

Arthur Terry Curriculum Policy

2021 - 2022

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Arthur Terry Curriculum Policy

Document control

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Arthur Terry School Vision – “Be Proud | Be Kind | Be Ready”

The Arthur Terry School is an inclusive and nurturing learning community that gives everyone the opportunity to excel and a place to belong.

We want the best for everyone in our learning community so we are able to be proud of our achievements. Developing the skills, knowledge and strong moral principles to prepare us for active citizenship in an ever-changing future.

We value:

Kindness—being friendly, helpful and understanding.

Respect—having consideration for peoples’ rights and feelings.

High aspirations—putting the effort in every day to achieve our best

Our curriculum is designed to:

- allow our students to flourish in whatever future they choose
- developing cultural capital to address social disadvantage, develop key learning habits as well as the core skills of literacy, reading and mathematics
- instil our core values “being proud of who we are and what we achieve, being kind and respectful to all others and being ready to take our chosen next steps in life”
- be ‘knowledge engaged’ where we put a focus on the development of deep knowledge and understanding whilst also ensure students can use and apply this knowledge.
- Growing our students’ understanding of cognitive science (meta-cognition and meta-memory to improve their learning)

Planning has been undertaken, in line with the Arthur Terry Learning Partnership Curriculum Philosophy to provide all students with a broad and academic programme that closely follows the National Curriculum. Our provision is a coherent and carefully sequenced “knowledge engaged” curriculum based on the principles of cognitive science. There is a focus on development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure a deep and enduring understanding in discrete subject areas. The curriculum framework of cognitive education is planned to enable children to think independently and contribute positively to society and the wider world.

The content and experiences within in our curriculum are designed to accumulate and address the gaps in cultural capital of all our students in particularly the disadvantaged and students with SEND. Our extra-curricular offer supports our provision, with a focus within each subject on helping students to form stronger schemata for long-term retention of knowledge.

Curriculum Intent

The intent of the curriculum at Arthur Terry School recognises the importance of:

- Building and applying knowledge
- Developing cultural capital to address social disadvantage and ensure equity for all our students
- Growing our students understanding of meta-cognition and meta-memory to improve their learning
- Collaborative planning from Key Stage 2 so to ensure a sequenced curriculum, that develops well-ordered schema in our students’ long-term memory

The curriculum at Arthur Terry School has been developed around a framework of cognitive education and is constructed through three core principles:

1. **Teaching the right knowledge** - Leaders recognise that curriculum expertise lies within the classrooms. Identified outstanding practitioners have been contributing to a pilot project, through which a new curriculum is being designed for KS2 and KS3. The pilot has enabled practitioners in History, MFL and Science across the ATLP to design a sequenced curriculum, that considers the very best that their subjects have to offer. The Year 7 new programmes of study designed through this work were ready for first teaching in September 2019. It is the intention that Year 8 and 9 mid-term plans will be developed post pandemic. Lessons learnt from the pilot are being used to support the implementation of a knowledge-engaged curriculum for Year 7 and 8 in Geography, DT and RE this academic year.
2. **Development of schemata** - Ordering and sequencing content in a logical way; making explicit links between content through :
 - i) **Retrieval practice** - Recalling something that students have learnt in the past and bringing it back to mind is proven to have a more profound impact than rereading material. Low stake testing is a regular feature of the ‘Do It Now’ activities that will start every lesson. Although the desired lag time for retrieval is unclear, students are encouraged to recall topics taught ‘last week’, ‘last

month' and 'way back'. Students are requested to self-assess low stake tests to ensure that they are aware of topics that need to be reviewed further in future. Knowledge organisers are used in many areas of the curriculum. Students will be required to engage with core subject knowledge for home study and retrieve and apply this knowledge through 'Know It', 'Grasp It' and 'Think It' activities.

- ii) **Spaced practice** - This is where knowledge is learnt during short sessions over a longer period of time. This leads to better long-term retention of knowledge. First teaching of the pilot curriculum makes explicit reference to prior content that links with new learning. Re-teach activities are used to gauge prior understanding before moving on to new content.
3. **Application of knowledge** - Planned questions using the twelve 'Thinking Harder' devices will require students to apply newly acquired knowledge, so that students are better equipped to fluently use this in varying contexts.

