

# Princes Risborough School

## KS4 Curriculum Summary



*Aspire & Achieve*

## Our Curriculum Intent

The aim of our curriculum is to ensure that all students leave Princes Risborough School with **excellent academic outcomes** and go on to be:

- **Positive** in their future choices and ambitions
- **Responsible** and active citizens in their communities
- **Successful** in the world beyond the school gates

### ***Aspire & Achieve***

## The Curriculum at Key Stage 4

A revised National Curriculum was introduced by the Department for Education (DfE) in September 2014. Schools are expected to offer a broad and balanced curriculum which promotes the spiritual, moral, social and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of later life.

Schools are expected to follow the statutory national curriculum. As an academy Princes Risborough School could exercise the freedom to deviate from the national curriculum; however, we choose not to do so and all subjects follow the prescribed programmes of study at Key Stage 4.

Key Stage 4 is defined as Years 10 to 11 and therefore is studied over the fourth and fifth years of secondary school. It is assessed through GCSE & BTec qualifications. Students choose the subjects which they wish to study through the KS4 Options process, which takes place in the Spring Term of Year 9. In total students will gain **10 GCSE/BTec qualifications**.

## Core Subjects

All students will study the following subjects

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Triple Science (Biology, Chemistry & Physics)
- GCSE Citizenship
- Core PE (non-examined)

In addition to the core subjects, students select **3 option subjects** from the sixteen options in the table below.

Art & Design	Design & Technology (Product Design)	Food Preparation & Nutrition	MFL: French
Business Studies	Design & Technology (Textiles)	Geography	MFL: Spanish
Computer Science	Digital Information Technology (IT)	Graphic Communication	Music*
Dance	Drama*	History	Sports Science*

Many students select the full suite of EBacc subjects, by taking either History or Geography alongside a language as their first two options, then selecting an additional subject from the wide choice available to them. This will give breadth to their curriculum

and set them up well for future higher study. However, for some students these will not be the best choices for them. Options subjects are selected during the Options Process in the Spring Term of Year 9. PSHE & Relationship and Sex Education are delivered through the Citizenship course and a series of drop-down days throughout Y10 & Y11.

### Types of KS4 Courses

Students can select a combination of GCSE & BTec Level 2 qualifications. GCSE courses are graded on a 9-1 scale and BTec courses use a Distinction\* - pass scale. Both are internationally recognised and will enable students to progress to the next stage of their studies. GCSEs are assessed either completely through exams or a mixture of exams and coursework. BTec courses have a greater coursework component allowing students to produce work over a longer period, instead of through a final examination. For their options, students can select either all GCSEs, all BTecs or a combination of both. Equivalent to and at the same level as a GCSE qualification.

### Timetable at Key Stage 3

The school operates a two week timetable cycle. There are five one hour teaching periods each day and therefore fifty periods in total per fortnight. A significant proportion of the teaching time at Key Stage 3 is devoted to the core subjects of English and Maths. This is to support students in developing the high standards of literacy and numeracy which will underpin their access to the broader curriculum and therefore form a basis for wider learning and high achievement.

### Lesson Allocation

Subject	Number of periods per fortnight (1 period = 1 hour)	
	2021 Cohort	2022 Cohort
<b>English</b>	8	8
<b>Mathematics</b>	8	8
<b>Double Science</b> or <b>Triple Science</b> • <b>Biology</b> • <b>Chemistry</b> • <b>Physics</b>	9 10	- 11
<b>Option A</b>	5	6
<b>Option B</b>	5	6
<b>Option C</b>	5	6
<b>Option D</b>	5	-
<b>Citizenship</b>	2	3
<b>Physical Education</b>	3 or 4	2
<b>Total</b>	<b>50</b>	<b>50</b>

## **Setting**

Students are taught in mixed ability sets apart from English and Mathematics where they are set based upon ability.

## **Homework at Key Stage 4**

Homework is a central element of the school's Teaching and Learning Policy. It is not always appropriate for staff to issue homework to a prescribed schedule. However the minimum expectation is that 1 hour per week for each GCSE studied. The only subject which is not expected to set homework is core PE. Homework will be set via Google Classroom.

## **Google Classroom**

Staff assign homework through Google Classroom and students will be able to access the details via the internet and on their devices. Google Classroom can also send push notifications to students to remind them of deadlines. Parents will also be able to see what is set. In some cases, homework will also be submitted via this platform.

Parents are requested that if their child has been absent from school, to ensure that they catch up on the work missed as soon as possible on return, prior to the next lesson if possible. Google Classroom is the first port of call for this. Teachers can explain the work if the student requires additional support.

