

# BABLAKE SCHOOL



# CURRICULUM POLICY

January 2011

- a) Bablake School provides supervised full-time education for pupils between Years 7 (Shells) to the Upper Sixth. Pupils gain experience in a wide range of subjects including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

The Lower School (Years 7 to 9 – Ages 11-14) is based on Key Stage 3 of the National Curriculum. The policy of the School is to provide all pupils with a broad education and to introduce them to as many academic disciplines as possible so that they can find subjects which they enjoy and in which they can be successful.

At the end of the Third Year (Year 9) all pupils are guided as to which GCSE subjects to take in consultation with Tutors, subject teachers, Careers Staff and parents.

The Middle School (Years 10 to 11 – Ages 14-16) is based on Key Stage 4 of the National Curriculum and leads to GCSE. All pupils take the core subjects of English Language, English Literature, Mathematics, a Modern Language (with some exemptions), Biology, Chemistry and Physics, a humanity (Geography, History, Classical Civilisation or Religious Studies) and, in addition, several other subjects are available from the option block system. All pupils take ten (10) GCSE subjects.

A booklet is issued to pupils in January of Year 9 which explains clearly the options and describes the GCSE syllabuses in detail.

The table below outlines the structure of the curriculum at KS3 and KS4, and the number of teaching periods allocated per subject.

Year	KS3 Curriculum			KS4 Curriculum		
	7	8	9	10	11	
English	5	5	4	English	6	5
Maths	4	5	4	Maths	5	5
Biology	6	6	3	Option 1 = French or German or Spanish*	4	4
Chemistry			3			
Physics			3			
Geography	3	2	3	Option2 = Hist/Gy/RS/CC	4	4
History	3	2	3	Options 3,4,5= All option subjects + 3rd separate science	4+4+4	4+4+4
RE	3	3	2	Science (2 separate or Double award)	8	9**
Music	2	2	2	Games	3	3
Art	2	2	2	PE	2	2
DT	2	2	2	RE	1	1
Home Ec	2	2	2	<b>TOTAL</b>	<b>45</b>	<b>45</b>
ICT	2	2	3			
PE	1	2	2			
Swimming	1	0	0			
Games	3	3	3			
French	3	3				
German or Spanish	3	3				
1 of French/German/Spanish			3			
1 of French/German/Spanish/Latin/CCivn			3			
Latin	0	3				
<b>TOTAL</b>	<b>45</b>	<b>45</b>	<b>45</b>			

\*Most able linguists take both in one option  
 \*\*Separate scientists have 1 PS lesson

For the most able linguists, the opportunity is offered to study a classical and 2 modern languages in Year 9, one of them outside the timetabled lessons.

## **SIXTH FORM CURRICULUM (YEARS 12-13, AGES 16-19)**

On average, 85% of the Year 11 pupils (Fifth Form) remain at Bablake after their GCSEs and others join the School at this point.

The minimum entrance requirement for the Sixth Form is normally five GCSE passes at Grade B with a grade A in the subject to be studied at A level, but the Headmaster reserves the right to alter this for any pupil.

### **PERIOD ALLOCATION 2010-11**

<b>YEAR</b>	<b>L6<sup>th</sup> 4xAS</b>	<b>U6<sup>th</sup> 3xA2</b>
A Level courses	32 to 36	27 to 30
Enrichment	-	2
Games/CSV	3	3
Private study	6 to 10	9 to 12
	45	45

Pupils can choose from a range of subjects. Currently, these include: Art and Design, Biology, Business Studies, Chemistry, Classics, Design Technology, Drama and Theatre Studies, Economics, English Literature, Geography, Geology, History, Information and Communication Technology, Latin, Mathematics and Further Mathematics, Modern Languages (French, German and Spanish), Music, Physical Education, Physics, Psychology, Religious Studies and Textiles Technology. The school works hard to construct option blocks to ensure that pupils are able to take any combination of subjects that they choose. Unfortunately, in a very small number of instances, options cannot run if numbers are insufficient.