Curriculum Aims and Outcomes

1. Wider school aims

The curriculum policy is based on the following wider school aims, to:

- create a stimulating environment in which individuals achieve their highest possible attainable academic standard through outstanding learning and teaching.
- foster a culture of learner independence through the "Arthur Terry Learner" philosophy.
- work with, and then build upon the achievement of our partner primary schools to ensure students have an effective and smooth transition from Key Stage 2 to 3.
- maintain a disciplined, enthusiastic, safe, happy and caring community where students feel secure, valued and listened to.
- broaden cultural and aesthetic horizons whilst celebrating individuality.
- develop the whole child by creating a programme of additional enrichment opportunities.
- raise the expectations of all through mutual respect, fostering positive attitudes and relationships and a shared sense of cohesion and belonging.
- develop positive personal, social, moral and spiritual growth and respect for different beliefs and ways of life.
- recognise and respect diversity, creating an ethos that promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- ensure students understand how to stay safe in and outside school.
- develop a partnership of parents, staff, students, governors and outside agencies working for everyone's benefit.

2. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent 'knowledge-engaged' curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- achieve high standards and make excellent progress with a programme of learning that fits each individual's aspirations.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- develop effective learning habits by using the Arthur Terry Learner strategies (Resilience, Active Approach, Values, Meta-cognition and Preparation)
- have and be able to use high quality key literacy, mathematics and computing skills.
- be challenged and stretched to achieve their full potential.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate this to the taught curriculum.

3. Curriculum outcomes

Arthur Terry's curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education.
- fulfil statutory requirements including the delivery of the national curriculum, religious education (at KS3 students follow a course entitled IBEC – identity, beliefs, ethics and culture – see Appendix 1) and sex and relationships education.
- enable students to fulfil their potential.
- meet the needs of students of all abilities at the school.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines. Enriching students' experiences through extra-curricular, non-qualification activity at all key stages including: sport, drama, music, expeditions, visits etc.
- ensure students become better learners through increased resilience and independence. The Arthur Terry Learner habits programme has been developed across the school to help our students prepare for a lifetime of learning.

- prepare students for adult life through a programme of Personal, Social, Health and Citizenship Education (PSHCE) which includes a clear focus on British Values, Relationships and Sex Education (RSE), Mental Health and Well-Being and Careers.
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their academy career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.
- deliver the national curriculum (<https://www.gov.uk/government/collections/national-curriculum#curriculum-by-key-stages>) and provide for a broad and balanced curriculum at Key Stage 3. Developing the key skills, knowledge and understanding to provide the building blocks for linear GCSE qualifications and secure high levels of progress for students in the academic core subjects with a clear focus on embedding the key literacy and mathematics skills needed in the world of work. All subjects are delivered by specialists who are best equipped to accelerate students' progress through the 3 years that students have in KS3 before they progress to KS4.
- provide a range of appropriate qualifications at KS4 to ensure all students can succeed and reach their goals for the next stage of their education at KS5 or training. Ensuring the vast majority of students achieve qualifications from the academic core and Ebacc subjects supplemented by a broad and balanced curriculum from the performing arts, art, design and technology, business and computing.
- ensure that each student will be able to achieve the best possible outcomes at KS4, outperforming students in similar schools, whilst ensuring school headline performance measures are significantly above the National Average. These headline measures include : Progress 8, Attainment 8, English and Maths and Ebacc (see Annex 2 for further explanation)

- deliver a comprehensive post-16 curriculum which enables student to tailor a programme of study that is appropriate for them, providing the necessary academic and vocational qualifications for future study in Higher Education, employment or apprenticeships; enabling a seamless transition from KS4 and preparing students for when they leave school.
- ensure that each student will be able to achieve the best possible outcomes at KS5, outperforming students in similar schools, whilst ensuring school headline performance measures are significantly above the National Average. These headline measures include : Progress, Attainment, Retention and Destinations (see Annex 3 for further explanation)

Roles and responsibilities

The Headteacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on statutory targets in order to make informed decisions.

