



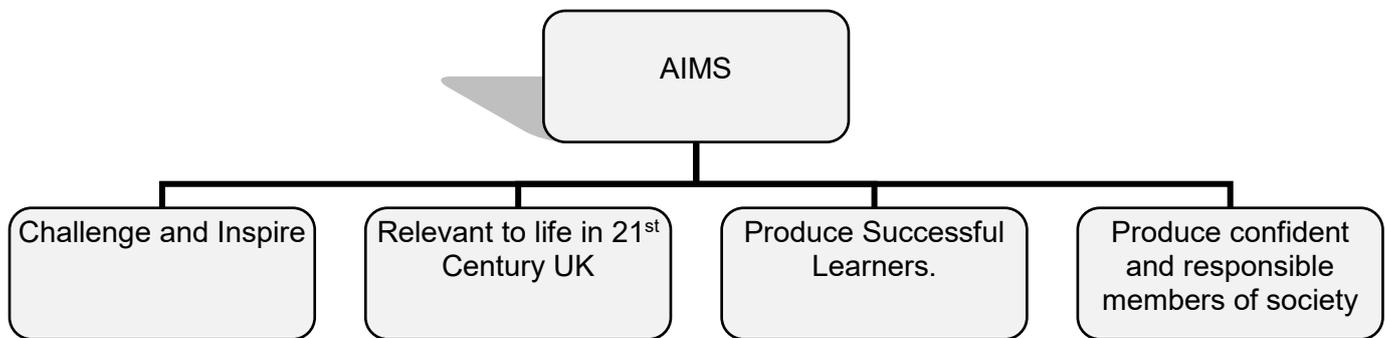
ULLSWATER COMMUNITY COLLEGE

Curriculum Policy

Adopted by the Governing Body on:

Signed:

Chair of Governors



The curriculum at UCC is driven by a number of key principles. The curriculum design is not driven by league table but by a determination to offer our students the best quality and range of academic and vocational provision. A well balanced and relevant curriculum, supported by high quality teaching & learning and outstanding academic mentoring through the pastoral system are at the heart of what makes UCC a great school.

Our approach includes taking pride in our inclusive ethos and the establishment of an authentic, real world, matter of fact ethos in which we remain determined to treat the process of education seriously and in so doing treat all of our pupils with respect.

We start from the principle that what all students require from school, whatever else they achieve as a consequence of the wider curriculum offer, is the highest academic outcomes possible.

The design of the curriculum supports the wider vision of the school;

- To be fiercely ambitious for all our students
- To ensure that academic standards are the priority. Students expect to progress and the task of teachers is to provide the means by which pupils understand how to achieve the best outcomes possible, whatever their level of ability. Where learning has failed for whatever reason the school will intervene to resolve the deficit
- To pursue outstanding teaching at all times to ensure pupil progress. The school should be relentlessly self-critical in the pursuit of the best teaching possible.
- To value diversity and inclusion in our approach to curriculum design. The curriculum must provide the framework for choices which are tailored to every student's aspirations and ability.
- To be a happy and friendly place in which every student is treated as an individual; care and support of students is vital in everything we do
- To ensure the best individual guidance so that every student makes informed decisions which enable them to realise their aspirations.
-

In summary, the UCC Curriculum follows the following principles

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance & authenticity

The curriculum at Ullswater Community College is organised in such a way as to allow each student the maximum opportunity for individual success.

Key Stage 3

All students in their first three years study the same subjects, giving all students full access to the National and 'local' Curriculum:

- Art
 - Citizenship [including Personal, Social and Health Education] (Yrs 7 & 9 Pastoral Programme / Year 8 curriculum)
 - Computing
 - Design Technology
 - Dance
 - Drama
 - Music
- } Performing Arts
- English
 - Geography
 - History
 - Mathematics
 - Modern Language (French or Italian)
 - PE
 - RE
 - Science

In Years 7, 8 and 9 students are taught in groups set by ability in the following subjects: English, Maths, Science, Computing, History, Geography, Modern Foreign Languages and Technology. Other subjects are taught in mixed-ability tutor groups. The initial setting takes place for the start of September which is based on information derived from SATs levels in English and Maths along with teacher assessments in Science. Within the first half term, Year 7 students undergo the CATs tests along with baseline assessments in all subjects. This information (along with additional formative assessments) is then used to refine the set memberships at October half term.

Students who arrive in school with below-expected levels of achievement at primary school are supported in additional sessions (small group and 1 to 1) in English and maths to allow them to make accelerated progress during Years 7-9.

As the countries of an expanding Europe develop closer economic and social links, we are very conscious of our responsibility to provide students with an education that will allow them to take their place as citizens of the European Community. An important element of this is our commitment that all students study a Modern Foreign Language (French or Italian which is set by parental/student preference).

