacy and Numeracy focus will be highlighted to students on a termly basis. Teachers will be made aware of this via announcements in staff briefings and through insertions in the bulletin.

- All Departments should display examples of students' Literacy and Numeracy work.
- All students should have a reading book, dictionary and Maths equipment whatever the lesson; they should get them out as a matter of routine at the beginning of the class.
- Reading books and dictionaries should be installed on iPads for students who have been issued with these devices. Staff are expected to use these resources as a regular part of their teaching.
- Regular CPD sessions on Literacy and Numeracy are provided for new staff, NQTs, etc. All members of staff are welcome to attend these sessions.
- Students who join Homewood working at below level 4 of the NC may be placed in The Key Skills group or in classes with more support where it is deemed appropriate. A range of interventions are deployed by the SEN department to support Literacy and Numeracy where students fall behind their expected levels at Key Stage 3 including: 121 lessons, 'Touch, Type, Reading and Spellings' sessions, Literacy Progress lessons and catch up Numeracy sessions.
- The Learning Support Department makes individual provision for students in Key Stage 4 requiring further assistance with Numeracy and Literacy through the availability of a discrete option block where they follow the ASDAN course.
- The School works closely with the Tenterden Rural Alliance to promote Literacy and Numeracy, for example through sharing CPD and staff visiting one another's schools to observe lessons and moderate work.
- All departments should make their students aware of the English department 'Word of the Day' initiative to support the development of vocabulary.

9.0 Specialist Status

Homewood School & Sixth Form Centre has specialisms in Performing Arts, Applied Learning and the Rural Dimension. The specialisms contribute to the richness and diversity of the curriculum and are embedded within the learning experience of every Homewood student:

- We recognise the importance of the Arts in the development of a student's whole academic and social personality. We provide a wide, varied and structured programme throughout the school to allow students to access to the Arts and develop confidence and creativity through their involvement.
- Our Applied Learning specialism is underpinned by a broad curriculum offer including a range of vocational courses, but it is also reflected across all departments in a practical approach which relates learning to the real world and preparation for the workplace.
- The Rural Dimension specialism reflects our identity as a rural school which embraces a commitment to the local community. The School Farm plays a crucial role in this and all departments have developed curriculum links with the farm so that every student has contact with the Farm. For others, the Farm provides an environment where they can become actively involved in caring for the animals and learning about rural activities and employment opportunities.
- Our extensive links with the local community are often facilitated by the expertise we have developed in one or more of our specialist areas. Work with local primary schools will often involve activities in the Arts or on the Farm. Links with local businesses are encouraged through our Applied Learning specialism and our involvement with many local community groups are underpinned by all of our specialisms.

All our specialisms underpin our holistic approach to education and are essential to the construction and delivery of our curriculum.

Annexe A: (Option courses may be subject to change on an annual basis)

Monday, Tuesday, Friday

8.50 Tutor time

9.05 Lesson 1

10.00 Lesson 2

10.55 Break

11.10 Lesson 3

12.05 Lesson 4

1.00 Lunch

1.40 Lesson 5

2.35 Lesson 6

3.30 End of school day

Wednesday

8.50 Lesson 1

9.45 Lesson 2

10.40 Break

10.55 Lesson 3

11.50 Lesson 4

12.45 Lunch

1.20 Lesson 5

2.15 End of school day

Thursday

8.50 Tutor time

9.05 Lesson 1

10.00 Lesson 2

10.55 Break

11.10 Lesson 3

12.05 Assembly/Mentoring/PSHRE

1.00 Lunch

1.40 Lesson 4

2.35 Lesson 5

3.30 End of school day

There are six lessons on a Monday, Tuesday and Friday, five lessons on Wednesdays and Thursdays and twenty-eight lessons in each school week. Wednesdays have five lessons in order to facilitate staff training following the departure of the students at 2.15 p.m. PSHRE, Careers education and Mentoring (where students receive one to one progress interviews with their tutors) will take place in dedicated 'Assembly/Mentoring/PSHRE' sessions, which are timetabled on Thursdays.

Key Stage 3

In Year 7 and 8 at Key Stage 3 periods are allocated as follows for each school week:

ENGLISH 4 PERIODS

HUMANITIES * 5 PERIODS

MATHS 4 PERIODS

ART & DESIGN & TECHNOLOGY 2 PERIODS

COMPUTING 1 PERIOD

MFL 4 PERIODS

MUSIC 1 PERIOD

PE 2 PERIODS

DANCE 1 PERIOD

DRAMA 1 PERIOD

SCIENCE 3 PERIODS

*Humanities comprise History, Geography and ERS.

