



# COWLEY

INTERNATIONAL COLLEGE

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### **CURRICULUM POLICY**

Status	<b>NON STATUTORY</b>
Date first approved by GB	Jan 2020
Responsible Person	Curriculum Developer
Review Date	Sept 2020
Ratified Date	Jan 2020

## **Introduction**

This curriculum plan is the result of considerable work that has been conducted at Cowley International College to ensure that the curriculum plan matches the aims and intent of the Cowley College Curriculum Statement. It is based on the principle that all students should be provided with a challenging, academic curriculum, whilst also promoting the students' spiritual, moral, cultural, mental and physical development, and preparing them for life in modern Britain. It is also built around the ethos of developing our students into good Cowleians (Independent, Considerate, Healthy, Good Communicators, and Aspirational). We believe that our curriculum should be flexible, adaptable and robust enough to meet the changing demands of the modern world, and give our students the best preparation for a life within it.

## **Curriculum Policy Statement**

Cowley International College is a learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of school life. Our aim is to meet the needs of our students, preparing them for adult and working life in the 21<sup>st</sup> century.

The educational vision and curriculum design for Cowley International College recognises that:

- Wherever possible, all students should have equal access to all areas of the curriculum
- The world of the future will be very different to the world of today
- The pace of change is increasing and the need for flexibility is paramount
- Students have, and will have increasingly, greater access to information and learning material independently of school
- Adulthood requires economic participation; students must be adequately prepared for this
- A curriculum defined purely in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life
- Students' well-being should also be considered when designing a curriculum, including their mental health.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people, and people from industry and business.

Cowley International College's curriculum is based on the following principles:

- To have students best interests at the heart of any decision making
- To ensure that the curriculum is fit for purpose, offering differentiation and personalisation
- To be a centre of excellence in learning and teaching
- To prepare all students for a successful adult and working life in a 21<sup>st</sup> century global society
- To achieve and exceed national standards in achievement, attainment and progression
- To be committed to excellence and continuous improvement
- To value vocational and academic routes equally
- To nurture the talents of all and celebrate success
- To work with Primary schools to ease transition
- To provide effective guidance at all phases of our students' education
- To involve the community
- To involve parents/carers
- To be in a learning environment that is inspiring

## Aims

Our aims are built around the idea of developing our students to be true Cowleians (Independent, Considerate, Healthy, Good Communicators, and Aspirational). The curriculum should help students to:

- Take responsibility for their own learning, through a variety of different opportunities
- Achieve high standards and make good or outstanding progress in all areas of their learning
- Develop enquiring minds, the ability to question rationally, confidence, and self-respect
- Appreciate and understand fundamental British core values and acquire a set of attitudes, tolerances and beliefs including a respect for and understanding of other races, religions and cultures
- Listen carefully to other people's points of view
- Learn to show respect for others
- Appreciate and celebrate human achievement and aspirations in all areas including sport, arts, music, science, technology and literature
- Achieve a healthy body and mind, including their mental health
- Make successful transitions through each phase of their education, from primary school, through Key stages 3,4 and 5, and on to employment, further training/apprenticeships, further education or higher education
- Develop their knowledge, skills and understanding using the context of the world of work
- Enable those not achieving age-related expectations to close the gap and catch up with their peers
- Be able to use high quality functional skills, including key literacy, numeracy and computing skills
- Understand and value the many learning opportunities that can be gained from participating in extra-curricular activities

## Curriculum Model 2020-21

Cowley International College operates a 2-week timetable, which is made up of 50 one hour periods and a daily registration period which includes 2 year group assemblies per week.

Students at Cowley follow a traditional 3 year Key Stage 3 programme. During Years 7, 8 and 9 all students follow a National Curriculum Programme that includes English, Maths, Science, History, Geography, MFL, RE, PSE, Computing, Technology, Art, Music, PE and Games. In addition to this, students are asked to state whether they would like to spend extra time in Year 9 specialising in either History or Geography, and to nominate a subject that they are very likely to want to study in Key Stage 4. In this way, all National Curriculum subjects are taught for the whole of KS3 whilst allowing students to specialise a little bit early. Importantly, all students who change their mind regarding their course choices will be able to change their mind at the end of Year 9 in the same way and at the same time that students from other schools would be choosing their options.

### Key Stage 3

In Key Stage 3, each year group is split into two broadly equal populations, R and B. Pupils are set within these bands based on their prior attainment data. However, the pupils will spend form time in mixed ability groups. In Year 7 and 8, a stand-alone group exists who have been identified as having low attainment data or are vulnerable. This group spend a greater period of time together to support their transition from primary to secondary school.

The following tables show the time allocation for each subject (based on a 50 hour 2-week cycle):

#### KS3 - Year 7

2020-2021	
All Groups	
Subject	No. of Periods
English	7
Maths	6
Science	6
History	5
Geography	5
French	4
RE / PSE	3
Computing	2
Technology	4
Music	2
Art	2
PE	2
Games	2

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The top set in each band are also offered the opportunity to study **Mandarin Chinese**. The course requires a total of 4 hours per week, using a mixture of scheduled lessons, after school sessions and tutorial time. A total of 40 students will be able to take advantage of this opportunity.

