



**Studio
@Deyes**



LLT

CURRICULUM POLICY

Adopted: March 2017

Review: March 2019

Curriculum Policy

Studio@Deyes will offer a range of academic, vocational and professional qualifications in line with the National Curriculum that addresses the gap between what young people require to succeed in life and the skills and knowledge the current education system provides. Focusing on the specialisms of Business, Fashion and Engineering, the school will strive to provide varied choice of pathways within a curriculum that enables any student, coming in at any level, the opportunity to achieve academic outcomes that will enable them to flourish in a career path appropriate to them. The vision of the curriculum is that each strand of the specialism will be partnered with industry experts and organisations who will provide experience, guidance and opportunity throughout a student's time at the school. In addition, students will be able to address the development of their 'soft skills' through the CREATE Framework. The CREATE Framework will be seen in one to one coaching sessions and timetabled classes.

We believe that all students should be provided with a curriculum which promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life in modern Britain.

Aims

Our aims are that the curriculum should help students to:

- Achieve successful outcomes that will give choice and opportunity in careers relevant to the school's specialisms.
- Provide a curriculum that develops students' love of learning and passion for a successful career in industry.
- Make significant strides in their soft skills development around communication skills, relating to others, enterprise skills, application of ideas, thinking skills and emotional intelligence.
- Take responsibility for their own learning, through a variety of different opportunities.
- Develop lively, enquiring minds, the ability to question rationally, confidence, self-respect and a thirst for learning.
- Acquire and apply knowledge and skills relevant to the rapidly changing world in which they live.
- Make progress in all areas of their learning and to remain motivated and engaged in order to achieve high standards.
- 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.
- Develop respect for themselves and others.

- Appreciate human achievement and aspirations in areas in a diverse array of skills
- Become well-rounded citizens, able to contribute positively in both the professional and wider world
- Make successful transitions through each stage of their education, from Key Stage 3 to 4 and 5 and on to employment, further training, further education or higher education.
- Develop embedded knowledge, attitudes, skills and habits (KASH) useful in work, using the context of the world of work.

Principles

Our curriculum is planned and organised on the following principles:

- All students have an entitlement to a broad curriculum provision – irrespective of their ability, gender, ethnicity, culture or social or economic factors.
- Whilst recognising our specialisms, the curriculum is broad and balanced and contributes to the education of the whole child.
- The curriculum is filled with rich first-hand experiences and is flexible and responsive to individual needs and interests.
- The School's 'Values' are implicit within the culture of the school. The curriculum actively promotes the fundamental values of British citizenship; that is democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- The curriculum encourages all students to be responsible for their own learning and to engage in a variety of learning experiences.
- The School focuses on ensuring that all students make progress in reading, writing and mathematics.
- Teachers have high expectations of all students and plan lessons to support, yet challenge, and stretch all learners. Targets are set which enable all students to achieve.

Guidelines

- The curriculum in Key Stage 4 includes all core subjects of the national Curriculum.
- All students in Key Stage 4 are taught a programme of study for Religious Education.
- Students requiring learning support are entitled to receive the full range of the curriculum, and are provided with support as required. The SEN Code of Practice is fully implemented and individual needs are supported.

- The work related learning strand of the studio curriculum and all programmes related provides all students, in Key Stage 4, with opportunities to acquire knowledge, attitudes skills and habits in the areas covered by the non-statutory frameworks of the National Curriculum.
- The statutory requirements for Studio Schools means that the curriculum does not need to offer the EBACC pathway due to the focus on the school's specialisms
- The statutory requirements of the Programmes of Study for Citizenship are covered within the SMSC Impact Document and taught through dedicated project based learning lessons, 1-1 mentoring sessions and through assembly briefings and allocated days. It will also be taught in the curriculum both through lessons and the studio's additional enrichment activities.
- The curriculum in Years 12 and 13 allows for the development of all students irrespective of their ability. A one year foundation Pathway is available for students to bridge the gap between KS4 & advanced level qualifications should grade requirements not be met at KS4
- The curriculum encourages strong links with parents, neighbouring schools, industry, higher education, and other external agencies.
- There are numerous activities arranged to support the curriculum, such as project based learning, cultural trips, fieldwork, University visits, visiting speakers, and masterclasses.
- There is a vast array of extra-curricular activities arranged on a daily, weekly or annual basis, from sporting clubs to industry standard additional qualifications.
- The curriculum in each individual subject reflects the various entitlement areas such as SMSC, Language & Literacy, Numeracy & Mathematics and the CREATE Curriculum.

