



Roundwood Park School

Curriculum Policy Statement for September 2021 (RPS Strategic Objective 1)

Reviewed: July 2021

Next review: June 2022

(Reviewed by Standards & Curriculum Committee, approved by Full Governing Board)

Curriculum statement:

At Roundwood Park school we provide a broad and balanced curriculum which reinforces our core purpose:

To develop confident learners, we instil learning habits which let RPS students aspire to grow, give and achieve more in their lives

Our intention is to:

- promote a commitment to lifelong learning and learning for life through ASPIRE*
- provide the depth that enables students to master the key knowledge and skills essential for each subject
- provide a rich variety of learning experiences which will challenge and inspire all students regardless of their ability, gender, ethnicity or social background to achieve their full potential
- encourage the love of learning by providing a variety of engaging activities, enabling all students to develop their intellectual, creative, moral, social, physical and personal skills to the full
- encourage a natural curiosity, spirit of enquiry and an ethos where we have high expectations of all our students
- develop creativity and innovation whether its applied in the arts, design or the sciences which results in scientific, sporting and cultural achievement
- enable our students to become confident, articulate and responsible citizens who can make a positive contribution to society
- prepare our Roundwood Park leavers for the next stage of their education or training

*ASPIRE is a clear framework of learning habits for all members of the Roundwood Park community; students, staff and families, as life-long learners, to develop and inculcate whilst at school and beyond.

The curriculum is organised into the three secondary school key stages:

- KS3 (years 7 to 9)
- KS4 (years 10 and 11)
- KS5 (years 12 and 13)

Programmes of study are planned carefully to allow smooth transition between the key stages.

The curriculum is delivered by a weekly 25 x 1-hour timetable

The KS3 Curriculum (Years 7 to 9)

All students follow the same curriculum, which is consistent with the National Curriculum. Whilst all students study the same subjects, the pace of work and depth of content will vary according to differing individual needs and the ability group (where applicable) in which they are taught.

The curriculum is made up as follows:

	Year 7	Year 8	Year 9
English	4	3	3
Mathematics	4	3	3
Science	3	3	3
Art	1	1	1
Computer Science	1	1	1
Drama	1	1	1
Geography	1	1	2
History	1	2	1
MFL/ Learning support	3	3	3 or 4
Music	1	1	1
PE	2	2	2
PRE	1	1	1
PSHCE	1	1	1
Technology*	1	2	1 or 2

Notes

- When students arrive in Year 7, they are placed in mixed ability tutor groups. They are taught in these groups for all subjects, except for mathematics (where they are taught in broad ability groups from November - 9 groups). Students are in separate boy/girl groups in KS3 core PE.
- Students study French and German in Years 7 and 8. (Yr 7 French: 2 hours, German: 1 hour. Year 8 French 1 hour, German 2 hours)
- Year 7 students who are below expectations in English and/or maths may be disapplied from French. They will be given extra maths and/or English as appropriate. Students with an Education Health Care Plan or those who are significantly below expectation, may also be disapplied from other language lessons as well. They will be given extra maths and English lessons. Students with a lower ability in English are supported by SEND staff in their English lessons.
- Support classes are timetabled against all languages in Years 8 and 9 to enable students to be disapplied from a/both language(s) so they can receive additional support in maths/English/other areas of the curriculum.
- In Year 8, students continue to be taught in ability groups in mathematics. All other subjects are taught in mixed ability groups. In Modern Languages students are taught in mixed ability tutor groups.
- Year 9 Science curriculum builds on the knowledge and skills gained during Years 7 and 8. Year 9 is a transition year covering Biology, Chemistry and Physics topics taught to GCSE standard. Each school term contains elements of each of the three sciences with an assessment test at the end of each section. The topics chosen, along with the assessments, give the faculty a good indication of each student's suitability for either the Combined Science or Separate Science courses at KS4.
- PRE is delivered in Year 11 by being incorporated into the collapsed PSHCE days (x3)
- In Years 7 and 8, PSHCE lessons (1 per week) cover topics such as careers, resilience, personal development, citizenship as well as Relationships, Sex and Health education (RSHE). This is further supported through the tutorial programme and assemblies.

- In Year 9, PSHCE is delivered through the RSHE/citizenship programme and is supplemented by whole / half day workshops facilitated by school staff or visiting speakers.
- All students in Year 9 continue with their study of MFL. They have the following options, either: focus on one language (French, German or Spanish) for 3 hours a week. Spanish is a fast-paced beginners' course and feeds into the GCSE option.