## **Assessment at Key Stage 4**

Student attainment can be assessed in a variety of ways. Homework submissions, tests and examinations can all be marked and then an attainment level assigned. However, in a number of subjects performance can also be assessed by the teacher in lessons.

Written work will routinely be assessed for the accuracy of literacy and/or numeracy in addition to subject specific criteria and teachers will provide written/verbal feedback in the form of a target. Students will then often be provided with time in lessons to act on the suggestions they have received from their teacher. Periodically written work, tests or examinations will receive graded feedback against the GCSE/BTEC assessment criteria.

All GCSE subjects are assessed using the new 9-1 grade scale, with grades 5 and above constituting 'good grades'. The new threshold for a 'strong pass' of 5 is approximately two-thirds of a grade higher than the previous C grade. The new grade 4 is a 'standard pass'. BTEC qualifications are graded as pass, merit, distinction, distinction\* enabling students to gain the full range of grades.

When students commence their GCSE studies their Key Stage 2 test results and teacher assessments are used to generate target grades in their GCSE subjects. PRS uses FFT20 benchmark estimates as targets for students which are based on how similar pupils nationally performed in the subject last year. The GCSE target grades for each student are published on their reports alongside their predicted attainment to enable parents to judge their progress towards their targets.

### **Reporting in KS3**

Princes Risborough School is keen to ensure that parents & carers are kept informed about their child's progress by providing regular information on progress and effort in class. In KS4, parents will receive:

- Assessment Point 1 Report (AP1): Progress Target & Learner Profile
- Assessment Point 2 Report (AP2): Progress Target & Learner Profile
- Assessment Point 3 Report (AP3): Progress Target & Learner Profile
- Progress Evenings
- An annual written report

The Assessment Point reports will also provide information about attendance, minutes late, Achievement Points & Behaviour Points. Depending on the time of year the report may also include trial examination grades with the average for each subject. To ensure that students do not miss key parts of the curriculum, it is important that all students aim for 100% attendance with no lates. The school target is to achieve a minimum of 96% attendance.

### **Progress Target**

In each subject students are assessed relative to externally-set target grades. Reports will show the KS4 target grade for each subject. For each Assessment Point, students will be given a 'Working Towards' grade showing how they are progressing relative to this target. This is a prediction of what the student is expected to get at the end of the course.

### **Subject Information**

Further information for both the GCSE and the non-examination students can be found in the KS4 Options Booklets on the school [website](#).

## Learner Profile

### A1 - Outstanding Students

You always invest in your own learning. You...

- Complete all work to the best of your ability
- Always meet deadlines
- Follow instructions from staff
- Show respect to staff and students
- Show a willingness to learn
- Contribute positively to your class and school

*Students who meet every expectation. You do everything your parents, carers and staff expect; you are a role model for other students.*

### A2 - Good Students

You often invest in your own learning. You...

- Complete most work to the best of your ability
- Always try your best to meet deadlines
- Follow instructions from staff
- how respect to staff and students
- Show a willingness to learn
- Contribute positively to your class and school

*Students who show staff, parents, carers and other students that they want to learn and meet most expectations.*

### A3 - Coasting Students

You will generally be positive towards learning and you usually...

- Complete most work to the best of your ability
- Follow instructions from staff
- Show respect to staff and students
- Show a willingness to learn
- Contribute positively to your class and school

*You are doing well but could aim higher and become an outstanding student...*

### C1 - Wake-Up Call Students

You are beginning to neglect your studies. You sometimes (do one or more of the following)...

- Fail to complete work to the best of your ability (classwork & homework)
- Fail to follow the instructions from staff
- Show a lack of respect to staff and students
- Fail to make positive contributions to your class and school
- Arrive late to lessons or fail to arrive at all

*In addition you also exhibit behaviour which prevents the learning of yourself or others.*

### C2 - Target Students

You require help in valuing your own learning and often disrupt the learning of yourself or others. You frequently...

- Fail to complete work (classwork or homework)
- Interrupt lessons
- Prevent learning
- Arrive late or miss lessons
- Distract other students and get distracted easily
- Refuse reasonable requests

*A system of intervention may be in place for you and your parents or carers may be contacted. Strategies will have been chosen to guide you and monitor your progress.*

### C3 — At Risk Students

You are having major difficulties in managing learning & behaviour. You are stopping others from learning. You...

- Rarely complete work
- Disrupt learning
- Show a lack of respect for other students
- Confront staff members
- Truant from lessons
- Do not respond to any help offered or being on report

*Serious consequences will follow for you and your learning...*

## Staff at Key Stage 3

Contact details for Heads of Year & Heads of Department can be found via our [website](#).