As UCC is a Strategically Resourced School for students with Severe / Complex Learning Difficulties, the student caters for a wider range of attainment levels than the norm. Within Key Stage 3, there is an additional 'Access' class in Core subjects and in some Foundation classes. The 'Access' class has up to 12 students who are working at either P scales or lower National Curriculum levels. Appropriate Learning Support is deployed, according to need. A small number of students also have access to Horse Riding for the Disabled, Swimming and Speech Therapy.

Students reading and spelling ability is assessed annually, and those students who have below average literacy skills are offered additional literacy support from the Learning Support team. Students with low numeracy skills are offered additional maths support from the Maths Department.

There are strong links with feeder Primary Schools in the Core and many other subject areas (including SEN) to ensure effective transition from Key Stage 2-3. This includes UCC staff overseeing lesson delivery at UCC and in Schools in the catchment area along with advice and guidance in many areas of the curriculum.

Key Stage 4

UCC offers a curriculum that provides students with :-

- A broad and balanced subject and qualification range (over forty different courses and five different qualification types ranging from EBACC GCSE courses / Level Two / Level 1 and EL courses)
- A strong provision for their individual needs and potential.
- The appropriate skills and qualifications to carry onto the next stage in their career; whether sixth form, college or further training.

There are three key routes through Key Stage 4:

1. **Academic:** students will take GCSEs and aim to achieve the English Baccalaureate (a measure of higher grade passes (A*-C) in English, Maths, Science GCSEs, Computing, one Humanity and one Modern Foreign Language. This route is essential for students entering sixth form with a probable focus on Higher Education.

2. **Academic-Vocational:** Students will opt for GCSEs and BTEC/OCR level more vocational subjects. Support in English and Maths is likely to be recommended by the key departments to maximise the student's potential in these important subjects.
3. **Access:** Students will be guided in their options for Entry Level / Level one and two in vocational subjects along with skills for personal and working life. Additional support for numeracy and literacy is built into their curriculum provision.

There is a highly structured information, advice and guidance system in UCC which places the form tutor at the heart student support. This is the key focus of the pastoral calendar in the Autumn of Year 9 giving the form tutor (with guidance & support from SLT and Head of Year) the ownership and role of impartially guiding their students through a more structured option process ensuring a programme of study which is appropriate to their abilities (data informed), aptitudes and aspirations (one to one interviews scheduled over eight weeks). This then informs parents at the Key Stage 4 evening and further parents consultations along with follow up student interviews before final choices are made at the end of March.

The Key Stage 4 curriculum consists of a compulsory 'core' of subjects and a choice of 'option' subjects (four separate blocks of study). As a College, we believe strongly that students should have the opportunity to study a wide range of subjects at this Key stage with a strong differentiation of levels from Entry Level to GCSE. Those students who wish to follow a combination of subjects that satisfy the EBacc measure will find that this is not at the expense of further choice and the breadth of available courses is maintained using three option blocks. Likewise, students who wish to follow a more vocational route (all now delivered in our Vocational / Applied Learning Centre by UCC based specialist staff) have a strong grounding in the Core subjects (progress 8 baskets one and two) which includes additional support as necessary.

Core subjects: Year 10 and 11 students are taught in ability set groups in English, Maths, Science, RE and Computing and mixed ability options in Physical Education.

Option subjects: Students select their option choices from the different Key Stage 4 'routes', which reflect prior attainment levels / the progress they have made during Key Stage 3 and their aspirations.

Religious education and collective worship

The content of the religious education courses on offer is non-denominational, although teaching about denominational differences is permitted. All aspects of religious education at Ullswater Community College are in accordance with the Cumbria Agreed Syllabus. Year assemblies may include forms of collective worship. On some occasions, services are held in local churches.

All students in Years 10 and 11 study religious education as a non-examinable subject.

Cross-curricular themes

Some topics do not appear on the timetable as separate subjects but are included in a number of subject areas. For example, aspects of health education, are included within science and PE; citizenship, core skills, careers education and guidance are taught within the Personal, Social and Health Education (PSHE) programmes delivered mainly through the pastoral programme. All students undertake work experience in Year 10.

We believe that these are important areas for students as they mature into young adults faced with the demands and responsibilities that society places upon them.

Sex education

Sex education is taught across the age range in Science, PSHE and Child Development to mixed classes of boys and girls. In addition, outside speakers are invited to talk to groups of children on specific topics. A variety of teaching methods are used, including videos, discussions, lectures and role play. We are happy to discuss any aspect of the policy and to show parents the materials used in the delivery of sex education.