The Governing Body will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

Assistant Headteachers with responsibilities for KS3, 4 and 5 will ensure that:

- they have an oversight of curriculum structure and delivery within their key stage.
- detailed and up-to-date schemes of work are in place for the delivery of courses within their key stage.

- schemes of work are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with their line management links on a regular basis and that actions are taken where necessary to improve these.

Heads of Faculty and Subject Leaders/post holders will ensure that:

- long term planning is in place for all courses. Such schemes of work will be designed to contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of work encourage progression to exceed national standards.
- there is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep their Leadership Group links informed of proposed changes to curriculum delivery.
- all relevant information/data is shared via Go4Schools. This includes meeting deadlines related to exam entries etc.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.

- share and exchange information about best practice amongst their colleagues both in Arthur Terry School and across different schools through the ATLP and across the Teaching School Alliance and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive high quality information, advice and guidance to enable them to make the appropriate curriculum choices at key stages 4 and 5.

Parents and carers will:

- be consulted about their children's learning and in planning their future education at key milestones e.g. Year 9 options choices. Year 11 next steps decisions.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, evaluation and review

The Governing Body will receive an annual report from the Headteacher on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Annex 1

Teaching groups, class sizes and grouping by ability (2017-2018)

In year 7 students are taught in mixed ability house groups of approximately 30 students in all subjects except for English where students are grouped by ability (in average class sizes of 24) to allow for appropriate support and challenge.

Year 8 follows the same structure as Year 7 with the exception of Maths, Science and MFL which are also grouped by ability with average class sizes of 24.

Year 9 follows the same structure as Year 8 with the addition of Business Studies and students also start their GCSE Religious Education course.

In Year 10 to 11 students are taught in mixed ability groups in their option subjects with maximum class sizes of 30 students. In the core subjects of English, Mathematics and Science students are again grouped by ability with average class sizes of 20 students. In Year 12 to 13 students are taught in mixed ability option groups with maximum class sizes of 30 students.

Key stage 3

Years 7, 8 and 9

Our provision follows a three year programme at KS3 that delivers the National Curriculum across the subject areas identified in the table below: Students follow a PSHCE programme for one period per fortnight. This programme allows students to develop their learning and thinking skills, participate in Personal, Social and Health Education, Relationships and Sex Education and experience Careers Education and Citizenship lessons with an emphasis on British Values. Currently, year 7, 8 and 9 students have the following number of periods per subject per fortnight:

IBEC (Identity, Beliefs, Ethics and Culture)

At the Arthur Terry School all students in Key Stage 3 follow a programme of study known as IBEC. The IBEC curriculum has been carefully planned and sequenced to:

- i) include the subject content of the Birmingham Agreed syllabus for Religious Education.
- ii) encompass the broader topics and themes that can be studied through the wider study of Identity, Beliefs, Ethics and Culture in a religious context.

There is opportunity in all lessons to learn about and from religion in a variety of ways. This includes looking at the meaning of life, humanity, religious and ethical beliefs, ethical issues, key religious figures and cultural expression; students continually develop their critical, analytical and constructive skills throughout all topics. The delivery of the IBEC curriculum also seeks to ensure that we offer acts of reflection to support the school's collective worship policy.

Subject	Periods in Year 7	Periods in Year 8
English	7	6
Maths	7	7
Science	6	6
Computing	2	2
PE	4	4
Design and Technology	3	3
Art	2	2
Drama	2	2
Music	2	2
Geography	3	3
History	3	3
Modern Foreign Language – French or Spanish	5	6
IBEC (Identity, Beliefs, Ethics and Culture)	3	3
PSHCE (Personal, Social, Health and Citizenship Education)	1	1

Subject	Periods in Year 9
English	7
Maths	6
Science	8
Computing	2
PE	4
Design and Technology	2
Business	1
Art	2
Drama	2
Music	2
Geography	3
History	3
French and/or Spanish	6
Religious Studies (Start of GCSE)	3
PSHCE (Personal, Social, Health and Citizenship Education)	1

Key stage 4

Our provision at KS4 follows a two year programme with students following a set of core courses all leading to a GCSE or equivalent qualification. This core is supported by a range of optional courses. Within the combination of subjects available students will be expected to study one Humanities subject (from Geography or History) and one MFL subject (from French or Spanish). PSHCE delivery continues at Key Stage 4.