OR

continue with the study of French and German. Students will study each language for 2 hours a week.

Students will be taught in mixed ability groups for MFL.

- Those students studying one MFL for 3 hours a week have two DT lessons. Those studying 2 languages have one DT lesson a week.
- Although students have discrete Computer Science lessons, ICT capability is developed across the subject areas. All classrooms are equipped with at least one computer and either an interactive whiteboard or a projector. We have a number of modern computer suites which are fully networked with the latest software, plus a fully equipped Library.
- The school has 3x16 sets of iPads and 20 chrome books which can be booked for use in lessons
- From September 2021 students will follow a blended learning approach to their studies. Students in Years 7 and 8 will have a device that will be utilised in their lessons (optional for Year 9). All classes will have a google classroom that will be accessible to all students in a lesson (and/or through home learning). The device and associated platforms will be used to supplement and enhance already existing forms of teaching and learning in the classroom. It does not override all other traditional methods which are valid and have been effective throughout education.
- In some year groups, the ability profile is such that some students are not served well by our curriculum model. In such cases, we adapt the structure and delivery to meet the needs of these students, following in-depth consultation with parents / carers

Setting

Year 7

Maths set across half year groups from October half term
Technology across half year groups in carousel (not by ability)

Year 8

Maths set across half year groups
Technology across half year groups in carousel (not by ability)

Year 9

Maths set across half year groups
Science set across half year groups
Technology across half year groups in carousel (not by ability)
MFL taught in mixed ability groups

The KS4 Curriculum (Year 10 September 2021)

Where appropriate, students will follow a programme of study that meets the requirements of the EBacc. The vast majority of students will study a programme that ensures all 8 pots in the progress 8 measure are full. However, for a small number of students, this is not the best curriculum to enable them to succeed. These students may take curriculum support as one of their options and would therefore have less than the 8 subjects needed to fill all of the progress 8 pots.

Students are offered 2 pathways at KS4 – those who choose to study a language at GCSE and those who choose not to study a language at GCSE. Students who choose to study a language (French, German or Spanish) have two unconstrained option choices. Those who do not wish to study a language have a constrained choice (one from history, geography or computer science) and two further choices.

Route A (EBACC)

Route B

English Language & English Literature (2 GCSEs) 4 hours	English Language & English Literature (2 GCSEs) 4 hours
Maths GCSE 4 hours	Maths GCSE 4 hours
GCSE (MFL: French, German or Spanish) 3 hours	GCSE (constrained option choice) (from history/geography or computer science) 3 hours
GCSE/Level 2 Option 3 hours	GCSE/Level2 Option 3 hours
GCSE/Level 2 Option 3 hours	GCSE/Level2/Level 1 Option 3 hours
Science (Separate sciences (3 GCSEs) OR Combined Science (2 GCSEs) 5 hours	Science (Separate sciences (3 GCSEs) OR Combined Science (2 GCSEs) 5 hours
Ethics (Non-examined PRE) 1 hour	Ethics (Non-examined PRE) 1 hour
PE/Games 2 hours	PE/Games 2 hours

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

The KS4 Curriculum (Year 11 September 2021)

Route A (EBACC)

Route B

English Language & English Literature (2 GCSEs) 4 hours	English Language & English Literature (2 GCSEs) 4 hours
Maths GCSE 4 hours	Maths GCSE 4 hours
Separate sciences (3 GCSEs) 6 hours	Combined Science (2 GCSEs) 6 hours
PE/Games 2 hours	PE/Games 2 hours
GCSE (MFL: French, German or Spanish) 3 hours	GCSE (constrained option choice) (from history/geography or computer science) 3 hours
GCSE/Level 2 Option 3 hours	GCSE/Level2 Option 3 hours
GCSE/Level 2 Option 3 hours	GCSE/Level2/Level 1 Option 3 hours

PRE is delivered in Year 11 by being incorporated into the collapsed PSHCE days (x3)

KS4 Options

GCSE

- Art & Design
- Art & Design (Textiles)
- Business
- Computer Science
- Design & Technology
- Drama
- Economics
- Food preparation and nutrition
- French
- Geography
- German
- History
- Music
- PE
- Separate Sciences (Biology, Chemistry & Physics) / Combined Science
- Spanish
- RE

Non-GCSE Courses

- Curriculum Support

Level 2 / Level 1 courses

- BTEC First Award in Health & Social Care (equivalent to 1 GCSE)
- Cambridge Nationals Creative iMedia (equivalent to 1 GCSE)