Pupils take at least 4 AS subjects in the Lower Sixth year (year 12) and at least 3 A2 subjects in the Upper Sixth year (year 13). Each subject can decide whether to have 8 periods per week for AS and 10 for A2 or 9 periods per week for each, according to the balance of the course.

- b) As the curriculum details above show, Bablake provides a curriculum that is appropriate for the ages and aptitudes of pupils in a selective school.
- c) Pupils acquire skills in speaking and listening, literacy and numeracy throughout the curriculum. These skills are utilised in many subjects.
- d) The principal language of instruction is English. A tutor in English as an Additional Language visits the school one afternoon per week to instruct pupils (of whom there are currently three) for whom English is a second language. The

school welcomed these three pupils into the Sixth Form from China in September 2010.

- e) There are currently no pupils at Bablake who have a statement. However, when pupils enter the School in Year 7 (the Shells) at the age of 11, it is assumed they can read fluently, can express themselves clearly and are numerate enough to be fairly accurate in mathematical skills. The school's entrance examination will also be used as a diagnostic test to discover any pupils who may require additional help. Over and beyond this, the essential requirement is for pupils to be well motivated. There is excellent support for pupils who have some degree of learning difficulty, which is often dyslexia, through the Learning Support department. For more information about the level of support available, parents should contact Mrs C Friebe (Head of Learning Support) either by telephone (024 7627 1200) or email (cf@bablake.coventry.sch.uk). Gifted and Talented pupils are also identified and are given extra help and support throughout their time in the school. Mrs L Yates is the identified Gifted and Talented co-ordinator. She co-ordinates the provision for pupils identified as being Gifted and Talented.
- f) PSHCE: Pupils are taught PSHCE throughout their time at Bablake. The various units that pupils undertake at each stage of their Bablake education provide an opportunity for them to learn and grow as individuals, by developing self-awareness and taking responsibility for managing their emotions, time and money. In each year, pupils undertake five units. The units are: Personal Well-being including emotional intelligence, and SRE; Physical Well-being; Economic Well-being; Developing as a Citizen; Study Skills. The Head of PSHCE reviews the course annually following comments from colleagues and pupils. More online resources are being added each year. The syllabus is spiral and developmental in nature; it is reviewed regularly by the head of PSHCE, Mrs L Jackson, with input from form tutors.
- g) The school has a Head of Careers and he is available to advise pupils at the different stages of their progress through the school. Options advice and university guidance is also given by other members of staff. The Head of Careers is also on hand to advise at school events.
- h) For pupils above compulsory school age, as well as a full Games and CSV programme, optional enrichment activities are available in the L6th and there is a compulsory Enrichment afternoon in the U6th. The EPQ (Extended Project Qualification) is offered to a number of pupils who have both the academic ability and sufficient drive to work independently with the guidance of an appointed mentor. The EPQ can sometimes replace the Enrichment activities in the Autumn Term of the U6th.
- i) All pupils have the opportunity to learn and to make progress. All academic departments understand the importance of giving formative and summative assessments and such plans form a part of the departmental handbook mark schemes. The school uses baseline testing and other academic data to track pupils' progress and to set targets; heads of department, subject teachers and form tutors and heads of year are all involved in this process. A new tracking scheme will begin in July 2011 for the current Fourth Form. Examinations at the end of each

year also inform pupils, parents and teachers of the progress pupils have made that academic year and ways to move forward in terms of their academic progress through tangible targets. Reporting is also used as a summative and formative tool. Interim reports, grade reports and full reports are all used. The reporting process informs parents of their child's progress before subject tutor evenings (of which there is at least one per year group annually). In the first term, the school also holds consultation evenings during which parents can meet with their child's form tutor, so that academic and pastoral matters can be discussed at an early stage.

- j) There are adequate opportunities to prepare for opportunities, responsibilities and experiences of adult life. As detailed above, the school uses PSICHE to foster discussion about the world beyond school. Extra-curricular activities, of which there is a wealth, foster responsibility, team work, spirituality. Pupils have further opportunities for responsibility within the prefect, peer support and house systems. In addition, the school has a full-time Head of Careers who has a detailed grasp of employers' and universities' expectations.