Year 10:

	Subject	Periods
Core Curriculum	English	8
	Maths	8
	Science	9
	PE	2
	Religious Studies (GCSE)	2
	PSHCE (Personal, Social, Health and Citizenship Education)	1
Options	Geography or History	5
	French or Spanish	5
	2 options from : Art, Business Studies, Business Enterprise (BTEC), Creative iMedia (Cambridge National), Computer Science, Dance (RSL), Drama, Design and Technology (Product Design), Design and Technology (Textiles), Food Preparation and Nutrition, French, Geography, Health and Social Care (BTEC), History, Music (RSL), Sport (BTEC), Spanish.	5

Year 11:

	Subject	Periods
Core Curriculum	English	8
	Maths	8
	Science	11
	PE	2
	PSHCE (Personal, Social, Health and Citizenship Education)	1
Options	Geography or History	5
	French or Spanish	5
	2 options	5

The Sixth Form

All 16 to 19 year old students are funded for an individual study programme. The core aim of the Arthur Terry study programme is for each student to successfully complete :

- academic study – completing 3 A level qualifications
- enrichment activity – including Work Experience, Volunteering and/or completion of additional qualifications such as Extended Project Qualification, AS Core Maths, AS Psychology and AS French/Spanish.
- personal development and PSHCE – including a daily tutoring programme, regular assemblies and visiting speakers, careers education, information advice and guidance.

Years 12 and 13:

The school offers 28 Level 3 subjects at AS level, A level and BTEC*. Subjects receive up to 10 lessons per fortnight. Further details regarding each subject can be found on the school website.

Business Studies	French (A Level and AS Level)
Business Studies (BTEC Level 3)	Spanish (A Level and AS Level)
Computer Science	Performing Arts (RSL Level 3 for Dance / Drama)
Fine Art	Music (RSL Level 3)
D&T - Product Design	Sport (BTEC)
English Combined	Biology
English Language	Chemistry
English Literature	Physics
Geography	Health and Social Care (BTEC)
History	Law
Politics	Psychology
Religious Studies	Sociology
Mathematics	Extended Project Qualification
Core Mathematics AS only	
Further Mathematics	

** The A level curriculum offer is reviewed each year and the school may need to remove qualifications from offer that are not viable due to low student uptake. The decision to remove subjects from the curriculum offer will be made as early as possible in the Spring Term following the sixth form application deadline.*

Key Stage 4 Performance Measures

A summary of Attainment 8 and Progress 8

Progress 8 was introduced in 2016 as the headline indicator of school performance. It aims to capture the progress that pupils in a school make from the end of primary school to the end of key stage 4. It is a type of value-added measure, which means that pupils' results are compared to the progress of other pupils nationally with similar prior attainment. Every increase in every grade a pupil achieves will attract additional credit in the performance tables.

Progress 8 is calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there is no need for schools to share individual Progress 8 scores with their pupils.

A Progress 8 score is calculated for each pupil by comparing their Attainment 8 score (see below for detail) with the average Attainment 8 scores of all pupils nationally who had a similar starting point, using assessment results from the end of primary school.² The greater the Progress 8 score, the greater the progress made by the pupil compared to the average for pupils with similar prior attainment.

A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- a score of zero means pupils in this school on average do as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2
- a score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2
- a score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2

A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.