Roles and Responsibilities

The Governing Body will ensure that this policy meets current statutory requirements and is reviewed accordingly. The arrangements for the school's curriculum shall be determined by the Governing Body in line with relevant legislation.

The Headteacher will ensure that the procedures, practices and arrangements set out in this policy are subject to consultation at appropriate points. Staff, students, parents and representatives of the local business community will be included in that consultation.

The Assistant Headteacher will liaise with the Headteacher to ensure that the procedures, practices and arrangements set out in this policy are adhered to as stated above. On an annual basis, the Assistant Headteacher will report to Governors the numbers of students choosing different option subjects and the success of those students with the course followed.

Teachers will ensure that their teaching is tailored to meet the needs of all students in order to stretch and challenge their attainment and so maximise their potential.

Key Stage 4 Curriculum Model

The breakdown of subjects in the KS4 curriculum will ensure that time is given to core subjects ensuring students will have the appropriate allocation of time to make and exceed targets set in English, Maths and Science.

Maths: 4 (1 hour) lessons

English: 4 (1 hour) lessons

Science: 6 (1 hour) lessons (double Award)

Students will select a total of three options within the specialisms offered and each subject will receive a total of three periods a week within the timetable.

BLOCK A	BLOCK B	BLOCK C
Textiles	Art & Design	Photography
Engineering	Geography	Business
Business	IT	Product Design

The additional elements that complete the Studio@Deyes KS4 timetable includes the following qualifications and experiences that ensure students are accessing all skills and opportunities that will help them to progress in the specialist areas that the school is structured around:

Core Curriculum	Religious Studies short course and PSHE
PBL	Cross Curricular work, Extended Project Level 1 and 2, School Briefing IAG, & Personal Coaching
Work Experience	Half day a week. BTEC Work Skills Level 2

Key Stage 5 Curriculum Model

The offer at KS5 allows students to take one of three pathways that all have a clear route into specific specialisms:

- (1) Engineering
- (2) Business
- (3) Fashion (with Art & Design)

Level Three – A-Level

Students will be allocated a total of 8 hours of taught time for their specialist area and then a further 8 periods for the two further options they take from option A & B. Four hours of specific project based learning time will be split between their specialist pathway (2 hours), Option A (1 hour) and Option B (1 hour).

SPECIALIST PATHWAY	OPTION A	OPTION B
Double AQA Technical Engineering	Accountancy	Business
Double BTEC Business	Law	Maths
Double BTEC Fashion & Production	Art	Economics
	Physics	English Lang/Lit
	IT	Product Design

Level 2 – GCSE Equivalent

For students who wish to join the Studio without grades appropriate for the level three pathway, the offer of a one year Foundation Year (Level 2) will be a viable option as a route into Level 3 courses or employment opportunities:

FOUNDATION PATHWAY	BLOCK A	BLOCK B
Engineering Technologies (L2)	Extended Project	Extended Project
BTEC Business (L2)-First time	English GCSE (Resit)	Maths GCSE (Resit)
BTEC Fashion and Clothing (L2)		

The additional elements that complete the Studio@Deyes KS5 timetable includes the following qualifications and experiences that ensure students are accessing all skills and opportunities that will help them to progress in the specialist areas that the school is structured around:

PBL	Cross Curricular work, School Briefing, Extended Project, Personal Coaching, IAG and PSE
Work Experience	One day a week. BTEC Planning & Participating in Work Experience