

Wadham School

Curriculum Statement

Who is Responsible?	Governing Body
Statutory Policy?	No
Review Timescale	Every 3 years
Approval Date	October 2019
Next Review	October 2022

Signed

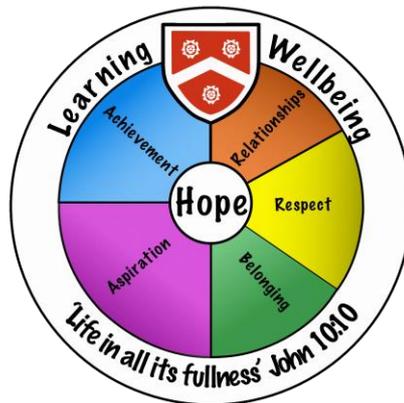
Date:

CENTRAL INTENTION

Drawing on our Church of England foundation, our central intention can be expressed as educating for:

1. Wisdom, Knowledge and Skills
2. Hope and Aspiration
3. Community and Living Well Together
4. Dignity and Respect

In and around school these are made visible in this graphic, which appears, for example, on our computer splash screens. These values underpin and guide all that we do.



Through our curriculum, we strive to provide a wide range of learning experiences both inside and outside the classroom, which develop and encourage each of these core intentions. We hope to encourage the love of learning by providing a variety of relevant and enjoyable activities enabling all students to develop their intellectual, moral, social, physical, spiritual and personal qualities to the full, as well as the cultural capital needed to play a full part in twenty-first century Britain. At the very centre is a desire to foster hope. Without this, it is impossible to live life to the full.

In order to achieve this we seek to provide a curriculum which:

- promotes fundamental values such as tolerance and respect for difference, the rule of law and democracy.
- supports our ethos as a Church School and enables all our young people to flourish
- is purposeful and challenging and perceived as such by students and parents.
- is broad and balanced and is accessible to all
- encourages a spirit of enquiry
- promotes a commitment to lifelong learning.
- encourages our students to be self-disciplined, self-confident, courteous and cooperative
- gives students a sense of success through their achievements and thus develops their aspirations and sense of hope
- encourages students to appreciate and admire the achievement of others both in school and in the wider world.

THE TAUGHT CURRICULUM

The curriculum is organised into the 3 secondary school 'key stages' — KS3 (year 9), KS4 (years 10 and 11) and The Sixth Form – KS5 (years 12 and 13). Programmes of study are planned carefully to allow smooth transition between these key stages.

THE KS3 CURRICULUM (Year 9)

All students follow the same curriculum which is consistent with (and with Drama goes beyond) the National Curriculum, with the exception of a second Modern Foreign Language, which is only taught to the most able. Mastery is more important than content coverage. The curriculum is made up as follows:

Art	French	ICT and Computer	Personal, social and
Design and	Geography	Science	Health Education
Technology	German	Mathematics	PE/Games
English	History	Music	Science
Drama	Religion and		
	Philosophy		

Students are divided into two populations and setting occurs within these populations for English, Mathematics and Science. DT is taught in mixed ability groups. ICT is taught in the DT rotation and other subjects take the English groups.

THE KS4 CURRICULUM (Years 10-11)

(A separate handbook issued to students in Year 9 covers this in detail).

In order to ensure that all students enjoy breadth, balance and challenge in their curriculum it is a requirement that individual student programmes include certain elements. This is for two reasons: firstly, it is important that everyone acquires as broad a knowledge and as comprehensive a set of skills as possible so they may be well-equipped to be active participants in the adult world; and secondly, to keep options as open as possible as far as career progression is concerned. During year 9 they will be given guidance where an element of choice exists.

The programme in years 10 and 11 falls into two categories:

(a) The Compulsory Common Core:

English Language, English Literature, Mathematics, Science (Biology, Chemistry, Physics), Religion and Philosophy and (non-examined) Physical Education and Personal, Social, Careers and Health Education.

This accounts for 15 hours a week of the taught curriculum

(b) Guided Options:

Students choose up to 4 subjects in the other 10 hours per week. The subjects available include further academic subjects plus applied subjects.

Our aim is to provide a flexible pathway through. Students generally complete approximately 10 GCSE or equivalent qualifications. A small number will follow highly personalized pathways, including personal and social development programmes, typically work experience and support with the core curriculum. Here students would usually gain qualifications in 5 or 6 subjects to GCSE level or equivalent with priority being given to the basics of English and Mathematics. Other students with specific needs around supporting English and Maths will be withdrawn from an option to receive support and others with other needs may be offered support with homework and general subject work.

THE SIXTH FORM CURRICULUM

(A separate handbook issued to students in Year 11 covers this matter in detail).

We offer a range of subjects at Level 3. Students will generally take 3 subjects, though some will be allowed to take four, following discussion with staff. Most of these are at A Level, with some applied/vocational level 3 qualifications also available. In all cases these vocational subjects are offered at the equivalent size of one A Level.

A prior pass at GCSE grade 5 or 6 is generally required for entrance to a particular subject. Students envisaging a programme of 4 A levels will be expected to gain several grades of 9 to 7 at GCSE.

ALL YEAR GROUPS

At certain points in the year, year groups have collapsed curriculum days, which we call alternative timetable days, where topics and ideas can be discussed in more length and in a holistic way. Recent examples have included a diversity day for Y9, where they looked at gender and LGBT issues as well as being able to discuss issues around cultural and religious diversity with Muslim visitors.

OTHER CURRICULUM OPPORTUNITIES (SOMETIMES CALLED THE SECOND TIMETABLE)

All subject areas make a contribution to the overall aims of the curriculum identified above, and the spiritual, moral and social development of students, as well as the promotion of fundamental values and cultural capital. Beyond the taught curriculum, there are activities that are specifically designed to do this, in addition to the taught curriculum. Common examples are listed below:

Hope and Aspiration

- Trips to theatres
- Other trips and visits
- Duke of Edinburgh Award Scheme
- Somerset Student Games
- Annual production
- Termly reward assemblies

Community and Living Well Together

- Music activities such as Wadstock
- Sporting activities
- House competitions
- Armistice Day Service
- Sports Day and annual athletics championship
- Whole school charity events (e.g Children in Need, Sports Relief, Christmas appeal, annual charity walk)
- Rotary competitions
- 'Dress Your Best day' and Prom in Y11
- 6th Form dinner and Dance
- Carol Services
- Acts of worship and assemblies, including those that mark the liturgical year

Dignity and Respect

- Student Well-Being Mentors
- Student Anti-Bullying Ambassadors
- Trips to places of worship
- Chaplain's discussion group
- Breakfast Club

While these are itemised in relation to the key curriculum intentions, it is recognised that many contribute to more than one area.