



# ***Secondary Curriculum Policy***

2024-2025

Revised: July 2024

Review Date: July 2025

Responsible: Academic Co-Headteacher

We believe this document to be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school.

## Rationale

The curriculum at Caxton College must be flexible, personalised and fully inclusive supporting students learning, progress and achievement. It must raise standards, stretch the most able, and narrow any gaps in achievement and attainment for all our students.

## Aims

- To be flexible, personalised and fully inclusive supporting students learning, progress and achievement.
- To raise standards, stretch the most able, and narrow any gaps in achievement and attainment for all our students.
- To provide a broad and balanced curriculum that fosters the love of learning and enables all students to achieve their highest academic potential, meeting National Curriculum requirements and integrating independent learning skills, literacy, numeracy and ICT across all subjects.
- To meet the individual needs of students, adapting the core curriculum where appropriate and within the constraints of time and resources and to provide a range of learning experiences both in and outside of the classroom going beyond the statutory requirements.
- To provide choice as students' progress through the school, preparing students thoroughly for relevant qualifications at the end of each key stage.
- To enable all students to become successful learners, confident individuals and responsible citizens.

## The curriculum at Caxton College enables all students to develop:

- A positive attitude for learning
- Functional skills in Mathematics, English and ICT.
- A sense of enquiry, critical awareness, the ability to question, solve problems and argue rationally.
- A willingness and desire to apply themselves and their knowledge to develop a greater understanding.
- Creativity, empathy and sensitivity, self-worth, self-esteem, self-awareness and self confidence.
- Recognition of their own and others' achievements, in school and beyond.
- Skills relevant to further education, employment and adult life.
- The skills of working as an individual and as a member of a group or team

- Appropriate moral, social, cultural and spiritual values, tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual trust and respect. • An awareness of their place in the local, national and global community and opportunities for service to each other and to these communities.

## Curriculum and Content Delivery

The Curriculum follows the British National Curriculum in England (DfE 2014) as well as conforming to the Spanish requirements in order to achieve the Spanish Certificate of Education (ESO) at the end of KS4 preparing students for further studies in the Spanish system or Internationally.

We use a flexible approach to meet the individuals needs of our students in line with policies such as the Gifted and Talented/More able policy, SEN and EAL policy to ensure all students have full access to learning and that the curriculum is inclusive of pupils with special educational needs, disabilities, students learning English as an additional language and the more able students. By aligning ourselves with the National curriculum in England, we are satisfying the requirements of a broad and balanced curriculum.

We believe that we enable our students to achieve at the highest academic and personal standards of which they are capable by providing them with challenges and the life skills they need in order to be prepared and take their place in society. We want all our students to succeed, reach their potential and their aspirations.

Our curriculum teaches and develops resilience and confidence by providing ambition for all. The curriculum is designed to be coherent, inclusive (all students, whatever their background, receive the education they deserve; an education designed to help them succeed) and challenging. We ensure that equality and diversity is embedded within the curriculum and give students the opportunities to explore prejudice and discrimination, and positively explore the difference in relation to race/ethnicity, religion/belief, gender and disability. We encourage students to develop positive attitudes about themselves as well as people who are different from themselves. In addition to this we provide a curriculum that promotes spiritual, moral, cultural, mental and physical development while preparing students for opportunities, responsibilities and experiences they may face in adulthood.

English, Math and Science are central to our curriculum work as core subjects in both KS3 and KS4, this is balanced out with Computing, Humanities and expressive arts. The curriculum is further supplemented and enriched by a range of planned extra-curricular activities.

Delivery of the curriculum focuses on high expectations, logical, organized sequential lessons taught with effective pedagogy to enable students to gain a strong sense of progress. Students do sit GCSE exams at the end of KS4 and A levels at the end of KS5, however we do believe in what chief ofsted inspector, Amanda Spielman states;

*‘there needs to be no conflict between teaching a broad, rich curriculum and achieving success in exams. A well constructed, well taught curriculum will lead to good results because those results will be a reflection of what pupils have learned’.*

Ultimately, we strive to provide a curriculum that all pupils will find enjoyable and ignites a passion and love for learning. This is achieved by using experienced, enthusiastic staff, specialised teachers who provide interesting, relevant, purposeful and differentiated lessons based on real life experiences, wherever possible, in a structured, well-ordered classroom environment.

We ensure that teachers:

- Have good knowledge of the subjects and courses they teach;
- Have effective support for those teaching outside their main area of expertise;
- Present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
- Check learner's understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without necessarily elaborate or differentiated approaches;
- Design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
- Use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
- Create an environment that allows the learner to focus on learning;
- Develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
- Use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge. (amended from the Education Inspection framework (Ofsted 2019).

In addition to the points listed above, we work to ensure teachers fulfill the teacher standards outlined in the DfE Doc to ensure all students make 'good' progress and achieve their potential.