Attainment 8 measures pupils' attainment across 8 qualifications including: • maths (double weighted) and English (double weighted, if both English language and English literature are sat) • 3 qualifications that count in the English Baccalaureate (EBacc) measures – see below • 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list (<https://www.gov.uk/government/collections/performance-tables-technical-and-vocational-qualifications>)

(source :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840275/Secondary_accountability_measures_guidance_-_October_2019_final_with_ref.pdf- **DoE)**

Grade 5 or above in English and Maths GCSEs

This tells you the percentage of pupils who achieved grade 5 or above in the 2017 reformed English and maths GCSEs. Reformed GCSEs are graded 1 (low) to 9 (high). Grade 5 in the new grading is a similar level of achievement to a high grade C or low grade B in the old grading.

Ebacc

The Ebacc performance measures are :

1. Percentage of pupils entering the English Baccalaureate - A pupil is considered to have entered for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography. The English Baccalaureate opens in a new window(EBacc) is not a test or qualification; it is a measure used to provide information about a particular range of qualifications.
2. English Baccalaureate average point score - The EBacc APS calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate, allocating points to a pupil's best grades and dividing by 6 (the science grades count in 2 pillars, meaning a total of 6 pillars) to create an average point score per pupil. This measure is an average across the subjects (i.e. we divide the total by 6) This measure is based on the better result of either English language or English literature when both subjects are taken, maths, the best 2 results from the single sciences (3 out of 4 must be taken), or results from the combined science, the better result from either geography or history and the best result in languages.

Key Stage 5 Performance Measures

Progress

a value-added progress measure to show how well students have progressed when compared with students with the same prior attainment for students taking Level 3 academic and Applied General qualifications.

Attainment

Attainment is the average point score per entry measure is expressed as a grade and average points.

Retention

As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study

English and Maths

English and Maths – (for those students who have not achieved GCSE grade 9-4 or A*-C by the end of key stage 4): This measure shows the average change in grade separately for English and Maths.

Destinations

This measure shows the percentage of students going to or remaining in a sustained education or employment destination in the academic year after taking A levels or other Level 3 qualifications.

(source :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819734/16-18_Accountability_Measures_Technical_Guide_July_2019.pdf - DoE)

2021/ 2022		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
		50 lessons (1 hr) on a two-week cycle																																																	
288	YR 7	English (7 hrs)							Maths (7 hrs)							Science (6 hrs)					History (3 hrs)			Geography (3 hrs)		French A / Spanish B (5 hrs)			Computing (2 hrs)		Design and Technology (3hrs)		Art (2hrs)		Drama (2hrs)		Music (2 hrs)		PE(4 hrs)			RE (3 hrs)		PSHCE							
281	YR 8	English (6 hrs)						Maths (7 hrs)							Science (6 hrs)					History (3 hrs)			Geography (3 hrs)		MFL 6 hours or French 3hrs / Spanish 3hrs			Computing (2 hrs)		Design and Technology (3hrs)		Art (2hrs)		Drama (2hrs)		Music (2 hrs)		PE (4 hrs)			RE (3 hrs)		PSHCE								
288	YR 9	English (7 hrs)						Maths (7 hrs)							Science (9 hrs)					Geography / History (5 hrs)			French/Spanish (5 hrs)			Option 1 (5 hrs)			Option 2 (5 hrs)			PE (3 hrs)		RE (3 hrs)		PSHCE															
280	YR 10	English (8 hrs)						Maths (7 hrs)							Science (9 hrs)					Geography / History (5 hrs)			French/Spanish (5 hrs)			Option 1 (5 hrs)			Option 2 (5 hrs)			PE (2 hrs)	RE (3hrs)		PSHCE																
242	YR 11	English (8 hrs)						Maths (8 hrs)							Science (11 hrs)					Geography / History (5 hrs)			French/Spanish (5 hrs)			Option 1 (5 hrs)			Option 2 (5 hrs)			PE (2 hrs)	PSHCE																		
200	YR 12	Option Block 1							Option Block 2							Option Block 3							Enrichment Block							Enrichment / Independent Study Period Block																					
200	YR 13	Option Block 1							Option Block 2							Option Block 3							Enrichment Block							Enrichment / Independent Study Period Block																					