## KS3 - Year 8

2020-2021	
All Groups	
Subject	No. of Periods
English	8
Maths	8
Science	7
History	3
Geography	3
German	4
RE/PSE	3
Computing	2
Technology	4
Music	2
Art	2
PE	2
Games	2

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Students who studied **Mandarin Chinese** in Year 7 continue to do so in Year 8. The course requires a further 4 hours per week, using a mixture of scheduled lessons, after school sessions and tutorial time. Over 30 students are continuing to study Mandarin in Year 8.

## KS3 - Year 9

KS3 continues in Year 9, but students are asked which of History or Geography they would prefer to spend additional time studying. Students are also asked which KS3 subject they think they would like to study in greater depth in KS3, in addition to their other National Curriculum subjects.

### Pathway J

Course	Number of Periods
English	8
Maths	7
Science	7
Choice A: Hist/Geog	4
Geog/Hist	2
French or Mandarin	4
Choice B	3
Computing	3
RE/PSE	2
Technology	2
Music	2
Art	2
PE/Games	4

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### Pathway K

Course	Number of Periods
English	8
Maths	8
Science	7
Choice A: Hist/Geog	4
Geog/Hist	2
French	2
Choice B	3
Computing	4
RE/PSE	2
Technology	2
Music	2
Art	2
PE/Games	4

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### Pathway L

Course	Number of Periods
English	8
Maths	8
Science	7
Choice F: Hist/Geog	4
Geog/Hist	2
French	2
Choice G	3
Computing	4
RE/PSE	2
Technology	2
Music	2
Art	2
PE/Games	4

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## KS4 - Year 10

Key Stage 4 starts in Year 10. This means that all students have now selected the subjects in which they wish to complete qualifications at the end of their studies in Year 11.

### Pathway E1

Course	Number of Periods
English	8
Maths	7
Science	8
Hist/Geog	4
German or Mandarin	4
IT - Digital Media	3
RE/PSE	4
PE/Games	4
Option B	4
Option C	4

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### Pathway E2

Course	Number of Periods
English	9
Maths	8
Science	8
Hist/Geog	4
Option H	4
IT - Digital Media	3
RE/PSE	2
PE/Games	4
Option B	4
Option C	4

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### Pathway A

Course	Number of Periods
English	8
Maths	8
Science	8
Hist/Geog/MFL	4
Option E	4
IT - Digital Media	3
RE/PSE	2
PE/Games	4
Option B	4
Option C	5

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## KS4 - Year 11

Key Stage 4 continues in Year 11, with students taking their examinations in May and June.

### Pathway E

Course	Number of Periods
English	8
Maths	8
Science	9
Hist/Geog	5
French or Opt D	4
IT - Digital Media	2
RE/PSE	1
PE/Games	4
Option B	4
Option C	5

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### Pathway A

Course	Number of Periods
English	8
Maths	8
Science	8
Hist/Geog/MFL	4
Option E	5
IT - Digital Media	2
RE/PSE	1
PE/Games	4
Option B	5
Option C	5

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## KS4 Curriculum Courses available at Cowley

There is a wide range of academic and vocational courses available to provide a personalised, flexible curriculum which engages, promotes learning and offers progression. The courses implemented are designed to meet the learning styles of all learners whilst meeting the statutory requirements of the National Curriculum in England which includes Citizenship, Computing, Physical Education, Religious Education, and Sex and Relationship Education.

### Courses available at KS4

GCSE Courses	Vocational Courses
Art and Design	Animal Care (Btec)
Biology	Children's Play, Learning and Development (Btec)
Chemistry	Construction (WJEC)
Computer Science	Creative Media - Games Development (Btec)
English Language	Design Engineering (WJEC)
English Literature	Engineering (WJEC)
Film Studies	Enterprise - Business (Btec)
French	Fashion and Design (Btec)
Geography	Graphics (Btec)
German	Health and Social Care (Btec)
History	Hospitality and Catering (WJEC)
Mandarin Chinese	Music Practitioners - Performers (Rock School RSL)
Mathematics	Musical Theatre – Acting (RSL)
Philosophy and Ethics of Religion	Public Services (Btec)
Physical Education	Sport (Btec)
Science (Trilogy)	Travel and Tourism (Btec)
Physics	Dance Performance – Professional (Btec)
Spanish	

## The Sixth Form Curriculum at Cowley

The Sixth Form curriculum offers courses to suit the needs and abilities of a whole range of students including Foundation level courses, academic qualifications and vocational qualifications. Students are able to choose A levels, Vocational courses, or a combination of both. Further details about the sixth form curriculum can be found in the Sixth Form Course Guide and Prospectus, but a brief guide is included below:

### Sixth Form Courses 2019

Careers based courses	A Level	BTEC	Other
Animal Care	Art	Art and Design: Fashion and Graphics	Core Mathematics
Construction (with work placement)	Biology	Business	EPQ
Nursing Cadetship (with work placement)	Chemistry	Children's Play, Learning & Development	Foundation (with work placement)
	English Language	Criminology	GCSE Resits
	English Literature	Early Years and Primary Education	
	Film Studies	Engineering	
	French / German / Spanish	Games Development	
	Further Maths	Health and Social Care	
	Geography	ICT: Computing	
	History	Media Studies	
	Law	Music	
	Mathematics	Musical Theatre	
	Physical Education (PE)	Public Services	
	Religious Studies, Psychology and Philosophy	Science	
	Photography	Sport	
	Physics	Travel and Tourism	
	Psychology		
	Sociology		