## Curriculum design

The school has a 2 week timetable, 30 lessons a week giving a total of 60 lessons. Students continually undergo summative and formative assessment throughout the Key stages with all students completing a minimum of 5 I/GCSE's at the end of KS4 and a minimum of 3 A-levels in KS5. Students also have the opportunity to take externally assessed PCE subjects in Y13.

All subjects are taught by subject specialists with each department having schemes of work in place for all courses, related, where appropriate, to the National Curriculum and or examination board requirements, which outlines how the course content is structured, so that students' skills, knowledge and understanding are developed progressively.

In all cases;

- Schemes of learning are followed by all departmental staff and monitored by Heads of Department.
- Project based learning, inquiry learning is encouraged to promote independent research skills, collaboration and problem solving to develop self-confidence and a more positive attitudes towards learning taking greater ownership and responsibility for students own learning.

- Critical and creative thinking, communication and working with others.
- Homework is provided for students as needed with appropriate time given for all students to complete the tasks set.
- British values are actively promoted in all aspects of school life; democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

## Groupings and settings

Students are taught in a number of different ways throughout the various subjects including; groups split by ability, mixed ability groups, form groups and support groups as needed. This ensures the needs of all students are met and gives students the best possible chance of achieving their maximum potential academically. There is no difference in the curriculum students follow, the exams the students sit or the books the students use. Different groupings simply allows for the greatest possible progress to be made, by all students, using the most suitable pedagogical styles to suit their needs. In all teaching groups teachers will use a range of techniques and resources to differentiate the curriculum to meet the needs of all students.

## Curriculum Content - KS3

Subject	Lessons per Cycle
English	7
Mathematics	7
Science	7
Geography	3
History	3
French-German	4
Art	3
Music	3
PE	6
Computing	2
Career Skills	1
Lengua	6
Sociales	2
Personal Development	2
Religión-Ethics	2
Valenciano	2
Extra Escolares/patio	0
Workshop/Deberes	0
<b>Total</b>	<b>60</b>

- Non examined British subjects; Personal development, Religion/Ethics, Aspire.
- Internally assessed Spanish subjects; Sociales, Valenciano and Lengua/ELE
  - Native students must take (Compulsory) – Lengua, Sociales and Valenciano.
  - Foreign students must take (Compulsory) – ELE (dependent upon the level of Spanish).

## Curriculum Content - KS4

Subject	Lessons per Cycle	
	Year 10	Year 11
English	7	7
Mathematics	7	7
Biology	4	4
Chemistry	4	4
Physics	4	4
Single Sciences	0	0
Optional IGCSEs	15	15
PE	4	4
Career skills (LAMDA Y10)	1	1
Lengua (AS Spanish)	6	6
Sociales	2	2
Personal Development	2	2
Religión-Ethics	2	2
Valenciano	2	2
Extra Escolares/ patio	0	0
Workshop/ Deberes	0	0
Total	60	60

- Native students must take (Compulsory) – AS Spanish in Year 11.
- Foreign students must take (Compulsory) – IGCSE Spanish In Year 11.
- **Compulsory IGCSE subjects:**
  - English Language
  - Math
  - Science - Double award/Separate Sciences (Biology, Chemistry, Physics)
- **Optional I/GCSE subjects:**
  - **GCSE** - Art & Design, Computer Science, Music, Physical Education,
  - **IGCSE** - Business, English Literature, French, German, Geography, History, Maths, Further Math, Spanish, Psychology.

# Curriculum Content - KS5

## Y12

Students have 2 pathways to choose from;

**1. Students opting to study in a Spanish University study: DIRECT ACCESS** - 4 British A-levels including Spanish and 2 PCE subjects. This ensures students have the opportunity to obtain the maximum 14 points for University entrance:

- 10 points come from the 4 British Subjects
- 4 points from the PCE subjects.

Subject	Lessons per Cycle
A-level 1	12
A-level 2	12
A-level 3	12
A-level 4	12
PCE Subject 1	10
PCE Subject 2	10
Assembly	1
Total	60

*\*Native students studying A2 Spanish as their 4th A-level are allocated 4 lessons rather than 12.*

## **2. Students opting to study in an International University:**

- 3 A levels Minimum.
- 5 A-levels Maximum and EPQ (AS Qualification).
- LAMDA and IELTS Qualification optional (*All students in Y12 have the opportunity to take the grade 8 LAMDA qualification (2 hours per cycle) and/or IELTS qualification (2 hours per cycle). If these subjects do not fit within the timetable they are offered at lunchtime.*)

\* The number of study periods a student has is dependent upon the number of A-level subjects, PCE subjects and qualifications chosen to study.