The Discovery College Ks3 Curriculum is based on the core assessment objectives from GCSE level study. It also prepares students for GCSE study incorporating a focus on learners' skills, exhibition of work and student oracy. Project Based Learning (PBL) opportunities will be given where students will apply subject knowledge and skills to:

- Make sense of learning by providing real CONTEXTS and real AUDIENCES for students.
- Help students to LEARN ABOUT their LEARNING.
- Provide opportunities for learning TWENTY FIRST CENTURY SKILLS like: TEAMWORK, PROBLEM SOLVING, RESEARCH and I.C.T.
- Create INDEPENDENT, SELF MOTIVATED learners.
- Give students extended LEARNING opportunities.

Schemes of work are designed to fit the pattern at Homewood of a five term year with a period of intensive subject based teaching followed by a project block where students will apply, knowledge skills and learning to a problem and project.

Students are encouraged to work independently and to see connections between all of the activities they do both in subject specific lessons and across their projects. One of our aims

is to enable students to see that it is how they are learning which is important not the subject they are 'doing'.

The exhibitions and student conferences allow students to demonstrate 21st Century, cross-curricular skills: numeracy, literacy, ICT, citizenship, collaboration, problem solving, and relevance to the modern world, as well as on their knowledge of all the subjects they study across KS3.

KS3 is an ICT rich environment with Google Chrome Books available to students on a wireless network system. Chrome books are used as a teaching and learning tool to enhance learning opportunities while also enabling students to develop their ICT skills in an applied environment using Google Classroom and the virtual learning environment RealSmart.

Key Stage 4

At the end of their time in Discovery College students will graduate to one of four possible KS4 Colleges in which they will remain until the end of year 11. Their transition into KS4 will be determined by the options choices they make and by their preferred approach to learning.

The Colleges, Arts, Enterprise, World, hold the majority of students, whilst a further choice is available in the I-College which enables students to opt for a predominantly independent mode of learning. In the I-College students will follow English, English Literature, Maths and Double Science, in addition to Business, Geography and a Modern Foreign Language. There will be the opportunity to study further courses either from other Colleges, or from banks of online specifications. Students will need to have a strongly independent approach to learning and will need to be able to work effectively using IT, all students will have access to technology.

Arts will include: Art and Design, Performing Arts, Media and Film, PE and English,
Enterprise will comprise: Business, H & S Care, Applied Learning and Maths and World
College will incorporate the Humanities, Languages, ICT and Science.

At the end of Year 11 students will graduate from their KS4 College to the Sixth Form College where their learning pathways established at the end of Year 8 will continue with the support of another individual interview with the students and their parents.

In Year 9, 10 and 11 students have a Core allocation of 13 periods:

English Language and Literature 5

Mathematics 5

Science (Double) 5

PE 1

In addition there are 12 more hours which are allocated to Options. Each option is delivered in 3 lessons each week.

There are four Options Blocks which enable students to choose complimentary courses each providing a range of subjects, which can be adjusted annually to suit changing patterns of choice. Blocks also enable timetabling to take place more readily than a fully open choice system, where courses cannot necessarily be guaranteed. In addition Blocks enable pathways to be provided as students move through the school from year to year, so that

GCSE History can appear in the same Block as 'AS' Level History and then A Level History and these courses can then be protected from clashes.

Students can take 4 single options or 1 double option and 2 single options.

When making selections from the courses available, it is important that students consider the Government's directive that all young people will remain in Education or Training until the age of 18 from the year 2015 and therefore to consider the long term learning pathways and progression routes available up to and including that point.

In addition we feel it is important to inform our students at this point of course choice about the English Baccalaureate, or EBACC (a suite of qualifications that shows all round academic achievement). In order to gain the English Baccalaureate students need to have achieved GCSE qualifications at C grade or better in a Modern Foreign Language, one of the Humanities subjects and two Sciences along with English and Mathematics by the end of Year 11. We expect the numbers of students gaining this combination of qualifications across the country to increase. Consequently so that we provide our students with the opportunity to remain competitive with their peers when it comes to making Higher Education or job applications we are now including the selection of at least one EBACC subject in the Core for all students.

Students will therefore select one GCSE from the following: Chinese, Computing, French, Geography, German, History and Triple Science; enabling three further options choices.

As part of the advice, information and guidance provided to students in selecting options there is an individual options appointment given for all Year 8 students and their parents to support their choices.

KS4 (Year 9) – all courses 3 Years.

