

CURRICULUM POLICY

Southfield aims to provide a World Class Education

General Principles of the Southfield School Curriculum

In the fulfilment of its aims, the School seeks to provide for all pupils a curriculum which:

- provides an experience of high quality;
- is broad and balanced and includes English, mathematics and science, in accordance with Section 78 of the Education Act 2002.
- Meets both statutory and local needs
- provides the means for children to develop morally, spiritually, culturally, artistically and physically as well as intellectually;
- provides increasing degrees of choice as pupils progress through the School;
- supports students who are gifted and talented in the areas of sports, dance, languages and music through the use of a flexible curriculum
- is accessible to all pupils, relevant and well-delivered;
- meets the requirements regarding religious education and collective worship;
- prepares pupils for the opportunities, responsibilities and experiences of their future lives;
- embraces new approaches and opportunities for curriculum development;
- is influenced by and, in turn, contributes to a culture of achievement for pupils of all abilities;
- is outward-looking and seeks to broaden pupils' horizons;
- is understood and broadly supported by staff, pupils and parents;
- provides opportunities for pupils to gain a wide range of recognised qualifications;
- is complemented by an extensive programme of extra-curricular opportunities.

Curriculum Content

The curriculum is delivered through the following curriculum area structure:

English including Media and Drama

Maths

Science

Geography

History and Politics

French

German

RS

Personal, Social, Health and Careers Education.

PE

Art

Music

Dance

Design Technology

ICT and Business

Social Sciences

The school follows a two week timetable labelled week A and week B.

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To be reviewed: Annually

Next review date: September 2019

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There are also cross-curriculum dimensions within our curriculum. Students should be able to learn about the following: community participation; enterprise; global dimension and sustainable development; the application of IT. There are 4 Personal Development Days calendared across the school year where the timetable is suspended for all year groups in order that students may experience a variety of PSHEC activities. SRE is taught with regard to the guidance issued by the government in 2000 (Sex and Relationship Guidance July 2000) and updated in June 2017.

The curriculum is divided into years 7-9 (Key Stage 3), years 10 and 11 (Key Stage 4) and years 12 and 13 (Key Stage 5)

Key Stage 3

Students are placed in 7 mixed ability tutor groups when they enter the school based on the following criteria:

- KS2 information
- Baseline and benchmarking assessment
- Feedback from previous school
- SEN/D provision

Students are taught in these groups for the first term. The mixed ability groups operate in two bands – 4 groups in one band and 3 in the other. The exception is Art, Dance, Drama, Food, Textiles, Music PE and Study Skills, where students are taught in 8 groups of a smaller size – 4 in each of the bands. These are mixed ability.

Baseline assessment is carried out including:

- Progress in English Tests + English assessment
- Accelerated Reader STARtests
- Progress in maths tests + maths assessment
- Progress tests in science + science assessment

Benchmarking assessment is carried out in all other subjects during term 1 except for French where it is recognised that students enter the school with a variety of language experiences. Benchmarking is done shortly after this point.

At the start of the second term students move into two groups of sets based on ability in Maths which also includes Science and IT and in English which includes History, Geography, RE, French, PSHE and Accelerated Reader. There are 3 sets in Band A, L,M and N, and 4 in Band B P, Q, R and S. Students are split into 4 mixed ability sets for Art, Dance, Drama, Food, Textiles, Music PE and Study Skills based on the new band split and ability in PE. The proportion of lessons is as follows:

Year 7

Subject	Periods per two weeks – each period = 1 Hour
Maths	8 (includes 1 period problem solving/catch up)
Science	7
IT	1
English	6
Accelerated Reader	2
French	4
History	4

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Geography	4
RE	2
Music	2
PSHE	1
Dance	1
Drama	1
Art	1
Food	1
Textiles	1
PE	3
Study Skills	1

Students do not remain in the same sets throughout KS3 – regular review is undertaken by the KS3 Progress leader particularly at the end of Year 7 when there may be the option to introduce an extra set in core and foundation areas. IEP is provided by supporting students within their lessons or withdrawing identified groups of students from English and Maths for short periods for booster work. Intervention is done with 'Catch-up' students through English and Maths supported by the SEN/D department. IT includes computing modules in its SOWs throughout KS3.

Year 8

Students are set separately for

English including French, History, Geography, RE, PSHEC and Study skills.

Maths including Science and IT.

The Creative and practical groups carry through from Year 7 except for PE which is now able to set within each Band.