## **KS5 Optional A-level subjects:**

- **IAL:** Business, Biology, Chemistry, Physics, Geography, History, Maths, Further Math, Psychology (Modular exams taken in January and May/June of Y12 & Y13). French, German, Spanish (Modular exams taken in May/June of Y12 & Y13).
- **Linear:** Art & Design, Physical Education, Philosophy, Sociology (Exams taken in May/June of Y13).
- **AS Level:** EPQ.

## **KS5 Optional PCE subjects:**

- Biología, Química, Dibujo Técnico, Economía, Fundamentos Artístico, Fundamentos de Historia, Geografía, Matemáticas Técnicas, Matemáticas Aplicadas (Exams taken in May of Y13).

## **Y13 - Students have 3 pathways** *(due to recent changes with Spanish University entrance):*

### **Students opting to study in:**

- **Spanish Public University** - curriculum remains same as Y12 (DIRECT ACCESS)
- **International University** - curriculum remains same as Y12
- **Spanish Public University in the Comunidad de Valencia** - have the option to change their curriculum to access via Homologables pathway - outlined below.

### **Homologables Pathway**

Students opting to enter University via this pathway enter using:

- 2 British A levels or 1 A level and 2 AS's (3 points)
- 5 best GCSE grades (3 points)
- 4 PCE subjects (8 points)

In order to achieve the maximum 14 points.

Timetables are adjusted accordingly to take into account the change. This may result in students having to remove an A level subject from their curriculum to pick up another PCE subject, which is dependent upon the PCE subjects taken in Y12 and their curriculum.

- PCE 1 remains the same as Y12 Curriculum
- PCE 2 remains the same as Y12 Curriculum
- PCE 3 is English. Preparation via workshops at lunchtime from February onwards. Timetable inside students' curriculum
- PCE 4 - choice between;
  - Mat Aplicadas. Students will have preparation for the subject during the year.
  - French or German (B2 Level required - Preparation via workshops at lunchtime from February onwards) Students will have preparation for the subject during the year.
  - Fisica (A level Math and Physics are required as curriculum subjects) Timetable inside students' curriculum
  - Economia Timetable inside students' curriculum
  - Fundamentos Artísticos Timetable inside students' curriculum



## Enrichment and Extra-Curricular

A wide range of Extra Curricular activities and enrichment opportunities are provided to enhance and broaden our students' learning beyond the classroom at Caxton College developing the students sense of achievement, well-being and enjoyment. These take place before school, at lunchtime and after school. Students are also taken to places of interest, including residential opportunities, which are organized annually and help to develop independence, teamwork and responsibility within a different environment.

The Extra-Curricular programmes includes both workshops and Extraescolares activities;

### **Workshops include:**

- Art, Drama, Sound Lab, Fitness, Girls Football, Crest Award, Set Club, Robotics.
- Year 10, 11 and 12 students can also take part in the Duke of Edinburgh International Award (bronze, silver and gold), take part in a volunteering program as well as debating Club (EYP), LAMDA club, creative writing and challenge clubs.

### **Extraescolares programme includes:**

- Sports Clubs; Football, Basketball, Tennis, Swimming, Gymnastics, Ballet, Karate, Urban Dance, Fit Kid, Athletics and Judo.
- Musical Clubs; Music and other instruments.
- Languages; French and German.
- Additional clubs: Aloha.

## Cross curricular

Cross curricular links are continually encouraged aiming to develop and enhance the student's skills in various contexts and exploring links between subject knowledge in an enriching way with particular emphasis on the use of STEAM (Science, Technology, Engineering, the Arts and Mathematics) helping to guide student inquiry, dialogue and critical thinking. The aim is to develop students who take thoughtful risks, engage in experimental learning, persist in problem solving, embrace collaboration and work through the creative process; innovators, educators, leaders and learners of the 21st century.

## Citizenship

Citizenship, Work-related Learning and financial capability are integral to all areas of the curriculum as well as Career education and Sex Education. Year 12 students can also take part in a volunteering programme.

## Roles and Responsibilities

SLT will ensure that:

- all statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of learning which reflect the aims of the school and indicate how the needs of individual students will be met.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum.
- the school curriculum is implemented in accordance with this policy

## Arrangements for Monitoring and Evaluation

The school regularly monitors the curriculum as part of its ongoing self-evaluation. This process includes all: staff, students, parents, other schools and colleges. Appropriate recommendations for change are made to SLT who consults the Directors before any major changes are made. Evaluation of the curriculum is measured against a range of indicators, which include:

- Admissions.
- Attendance and punctuality
- Examination results analysis
- Departmental Reviews
- Pastoral Reviews
- Staff, Student and parent questionnaires
- Whole school SEF
- External factors/curriculum initiatives.

## Reviewing the Policy

This policy will be reviewed annually to ensure it is in line with the National Curriculum and meets our needs as an International British School in Spain.

