

# The Charter School North Dulwich Curriculum Statement 2018-19

## Review Date – July 2019

### 1. Our Vision

All students will develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

### 2. Our Values

We believe that all our young people have the potential to achieve in school and succeed in life. We are committed to our pursuit of the highest standards possible in education and we are united in our determination that all students will excel regardless of their starting points or personal circumstances.

We want all our students to flourish and to become creative, confident and caring citizens who are happy in themselves, excited about learning, and ambitious for success. They will leave us ready to participate fully in our democratic society and prepared to face the challenges and opportunities of the 21st century.

We aim to help all students increase their knowledge, skills, aptitudes and abilities through:

Develop a culture of excellence	<i>- Be the best you can be in everything you do - Strive to exceed all expectations inside and outside the classroom. - Allowing no excuses - Be ambitious for the future</i>
Develop a culture of responsibility	<i>- Take responsibility for your own learning and behaviour - Engage fully in lessons - Participate in extra-curricular activities - Work to change your school, local and global communities for the better.</i>
Develop a culture of perseverance	<i>- Work hard: remember that effort is the key to success - Keep trying even when you find things difficult. - Enjoy difficult challenges - Be resilient and maintain a growth mindset at all times.</i>
Develop a culture of family	<i>- Respect yourself, other people and the school environment - Care for and support each other - Follow the rules - Value diversity and difference.</i>

### 3. The School Curriculum

We believe that all our students have the right to equal access to our broad and balanced range of courses to our wide range of facilities. We hone this provision to best meet individual needs. Particular care is taken over the primary/secondary transition and to 14-19 provision.

- Year 7-11 students have 25 hours of lessons per week. This enables the Charter curriculum to be broad, balanced and enables students to study subjects in greater depth where possible.

- There are a large number of additional enrichment activities available for all students every week. These sessions extend and reinforce learning for some students, whilst giving other the opportunity to have experiences no available during the main school day.
- At KS3 we believe in continuity, with students taught within their tutor group for a large number of their subjects or in smaller all-ability groups.
- Students are set by academic ability in Maths from year 7 and in Science and English from Year 9.

### **Key Stage 3 Curriculum (Year 7-9)**

The Key Stage 3 curriculum is followed by students in Years 7-9. Our aim is to allow students to bridge the gap between primary school and key stage 4 by fostering in students a love of learning. Students are provided with a thorough grounding in the skills, knowledge and attitudes required to be successful in secondary school. We promote inclusivity with students largely being taught in tutor groups with some withdrawal to nurture classes in order to accelerate literacy and numeracy to allow all students to be successful.

All students study French or Spanish in Year 7 and some have the opportunity to study Mandarin or Latin through a withdrawal model.

Design Technology includes: Food Technology, Textiles and Product Design.

All students study Physical Education for 2 periods each week and competition between houses and with other schools is encouraged.

<b>Subject</b>	<b>Periods per fortnight</b>	<b>% of curriculum time</b>
English	8	16%
Maths	8	16%
Science	6	12%
Modern languages	4	8%
Geography	3	6%
History	3	6%
Religious Studies	3	6%
Art	2	4%
Drama	2	4%
Music	2	4%
PE	4	8%
Computing	2	4%
Design Technology	3	6%

### Key Stage 4 Curriculum (Year 10-11)

The Key Stage 4 curriculum is followed by Years 10 – 11. The school offers a wide range of very high quality academic and vocational courses. All students are given subject options advice, guidance and make their choices during Year 9 as part of options and careers process.

The school tries as far as possible to cater for all subject choices with the timetable, but if only a small number of students express a preference for a Key Stage 4 course it may not be possible to run the subject.

Subject	Periods per fortnight	% of curriculum time
English	8	16%
Maths	8	16%
Science	8	16%
PE	2	4%
Guided option – geography or history	6	12%
Guided offer – modern language	6	12%
Option 3	6	12%
Option 4	6	12%

Options offered:

Art, Music, BTEC Music Technology, Drama, PE, BTEC Sport, Media Studies, French, Spanish, Latin, Mandarin, Geography, History, RS, Citizenship, Triple Science, Design Technology, Engineering, Textiles, Business (VCERT), Economics.

### Key Stage 5 Curriculum (Year 12-13)

The Key Stage 5 curriculum is followed by Years 12 – 13. It is designed to provide students with a structured and challenging learning programme that supports their development and progression to meet their future needs.

We offer more than 28 AS/A Levels and BTEC subject choices and we do our utmost to enable students to select a combination of subjects that interests them.

#### A Level:

A level students are expected to follow a minimum of 3 A levels, or equivalent. A level study programmes include a non-qualification tutorial which focuses on developing, personal or study skills, and support to choose options for progressing to employment or higher education.

#### Subjects offered:

Arts: Fine Art, Photography, Music, Drama and Theatre Studies. English: English Literature, Media Studies. Sciences: Biology, Chemistry, Physics, Psychology. Humanities: Economics, Geography, History, Politics, Religious Studies, Sociology. Technology: Computing, Design and Technology: Product Design. Mathematics: Mathematics, Extended Mathematics. Modern Foreign Languages: French, Spanish

#### Applied General:

Applied general qualifications – rigorous advanced (level 3) qualifications that equip students with transferable knowledge and skills. They are for post-16 students wanting to continue their education through applied learning and fulfil entry requirements for a range of HE courses – either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

#### Subjects offered:

Business, ICT, Performing Arts, and Sport.

Availability of any chosen subject, or subject combination, will depend on student demand, on staff availability and on timetabling contingencies. Most choices can be met, but not all can be guaranteed. Classes for very few pupils are not viable for timetabled teaching and are thus unlikely to run.

#### **4. Home Learning**

Home study is an integral aspect of students' learning and skills development. At the Charter School we work to develop independent learning skills. Working out of lessons to prepare work gives pupils opportunities to hone these skills, which are some of the key skills necessary to further and higher education, for the world of work and for lifelong learning. Home learning is carefully planned into the curriculum. Details of the home learning tasks are made available on our virtual learning environment so that parents and students are fully aware of expectations and students can easily access the learning they are expected to do.

#### **5. Trips**

Trips form a key aspect of young people's learning. They enhance the student experience by giving a wider perspective on issues covered in school.

At The Charter school we encourage trips in all curriculum areas.

#### **6. Core Skills and Knowledge**

We are clear about the importance of literacy and numeracy skills to students' achievement. Our approach to developing literacy and numeracy is integrated throughout the curriculum as well as being delivered via high profile events such as literacy days.

The key place of subject knowledge in the examination system is also something we recognise and understand. We are proactive in ensuring that teachers are experts in their subjects and that this knowledge is passed on to students in an effective manner.