Animal Care BTEC

Business – GCSE

Ceramics - 3D Art GCSE

Child Development and Care GCSE

CIDA (Information and Communication Technology)

Computer Science GCSE

Constructing the Built Environment BTEC and Business Enterprise GCSE

Dance GCSE

Drama GCSE

Ethical & Religious Studies GCSE

Fine Art GCSE

French GCSE

Geography GCSE

German GCSE

Graphic Design GCSE

Hairdressing and Beauty Therapy GCSE and Business Enterprise GCSE

Health & Social Care Tech Award

History (Course A and Course B choices) GCSE

Hospitality and Catering BTEC or GCSE and Business Enterprise GCSE

Mandarin Chinese GCSE

Media Studies GCSE

Music (GCSE)

Photography GCSE
Physical Education GCSE
Sociology GCSE
Spanish GCSE
Textiles GCSE
Travel and Tourism BTEC
Triple Science GCSE
Key Stage 5

There is no separate entry requirement to join the Homewood School Sixth Form College; however each course has its own requirement. When students join Key Stage 5 in Year 12 they can choose subjects from up to 4 Options Blocks and are guided towards one of the following Pathways:

Which Pathway? Requirements Advanced extended (4 AS Courses) 8 A* - B Including English and Maths Advanced (3/4 AS and or Level 3) 5 A* - C Including English and Maths Advanced Applied (3/4 Mix BTEC/AS) 5 A* - C Widening Careers Level 3 BTEC/GCSE 5 A* - D Including English and Maths (GCSE pathways are available for students with grades below D) Step Ahead Mix of Level 1 Certificate courses Specific requirements (individual tailored courses).

Recent developments include the 'Ready for Work' programme for students wishing to blend some Level 2 courses; English and Maths GCSE, Customer Service BTEC with a Work Placement. In addition in 2016 the school was accredited as a World School for delivery of the IBCP, which means that students can both follow the full IBCP programme or take the IB diploma courses listed in Annexe A as stand-alone qualifications

Students have been able to choose a mixture of Level 2 and Level 3 courses from the offer list below:

Animal Management L3 BTEC

Applied Science (Biology, Chemistry and Physics) L3 BTEC

Art GCSE, AS, A Level

Beauty Therapy – Massage L3 VRQ

Beauty Services – VTCT VRQ Level 2 Diploma

Biology AS, A Level

Biology IB

Business GCSE, L2 BTEC, L3 BTEC, AS, A Level

Business Management IB

Catering and Hospitality Level1 City and Guilds Diploma, Level 2 BTEC, Level 3 BTEC

Ceramics GCSE, AS, A Level

Chemistry AS, A Level

Children's Play, Learning and Development L3 BTEC

Computer Science AS, A Level

Construction and the Built Environment L1, L2 BTEC
Creative Writing – AS and A Level
Customer Services L2 BTEC, L3 BTEC
Dance L3 BTEC, AS, A Level
English Language GCSE
English Language and Literature AS, A Level
English Literature AS, A Level
Extended Project Qualification L3
Film IB
Financial Studies (Certificate & Diploma)
French GCSE, AS, A Level
Geography AS, A Level
German AS, A Level
Graphic Design GCSE, AS, A Level
Health and Social Care GCSE, L3 BTEC, A Level
Health and Social Care Full Time Diploma
History AS, A Level
Information Creative Technology L1, L2 BTEC
Information Technology L3 BTEC
Information Technology in a Global Society IB
Leisure and Tourism GCSE
Literature and Performance IB
Mathematics GCSE, AS, A Level
Mathematics and Further Mathematics AS
Maths Studies IB
Certificate in Financial Studies (CEFS) AS Level
Diploma in Financial Studies (DIPFS) A2 Level
Media Studies AS, A Level
Music L3 BTEC, AS
Music Technology L3 BTEC
Photography GCSE, AS, A Level
Physical Education AS, A Level

Physics AS, A Level
Product Design AS, A Level
Psychology GCSE, AS Level, A Level
Psychology IB
Public Services (Social) L2 BTEC, L3 BTEC
Public Services (Fitness) L3 BTEC
Ready for Work (English and Maths GCSE, Customer Service BTEC and Work Placement)
Religious Studies: Philosophy and Ethics AS, A Level
Sociology GCSE, AS, A Level
Social & Cultural Anthropology IB
Spanish GCSE
Sport L2 BTEC, L3 BTEC
Teach Early ASDAN L3 CoPE
Textiles GCSE, AS, A Level
Theatre Studies AS, A Level
Travel and Tourism AS, A Level
Triple Science GCSE
World Development AS, A Level
Skills for Working Life (taken by invitation only from the SEN Department)