

Ewell Castle Senior School

Curriculum Policy



1. Introduction

Students follow a broad curriculum at all 'Key Stages', enabling them to acquire skills in thinking, speaking and listening, literacy and numeracy and gain experience in scientific, technological, social, physical, and aesthetic and creative education.

2. Key Stage 3 (11-14 years, Yrs 7-9 incl.)

All students study the core subjects English, Mathematics and Science. All students take Religious Education, French, German, Geography, History, ICT, Art, Music, Drama, Design and Technology (Resistant materials), ICT, Physical Education, and Personal, Social, Health and Citizenship Education. There is also the opportunity to learn a musical instrument and participate in a wide range of alternate curriculum related activities.

3. Key Stage 4 (14-16 years, Yrs 10 & 11)

Students take the core subjects English, Mathematics and Science leading to GCSEs. All students follow a Games programme, take Religious Studies (either half or full course GCSE) and receive instruction in PSHCE (Preparation for Working Life – an externally examined course leading to the equivalent of a half GCSE). It is desirable that all students take at least one modern Foreign Language (French or German), as it would be to take an Arts subjects, an Humanity and a Technology. However, this is not compulsory and a student chooses (four subjects) freely from the optional subjects of Art, Business Studies, Design & Technology (Resistant materials), Drama & Theatre Arts, French, Geography, German, History, ICT, Music, Physical Education, and Spanish. More able students are selected to follow courses in either Statistics and/or Classical Civilisation.

4. Key Stage 5 (16-18 Years, the Sixth Form, Years 12 & 13)

Students pursue AS and A2 courses in preparation for employment or university. There are a variety of subjects from which to choose:- Art, Biology, Business Studies, Economics, Chemistry, Classical Civilisation, Design & Technology (Product Design), Drama (Theatre Studies), History, French, Geography, German, ICT, Mathematics, Further Mathematics, Music, Physical Education, Photography, Physics, Politics, Psychology and Religious Studies and Spanish.

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5. Preparation for the next stage of education

5.1 Statement of Intent

Ewell Castle School believes that the choices children make at 14+ (into Year 10) and 16+ (into Year 12) are important steps towards the accomplishment of their future goals in life. Therefore, the amount of information given to children and to their parents are maximised prior to their final choice of programmes (or pathways) to ensure informed decision making. Children receive information and guidance to help them:

- a) Recognise their potential through a variety of formal & informal sources
- b) Understand their opportunities
- c) Develop their capabilities
- d) Link what they are learning with current and future prospects

5.2 Management

The provisions of the curriculum are based on:

- 5.2.1 A coherent teaching programme;
- 5.2.2 Continuing guidance given by teachers, parents, visiting speakers, educational conferences,;
- 5.2.3 Accurate information: University & College handbooks, posters, agencies, former students,....;
- 5.2.4 Experience of work: Work experience, responsibilities given in school,....;
- 5.2.5 Action planning and recording of achievement;
- 5.2.6 The needs of children which are identified through:
 - a) Predicted attainment in each subject at the end of a key stage;
 - b) The pattern of progress made during a key stage;
 - c) Areas of strength;
 - d) Areas of weakness;
 - e) Co-curricular enrichment activities;
 - f) Interests both inside and outside school;
 - g) Any areas identified in the SEN Register;
 - h) Academic Review Days.

5.2 GCSE

In January of Year 9 students are asked to choose their GCSE subjects. This is done on the basis of preference rather than in pre-selected option blocks. To help this process of selection there are subject presentations given by subject teachers on a GCSE Options' Evening. This process affords teachers the opportunity to talk about their subjects and present possible directions from an employment perspective. There follows a further period of consultation between school and home. Parents are asked to discuss with their children the options available and together, at the

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end of the specified period, to make an 'Options Return'. Students are also encouraged to take advantage of the resources in the Library/Study Centre and advice from the Careers Advisor, Tutors and their Head of Year.

5.3 AS/A level

- 5.3.1 The school is a member of the Independent Schools Careers Organisation (ISCO). Students may become members at the beginning of Year 11, when they have the opportunity to complete the Morrisby Questionnaire and have a careers interview. The school also enjoys the support of VT Careers Management and others. Work experience is scheduled for one week after completion of the GCSE examinations – in addition to that undertaken at other times by private arrangement. In addition to this, the school careers adviser is available throughout the year to discuss matters with, and advise, students.
- 5.3.2 In the Sixth Form students will normally take either three or four AS levels in the Lower Sixth and progress to three A2 courses in the Upper Sixth. A few very able students may embark upon five AS levels, progressing to three or four A levels. The number of subjects is tailored to abilities and other commitments. The number and type of examinations taken by each student will depend on the decisions made in conjunction with tutors, parents / guardians and other appropriate members of staff. It is expected that each student will have achieved at least five A* - C grades at GCSE with at least a B in subjects taken on to AS level. Similarly we would expect a student to achieve at least a C at AS if they wish to continue with studies at A2.
- 5.3.3 In addition to the academic courses, all students will pursue an Enrichment Programme and participate in a Games activity. Enrichment activities include certificated courses in First Aid and ICT, courses in Study Skills and Higher Education, external speakers and trips and visits.

6. Special Educational Needs (SEN)/Learning Difficulties & Disabilities (LDD) & English as an Alternative Language

- 6.1 The school also has a well established Special Educational Needs / Learning Difficulties & Disabilities department. This is available, by individual arrangement, to students requiring additional academic support and related expertise.
- 6.2 This level of support also extends to foreign students whose first language is not English (English as an Alternative Language). Arrangements for this support are also made on an individual basis.

Separate and more detailed policies are available regarding these areas.

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7. Gifted and Talented

Students with particular academic potential are supported:

- a) At departmental level by means of differentiated task;
- b) By the number of subjects taken at GCSE and/or AS/A level;
- c) Membership of a selective group – 'The Castle Society'.

A separate and more detailed policy is available.

8. Monitoring and Evaluation

Curriculum matters are regularly discussed and reviewed at Heads of Department meetings and by the Curriculum Committee. Academic Review Days and the School Council offer students the opportunity to comment upon the curriculum provision. Furthermore, Schemes of Work can be accessed on the website; while additional details are shown in the Curriculum Digest and Option Booklets.

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Ewell Castle acknowledges the assistance provided by guidance and regulatory documents prepared by ISBA (Independent Schools' Bursars Association), the Independent Schools Inspectorate (ISI) and the Department for Education (DfE).