If numbers permit a seventh set may be introduced into year 8 (this will happen in Sept, 2018).

Subject	Periods per two weeks – each period = 1 Hour
Maths	7 (includes 1 period problem solving/catch up)
Science	7
IT	1
English	9
French	4
History	4
Geography	4
RE	2
PSHE	1
Study Skills	1
Drama	1
Dance	1
Art	2
Food	1
Music	1
Textiles	1
PE	3

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Year 9

Sets from Year 8 continue in the same groupings for Year 9

Subject	Periods per two weeks – each period = 1 Hour
Maths	8
Science	7
IT	1
English	8 (9 for sets P,Q,R,S)
French	4
Study Skills	1
History	4
Geography	4
PSHE	1
RE	2
Dance	1
Drama	1
Art	2
Music	1
Textiles	1
Dance	1
PE	3 (2 for sets in Band B)

The introduction of different pathways for students of differing ability at KS3 is to encourage challenge and choice. There will be students within KS3 who are supported with their training demands by the introduction of study periods within the school day. Where students have exceptionally heavy training demands they may have study time instead of PE as they are generally completing far in excess of 2 hours of physical activity per week. This is not a preferred option at KS3 as PE in school has a number of other benefits to students such as social. All such arrangements are made in consultation with parents with the support of coaches.

Throughout last academic year KS3 levels have been replaced in year 7 by a new grading system. This will follow through to year 8 and 9.

Key Stage 4

All students continue to study English, Maths, Science, PE, RE and Study Skills. PSHEC is delivered through formtime activities and the Personal Development day programme. Students in the upper band study three separate sciences. Those in the lower band study Double Award science. All students can opt for either French. Those students in the lower band may select a BTEC course in Health and Social Care, Media Studies, Performing Arts and Business GCSE as an alternative to French. Choices are changed from year to year and are dependent on student interest and ability profile of the Year group. All students opt for History or Geography. Students in the lower band will have extra English lessons and extra study support lessons. All students then have a free choice of one option subject and these are offered based on student choice from the

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following list: GCSES - Art, Dance, Drama, PE, Media Studies, Textiles, Food Technology, Computer Science, Music, and RS.

Subject	Periods per two weeks – each period = 1 Hour
Maths	8 - 9 for P,Q,R,S.
English	8 – 9 for P,Q,R,S.
Biology, Chemistry and Physics or Double Science	15 for upper band, 10 for lower band
Study Skills	1 for L,M,P - 3 for P,Q,R,S
PE	2 for L,M,P - 3 for P,Q,R,S
RE	1
French or a BTEC	5
Choice of one other option subject	5

KS5

Students choose AS/A2 and BTEC subjects from 5 option blocks. Each subject is delivered 9- 10 hours per fortnight – subjects with a large take up are allocated 10 teaching periods. All students in year 12 do Study Skills, Survival Skills and Sport. Students also have access to the Extended Project Qualification, Gold Duke of Edinburgh and MOOCs.

The school's policy for entry to KS5 in September 2018 is that the majority of students will start their course studying 3 subjects. For 2018 – 2019 all students will have the opportunity to sit an AS exam in Maths. All other courses will be treated as 2 year courses unless it is to the student's advantage to enter the AS exam. Option blocks are fixed in advance of student choices but then may be reviewed to take into account clashes of choice. There are some Year 13 Courses which are still delivered in collaboration with another local school. Collaboration at KS5 is something the school would wish to pursue in the future again to enable a wide range of subjects to be on offer.

Year 13:

13A	13B	13C	13D	13E
Dance	Economics	French	IT *	Psychology
Sociology	Chemistry	Physics	History	
Maths	BTEC Health + Soc	Psychology	Theatre Studies *	
Psychology	Media Studies	Biology	Biology	
English Language	English Literature	Art	Applied Science	
History	Geography	Business CamTech	Politics	
	Philosophy + Ethics *	PE	Media Studies	
			Sociology	

*Studied at nearby local school

Year 12:

A	B	C	D	Period 3
Sociology	Chemistry	French	History	
Maths	BTEC Health + Soc	Physics	Theatre Studies	Maths GCSE Resit
Psychology	Media Studies	Psychology	Biology	English GCSE Resit
English Language	English Literature	Business Studies	Applied Science	Maths AS/A Level
History	Geography	PE	Politics	Art
Sociology		Biology	Further Maths	Psychology
			BTEC Media	
			Sociology	

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