



Roundwood Park School

Curriculum Policy Statement for September 2024

Reviewed: July 2024

Next review: June 2025

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

Curriculum statement:

Roundwood Park is a place to flourish. We provide a rich, broad and balanced curriculum that is underpinned by our Values of Excellence and Potential. It stimulates curiosity, values diversity and offers challenge. We help every student to love learning for life, to follow their passions and to reach their full potential.

Our intention is to:

- promote a commitment to 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 October - 8 groups).
- Students are in separate boy/girl groups in KS3 core PE.
- Students study French and German in Years 7 and 8. (Year 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 selected to receive extra maths and/or English as appropriate. If so, students will continue with their study of French. Students with a lower ability in English are supported by SEND staff in their English lessons.
- Support classes in English and/or Maths are also offered in year 8. If selected, these students will continue with their study of French for one hour a week.
- Students who are selected for learning support in Year 9 will complete the Level 1 Functional skills, numeracy and the reading fluency programme. As part of the learning support curriculum, students will maintain their study of French. These sessions will be led by a member of the MFL Dept.
- In Year 8, students continue to be taught in ability groups in mathematics. All other subjects are taught in mixed ability 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.
- 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 two 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 screen 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 40 chrome books which can be booked for use in lessons
- Students follow a blended learning approach to their studies. Students in Years 7, 8,9,10 and 11 have a device that will be utilised in their lessons. All classes have a google classroom that is accessible to all students in a lesson (and/or through home learning). The device and associated platforms are 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
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
Technology	across half year groups in carousel (not by ability)
MFL	taught in mixed ability groups

The KS4 Curriculum (Year 10 September 2024)

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:

Route A: Students who choose to study a language (French, German or Spanish) have two unconstrained option choices. If they also choose to study either history or geography, they will qualify for the English baccalaureate

Route B: Students 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. This is available on the school website).

The KS4 Curriculum (Year 11 September 2024)

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
Science (Separate sciences (3 GCSEs) OR Combined Science (2 GCSEs) 6 hours	Science (Separate sciences (3 GCSEs) OR 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-Tech Award in Health & Social Care (equivalent to 1 GCSE)
- BTEC Tech Award in Digital Information Technology (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.
- Students in year 10 have a non-examined Ethics lesson each week delivered by the PRE-dept. They will learn about ethical and philosophical theories and how these apply to modern day ethical issues. Aspects of the SRE curriculum are also delivered in these lessons.
- During the course of Years 10 and 11, students receive information, advice and guidance from the Careers subject leader and a visiting Careers Officer, through Services for Young People. 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 5 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 3 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+	We recommend a mixture of BTEC and A Level courses
4.0+	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:

- AS Level EPQ
- Foundation in Finance course
- 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.
- AS Level Further Maths

Students also have a programme of Future Options (Careers) in the Spring term. From September to May half term students in Year 12 have one PE lesson each week. Students also attend a one-hour Enrichment Tutorial covering PSHCE and the PRE-curriculum throughout Year 12 and Year 13.

The choice of subjects are as follows:

A Level Subjects delivered at Roundwood Park		Delivered through Harpenden Consortium
Art	History	Art Graphics
Biology	Mathematics	Photography
Business	Music	German
Chemistry	Philosophy and Ethics	Media Studies
Computer Science	Physical Education	BTEC Media
Drama & Theatre Studies	Physics	Politics
Economics	Product Design	CTEC Sport
English Literature	Psychology	BTEC Performing Arts
French	Sociology	
Further Mathematics	Spanish	
Geography	Textiles	
BTEC Level Subjects delivered at Roundwood Park		
Business (BTEC) (Foundation Diploma and National Diploma)		
Health & Social Care (BTEC) (Extended Certificate)		
IT (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. A curriculum fair run by Y12 and Y13 students is also held in January, to enable students to talk to current students taking level 3 subjects.
- All internal 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. Those external applicants who meet the entry criteria are invited to an offer holder meeting in the Spring term, where the Head of Sixth form shares guidance and expectations for students wishing to join in September.
- 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 throughout Year 12 and Year 13 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. PSHCE and 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.
- In Year 12 students are timetabled one hour of volunteering within the school community (years 7-13) developing their skills in academic support and mentoring.
- An Independent Study Skills hour for all Year 12 and Year 13, provides students with time for a programme of self-regulated independent learning, using a learning toolkit to support students gain a broad range of ASPIRE learning habits and skills.

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.



Resourceful Learners...

- ✓ Question
- ✓ Think logically
- ✓ Think creatively
- ✓ Make links



Reflective Learners...

- ✓ Plan
- ✓ Organise
- ✓ Review
- ✓ React



Aspire



Resilient Learners...

- ✓ Persevere
- ✓ Take risks
- ✓ Practise
- ✓ Focus



Responsible Learners...

- ✓ Listen
- ✓ Collaborate
- ✓ Communicate
- ✓ Respect all