Notes

- To assist students and parents, a KS4 Options evening is held in the Spring term of Year 9. Students make provisional choices, which are checked by senior leaders. An interview is offered to parents of those students who the school feels has not made appropriate choices. Students who are identified as needing curriculum support or a college course are met before the options process. Parents are also invited in.
- The vast majority of students study for a full GCSE course of between 7 and 9 subjects.
- Curriculum Support is offered to students who need extra support with English, Mathematics. This option is staffed by qualified teachers in those subjects.
- Citizenship and RSHE (Relationships, Sex and Health education) are delivered through full day workshops, when students are off timetable. Aspects of work-related learning are integrated across the curriculum.
- During the course of Years 10 and 11, students receive information, advice and guidance from the Careers Coordinator and a visiting Careers Officer, through YC Herts (Youth Connexions). The Careers Library contains a wide range of literature and students of all ages may use various databases/ platforms (e.g. Unifrog) to access information. In addition, students in Year 10 complete a work shadowing day.

Year 10

Maths	set across whole year group
English	set across whole year group
Science	combined science is largely set by ability, separate science has 4 mixed ability classes
Games	half year groups (single gender groups)

Year 11

Maths	set across whole year group
English	set across whole year group
Science	combined science is largely set by ability, separate science has 4 mixed ability classes
Games	whole year group (single gender groups)

The KS5 Curriculum (Years 12 and 13)

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

Students entering the sixth form usually choose to study 3 A levels / BTEC qualifications.

Exceptionally, some students may choose 4 subjects (e.g. further mathematics). Predicted average points score (APS) per subject at GCSE is used as a guideline.

Average Point Score	Programme of study
5+	3 or 4 A level courses with at least a grade 6 in the subjects relevant to their A level choices
4.5-4.9	We recommend a mixture of BTEC and A Level courses
4.0-4.5	We recommend a BTEC programme of study

Each A level subject is delivered in 5 x 1 hour lessons per week in one year and 4 x 1 hour lessons per week in the other. Subject Leaders may choose which year group has the most delivery time according to the needs of their subject.

All students in Year 12 will attend 6th form study lessons. They will have a choice from:

- EPQ
- Community Sports leaders award (CSLA)
- Certificate in Financial studies (LIBF)
- Massive Online Open Courses (MOOCS)
- Level 3 Mathematical studies (Core Maths); this will support those who wish to continue with their study of Maths but do not wish to undertake A level Maths.

Students also have one hour of Future Options (Careers) each week from September through to December. From September to Easter students in Year 12 have one PE lesson each week.

The choice of subjects are as follows:

A Level Subjects delivered at Roundwood Park		Delivered through Harpenden Consortium
Art	History	Art Graphics
Biology	Mathematics	German
Business	Music	Media Studies
Chemistry	Photography	BTEC Media
Computer Science	Physical Education	Politics
Drama & Theatre Studies	Physics	
Economics	Product Design	
English Literature	Psychology	
French	Sociology	
Further Mathematics	Spanish	
Geography	Textiles	
BTEC Level Subjects delivered at Roundwood Park		
Business (BTEC) (Extended Certificate and National Diploma)		
Health & Social Care (BTEC) (Extended Certificate)		
ICT (BTEC) (Extended certificate)		
Food Science and Nutrition Level 3 Diploma (EDUQAS)		

Notes

- To assist students in making choices, a Post 16 information evening is held in January of Year 11. Students have full access to information, both from school and careers staff and from representatives of local FE colleges.
- All applicants to the sixth form are invited to a guidance discussion meeting by one of the Sixth Form Leadership Team, or the Senior Leadership Team to assess the suitability of the courses chosen to the ability, aptitudes and aspirations of the student.
- Student choice of A Level courses is enhanced by the Harpenden Consortium provision.
- Those who do not attain a minimum Grade 4 in English or Maths GCSE attend resit classes and are entered for the resit examinations.
- Students benefit from a pastoral support programme, delivered through tutorials. External speakers contribute to topics such as self-protection, bereavement, stress management, mental health, cancer awareness and drugs awareness.
- An enrichment programme in Year 12 develops breadth of experience. Students have the opportunity to take part in sporting and community activities, within the school or wider community. Timetabled lessons covering a wide variety of topics support the enrichment programme. PRE provision is delivered through the enrichment / tutorial programme and through assemblies.
- All Year 12 students complete a work placement week in the summer term.