Key Stage 4 Curriculum 2017	
CORE CURRICULUM	
English (Lang & Lit) / English GCSE / Level 1 / Entry Level Maths (Higher / Foundation) GCSE / Level 1 / Entry Level Science (Separates / Dual /) GCSE / BTEC / OCR Entry Level PE (Core Practical) ICT (OCR Nationals / Level 1 / Entry Level) / Philosophy GCSE RE/PSHE	
OPTIONS CURRICULUM	
A <ul style="list-style-type: none"> Geography GCSE History GCSE MFL (French GCSE) MFL (Italian GCSE) 	Literacy / Numeracy
B <ul style="list-style-type: none"> Art GCSE Art Textiles GCSE Business Studies GCSE Drama GCSE French GCSE Geography GCSE Graphic Products GCSE Health / Social Care GCSE History GCSE PE GCSE Philosophy GCSE Resistant Materials GCSE 	<ul style="list-style-type: none"> Dance BTEC L2 Sport BTEC L2 Construction BTEC C L2 Motor Vehicle Level 1 Hair & Beauty Level 1
C <ul style="list-style-type: none"> Art GCSE Business Studies GCSE Child Development GCSE Computing GCSE Drama GCSE Italian GCSE Media GCSE Music GCSE PE GCSE Food GCSE Resistant Materials GCSE Textiles Technology GCSE 	<ul style="list-style-type: none"> Agriculture L2 Construction BTEC C L2 Creative I Media OCR C Motor Vehicle Level 1 Hair & Beauty Level 1
<i>Students who opt for the Separate Sciences route in the Core Curriculum will be not be able to follow the ICT L2 / Philosophy GCSE course in the Core block.</i>	

Key Stage 5

“We must continue to have high expectations for all our young people, ensuring that they continue their education to age 18 and beyond and are provided with high quality information and guidance towards 16+ and are given the support to achieve to the highest standards”.

UCC has conducted a recent review of curricular provision at Key Stage 5 (KS5) with the aim of introducing a pathways model which is a natural progression from the KS4 model ensuring (1) equality of opportunity (meeting the needs, capabilities and aspirations of all of our students) / (2) coherence / (3) breadth / (4) balance. As part of this review we analysed the membership of predominantly GCE courses with a particular focus on uptake, progression to Year 13 study and the final outcomes for each subject. As with KS4, students need to have more significant pastoral support at their options stage in Year 11 so that they are given the best guidance towards their KS 5 / FE / training and employment options. A set of guiding principles and relevance to the next stage of their journey should be the foundations of the KS5 option choices of courses.

The outcome has been to develop a more comprehensive curriculum which provides balance and depth of choice between ‘facilitating’ and ‘vocational’ GCE A Levels, Level 3 courses, Level 2 Vocational courses and an ASDAN Diploma incorporating Entry and Level 1 qualifications. The substantially decreasing number of students who are not successful in achieving a higher grade pass in English and Maths GCSE are now encouraged to attend planned lessons in both Year 12 and 13 in these two subjects to give them every opportunity of gaining these qualifications by the end of their Sixth Form studies.

An IAG timeline and system has been embedded into the pastoral work of Year11 which commences with one to one interviews in September with SLT and Pastoral staff, continues with CPD for tutors with the Head of Sixth Form and curriculum leader and is launched to the students in assembly with two months of personal interviews which are attainment, aptitude and aspiration based and build upon the CEIAG work that accompanied the work experience programme in Year 10. As with Year 9 IAG these culminate in a student ‘Route Ticket’ which is a record and reflection of the pastoral interview and provides key information for Parents and students on the ‘Futures Day’ and Options Evening in February where UCC provides the opportunity to visit presentations from FE Colleges, apprenticeship providers and Key Stage 5 Course leaders.

Post-16 Apprenticeships

Ullswater Community College has introduced Apprenticeships for the first time this year. Students at the end of Year 11 may apply for a ‘pre-apprenticeship’ L2 in Motor Vehicle Engineering which will include working with a local employer and on-site tuition.

Sixth Form Options 2017



Route	Block U	Block V	Block W	Block X
GCE 1 (4 Courses)	Biology French Maths	Chemistry English Language Further Maths	English Lit History Physics	English Lit Geography Italian Maths
GCE 2 (3/4 Courses)	Art Design (3D) Media Psychology	Art Textiles Philosophy Psychology Graphic Communications	Art Physical Education Media	Business Sociology Textiles
Level 3 3 (Courses)	Sport Science (D)	Performing Arts (Single) Health & SC (D)	Business Health & Social Care (S) ICT	Science (S) Performing Arts (Double)
CACHE L3 Diploma in Early Years Education				
Level 2	Motor Vehicle			
ASDAN (Full Time)				