

PURPOSE AND KEY AIMS

The basic features of the school's curriculum are laid down by Parliament through the Education Reform Act, which states that the curriculum should be 'balanced and broadly based'. It should:

- 'Promote the spiritual, moral, cultural, mental, and physical development of all the students at the school and of society'
- 'Prepare students for the opportunities, responsibilities and experiences of adult life'

In addition Raynes Park High School seeks to ensure that all students will:

- Enjoy learning experiences and achieve their true potential
- Understand what is required and therefore stay safe and healthy
- Have interests and skills that will enable them to contribute to and enjoy the benefits of society and achieve economic well being
- Make a positive contribution to society

OPPORTUNITIES TO DEVELOP THESE AIMS

To ensure that these aims are met the Governors, Headteacher and staff at Raynes Park High School offer a curriculum that includes:

- The national curriculum for all students from age 11-16
- A post 16 curriculum that offers a range of academic and vocational courses to suit the needs of a wide range of students.
- A range of cross curricular topics that do not neatly fit into the traditional subject areas
- A wide range of extra-curricular activities
- Religious education and collective worship for all students

In developing the 'whole curriculum', the school has mind of the following principles:

- The school's Equality Duty policy that ensures an entitlement for all
- Appropriate progression through the various key stages of the national curriculum and beyond
- Continuity and links with the primary sector and further education sector
- Differentiation which ensures students of all abilities have access to appropriate curriculum opportunities
- Appropriate assessment, recording and reporting of attainment by students (See Raynes Park High School's Assessment Policy)

Key Stage 3 Curriculum Policy:

Year 7 and 8 are Foundation Years.

Students will study the following subjects within a two week timetable:

Core:

- English
- Maths
- Science
- PE
- RE
- PSHE

Languages:

- MFL (French or Spanish)

Humanities:

- Geography
- History

Technology:

- Design Technology – Product Design
- Food and Nutrition

Creative Arts: (Drama and Music taught on Carousel)

- Art
- Drama
- Music

ICT / Computer Science

- Computer Science lessons
- Plus
- ICT / Computer Science in Maths, English and Science lessons by being integrated into lessons
- Online safety via form tutor time and PESCHE

Year 9:

Year 9 will be a Key Stage 4 Preparation Year to enable students to personalise their learning and accelerate progress towards final option choices for Year 10.

GCSE Subjects:

The following subjects will be studied by all students within normal curriculum time and pupils will start GCSE content in these subject areas, working through new specifications:

Compulsory GCSE subjects:

- English
- Maths
- Science

E-Bacc Subjects: All pupils must select at least one E-Bacc subject and continue their studies in that subject until the end of Year 11. Pupils of course can select as many E-Bacc subjects as they wish.

- Languages: The language they have studied during Year 7 and 8 (French, Spanish or German)
- Computer Science
- Geography
- History

Core Subjects:

- PSHE&C
- PE
- Religious Education

Options:

Students will have 4 option choices with 1 choice being one of the E-Bacc subjects. Pupils will receive 4 periods per option subject over the timetable cycle.

Subjects they will choose from are:

- History
- Geography
- Design Technology – Catering
- Design Technology – Product Design
- Art
- Drama
- Music
- Computer Studies
- Advanced PE
- EAL Support

Year 10:

Year 10 will be the year in which they formally start their GCSE studies in all subjects. It is designed to enable students to further personalise their learning to enable maximum attainment and achievement for students in their future careers and progression into post 16 study.

Core:

The following subjects will be studied by all students within normal curriculum time:

- English
- Maths
- Science
- Core PE

The following subjects will be covered via drop down days and tutor times/assemblies:

- PSHE
- Religious Education (Some students will also have chosen RE as a GCSE)

Options:

Students will have 4 option choices with 6 periods per option. Subjects they will choose from are:

- Geography
- History
- Design Technology Catering
- Design Technology – Product Design
- Art
- Photography
- Media
- Dance
- Drama
- Music
- Computer studies
- Business Studies
- Religious Education
- Foreign language – French, Spanish or German
- Health and Social Care
- EAL Support

Key Stage 5

Year 12

From September 2015, A Levels in most subjects changed and become linear. At RPHS all A Level courses are delivered in this manner. This means that all exams are taken at the end of two years study. AS Levels will continue as separate qualifications but the marks from them will no longer count towards the final A Level.

We will be doing our own rigorous assessment in the first year of A level programme of study to ensure students are prepared for their A2 exams and students will not be sitting AS levels unless they are studying legacy specifications or students do not wish to carry a particular subject on to A2.

Students are able to choose up to four subjects at Level 3 depending upon their GCSE results and the qualifications they chose. They must ensure that as well as having a genuine interest in the course, they are also being realistic about their choices. Students need to look carefully at the entry requirements for each subject. These have been determined based on our professional judgement and experience of what is required in order to be successful at Advanced Level—that is, to gain a grade A* to E.

Whilst many of our students take traditional Advanced Level courses, we offer several BTEC / Cambridge vocational courses which are examined partly through exams but mainly through coursework. Students who did not pass English and Maths GCSE have the opportunity to re-sit these alongside some Level 3 courses depending upon their strengths and future progression plans.

The Level 3 course will normally consist of a Future Pathways course and the option of studying for the Extended Project Qualification(EPQ) along with 3/4 A Level/Level 3 BTEC courses chosen from:

- Art
- Biology
- Business Studies
- Chemistry
- Drama & Theatre studies
- Economics
- English Literature
- French
- Geography
- Government and Politics
- History
- Health and Social Care
- ICT
- Law
- Mathematics
- Media Studies
- PE
- Photography
- Physics
- Psychology
- Science
- Sociology
- Spanish

The courses on offer will depend upon student numbers and so it is possible that the final curriculum will not encompass all subjects on the list.

English and Mathematics retake classes will be part of the curriculum for those students who have yet to gain a C grade in either.

Year 13

It is expected that the Level 3 students in Year 12 will study 3 courses at A2 level in Year 13 to complete their course and gain entry to higher education, employment or apprenticeships. The Year 13 curriculum will be the second year of the A Level.

PART M: MONITORING AND EVALUATION

MONITORING AND EVALUATION

The school will regularly monitor the curriculum through a variety of working groups which include teachers, parents and governors. Appropriate recommendations for change will be made to the Head Teacher who will consult the Governing Body before implementing any changes through targets set in the Strategic Development Plan.

Evaluation of the curriculum will be measured against a range of indicators, which include whole school and individual student indicators. The lists below are not exhaustive.

Whole School Indicators

- Examination results
- Admissions
- Enrolment in the post 16 phase
- Destinations of school leavers
- Faculty and subject reports
- Annual meeting of Heads of Department and Heads of Year with their Line Manager
- Student surveys
- Reports to the Governing Body

Individual Student Indicators

As students' progress through Raynes Park High School they should increasingly be able to:

- Develop a positive self-image
- Be effective users of the skills of numeracy and literacy in addition to their oral skills
- Develop positive links with the local community
- Have an appreciation of the natural and man-made world
- Be independent, self-motivated and self-disciplined
- Appreciate human aspirations and achievement
- Work actively together in co-operative groups
- Acquire the competences and attitudes needed for adult life

Staff responsible	Deputy Head Teacher: AH	Monitoring & Evaluation by	Head Teacher: KH
School Group Responsible	HODs	Governors Committee Responsible	S&Q
Date approved by Governors	November 2017	Review Date	November 2020