N.B. The school reviews the examination courses on offer every year in order to make sure that we are delivering the most relevant curriculum to all our students.

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.

ASPIRE:



Learning to understand

Problem Solving

Adapting existing knowledge and skills, to tackle unfamiliar problems

Thinking Logically

Experimenting and trialling, thinking things through step-by-step

Questioning

Having an enquiring mind. Exploring how, why and what if?

Making Links

Seeing the connections with all learning or the outside world

Being Resourceful

Seeking and selecting the best available resources for a task

Creative Thinking

Using imagination to generate fresh ideas and original solutions



Individuality

Planning Ahead

Researching, exploring and preparing thoroughly, anticipating potential problems

Organising

Prioritising, designing a route and tracking your progress

Reflecting

Understanding yourself as a learner and learning from experience

Risk Taking

Trying new things, seizing the opportunity, whilst managing the risk sensibly

Evaluating

Identifying strengths and weaknesses in a task. Seeking improvements and further refinements

Responsibility

Directing and taking control of your learning

ASPIRE

**LEARNING
FOR LIFE**



RPS

**LEARNING
INTEGRITY
FRIENDSHIP
EXCELLENCE**



Focusing

Inspiration

Enjoying learning, approaching it enthusiastically and with a smile

Self Discipline

Identifying goals, avoiding distractions, finishing tasks, meeting deadlines

Determination

Staying motivated and positive to achieve your desired goal

Perseverance

Readiness to make mistakes without fear of failure, accepting them and carrying on

Insight

Being aware of detail and the bigger picture, balanced by the right amount of perfection



Evolving with others

Flexibility

Knowing when to work alone or co-operate with others

Collaboration

Working effectively in a team, drawing on everyone's individual skills

Communication

Presenting ideas and views clearly, and accurately for an audience

Learning Respectfully

Listening to, understanding and exploring the views of others, developing your thinking

Valuing Others

Recognising and utilising the strengths of others to enhance your learning

The general duty is set out in section 149 of the Act. In summary, those subject to the Equality Duty must have due regards to the need to:
A: eliminate unlawful discrimination, harassment and victimisation; **B:** advance equality of opportunity between different groups; **C:** foster good relations between different groups.

Equality Impact Assessment Form

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Policy being reviewed: **Curriculum Policy (2021)**

How would any elements of the policy impact upon students, parents, staff or governors represented from the groups identified with protected characteristics; are they included and considered below?

Protected characteristics	Negative impact [not likely, likely, highly, likely]	Positive impact [not likely, likely, highly, likely]	No impact
Disability	Likely – Students disappplied from languages do not get to study the full suite of MFL subjects on offer. They still have access to MFL clubs and MFL trips.	Likely – Students disappplied from languages have greater opportunity to focus on Literacy and Numeracy	
Gender			No impact
Age			No impact
Ethnicity and race		Likely – Subjects have considered a diverse curriculum content and adjusted their SOL accordingly e.g. Positive role models of different races. (PRE, English and History).	
Gender identity and reassignment		Likely - PE Changing facilities and special arrangements are arranged on a case by case basis to accommodate student's gender choices.	
Religion and belief		Likely – Core PRE (Yr7-10) and GCSE/A Level assists students in gaining an understanding of religion / beliefs and therefore helps educate in terms of discrimination	
Sexual orientation			No impact
Pregnancy and maternity			No impact

Does school or other data, research and/or consultation inform this work?

Protected characteristics	No	Yes	Uncertain
Disability			School data suggests very few SEND students are withdrawn from MFL for literacy / numeracy. MFL dept support these students at MFL clubs and on trips so they are not missing out.
Gender		School data suggests: A Level (2019) Female students outperformed male students (Although average grade at A Level and BTEC was the same for both gender groups).	
Age	No		
Ethnicity and race		Data: Very small numbers.	

Gender identity and reassignment		Data: Very small numbers. 1 A level student (2019) underperformed by 2 grades but achieved D passes. (Medication that the students elected to take at this time causes issues and had a likely impact on their performance)	
Religion and belief	No		
Sexual orientation	No		
Pregnancy and maternity		Data – no pregnancy case for at least the last 5 years	

Does the initial screening highlight potential issues or potential for discrimination? **No**

If any discrimination has been identified above then it must be mitigated, removed or justified through an action plan with objectives and review dates, Therefore, do you consider that a full Equality Impact Assessment is required? **No**
Initial screening carried out by: (Katie Barter, S&C committee 17th June 2021)