

## Curriculum Model 2016-17

### Our school aims

Our ambition is for every child to access high quality learning experiences, which encourage them to be academically successful, happy, confident and enquiring young people. Every child has the potential to make a difference in the world, to be ambitious in their career choices, and to understand their place in society. These aims, and our school values, underpin our curriculum design and the opportunities we offer both within and beyond the curriculum model.

### Aims of our curriculum

#### Engaging and Challenging all Learners

All children have a right to broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. At John Mason School we provide a broad and varied curriculum to support all our students.

We aim to:

- build on students' previous learning and provide stretch and challenge for our learners, regardless of their ability, so that they make rapid and sustained progress
- provide for the particular needs and aspirations of students, as well as offering a basic entitlement to broad areas of experience
- equip students with the necessary skills and knowledge for a fast changing world
- help students develop a social and moral awareness and an understanding of their responsibilities towards themselves, others and the environment
- stimulate the development of lively and enquiring minds, and to provide the conditions in which creativity, imagination, improvisation, confidence in risk-taking and a thirst for new ideas and understanding can flourish
- encourage the attitudes and qualities which will lead students to pursue their learning beyond school, and be happy, safe and successful in their adult life.

Our aim is to provide every student with courses that meet their interests, ability level and career aspirations, whilst also providing progression routes to further education or employment.

It is important to us that students are engaged in, and excited by, their learning. We aim therefore to provide the appropriate level of support and challenge for every students at all times.

Curriculum design has a significant role in achieving these aims.

### Explanation of the model:

A list of subject codes is provided at the end of this document for reference. The small number after the subject code indicates the number of lessons a fortnight given to that subject in the model. Each year group in Key Stage 3 and 4 is divided into two half years- x and y band- for timetabling purposes.

*Proud of our creativity; Passionate about learning; Keen to inspire; Valuing ourselves and each other;  
Determined to be the best that we can be*



**Year 9:** (Cohort number: 177)

In Year 9, students reduce the number of creative arts subjects down to three. There is an options process in Year 8 that allows them to consider which subjects they would prefer to focus on. Studying only three visual or performing arts subjects means that students have more time to devote to quality products and they are able to cover the skills and content needed to be successful at GCSE.

Mixed Ability Groups											Ability groups						
								Creative 1	Creative 2	Creative 3	1 <sup>st</sup> Lang	2 <sup>nd</sup> Lang					
<b>x band</b>																	
9MJS	Co <sub>2</sub>	Se <sub>1</sub>	Rs <sub>4</sub>	Sc <sub>6</sub>	Pe <sub>4</sub>	Hi <sub>3</sub>	Gg <sub>3</sub>	Ar <sub>3</sub>	Ar <sub>3</sub>	Ar <sub>3</sub>	Sn <sub>3</sub>	Sn <sub>3</sub>	Ma <sub>6</sub>	En <sub>6</sub>			
9HL	Co <sub>2</sub>	Se <sub>1</sub>	Rs <sub>4</sub>	Sc <sub>6</sub>	Pe <sub>4</sub>	Hi <sub>3</sub>	Gg <sub>3</sub>	Mu <sub>3</sub>	Ds <sub>3</sub>	Dm <sub>3</sub>	De <sub>3</sub>	De <sub>3</sub>	Ma <sub>6</sub>	En <sub>6</sub>			
9EMB	Co <sub>2</sub>	Se <sub>1</sub>	Rs <sub>4</sub>	Sc <sub>6</sub>	Pe <sub>4</sub>	Hi <sub>3</sub>	Gg <sub>3</sub>	Ds <sub>3</sub>	Fn <sub>3</sub>	Gr <sub>3</sub>	Fr <sub>3</sub>	Fr <sub>3</sub>	Ma <sub>6</sub>	En <sub>6</sub>			
								Tx <sub>3</sub>	Gr <sub>3</sub>			Ks <sub>3</sub> *					
<b>y band</b>																	
9EET	Co <sub>2</sub>	Se <sub>1</sub>	Rs <sub>4</sub>	Sc <sub>6</sub>	Pe <sub>4</sub>	Hi <sub>3</sub>	Gg <sub>3</sub>	Ar <sub>3</sub>	Ar <sub>3</sub>	Gr <sub>3</sub>	Sn <sub>3</sub>	Sn <sub>3</sub>	Ma <sub>6</sub>	En <sub>6</sub>			
9ATS	Co <sub>2</sub>	Se <sub>1</sub>	Rs <sub>4</sub>	Sc <sub>6</sub>	Pe <sub>4</sub>	Hi <sub>3</sub>	Gg <sub>3</sub>	Mu <sub>3</sub>	Dm <sub>3</sub>	Ds <sub>3</sub>	De <sub>3</sub>	De <sub>3</sub>	Ma <sub>6</sub>	En <sub>6</sub>			
9RXM	Co <sub>2</sub>	Se <sub>1</sub>	Rs <sub>4</sub>	Sc <sub>6</sub>	Pe <sub>4</sub>	Hi <sub>3</sub>	Gg <sub>3</sub>	Tx <sub>3</sub>	Gr <sub>3</sub>	Fn <sub>3</sub>	Fr <sub>3</sub>	Fr <sub>3</sub>	Ma <sub>6</sub>	En <sub>6</sub>			
								Ds <sub>3</sub>	Mu <sub>3</sub>	Dm <sub>3</sub>		Ks <sub>3</sub> *					

\* Taught in this column, but to taught by an English teacher, HLTA or SENCo, i.e., 6 extra sessions for literacy/numeracy.

## Key Stage 4 (Years 10 and 11)

**Year 10** (Cohort number: 169)

Tutor groups	Core PE	Soc Ed RS	Maths	English	Science	Option A	Option B	Option C	Option D
	<b>x band</b>					Ss <sub>5</sub>	PW <sub>5</sub>	Ss <sub>5</sub>	Ss <sub>5</sub>
10LRH	Pe <sub>3</sub>	Se <sub>3</sub>	Ma <sub>7</sub> Set 1	EnL <sub>8</sub> Set 1	Sc <sub>9</sub>	Hi <sub>5</sub>	Hi <sub>5</sub>	Hi <sub>5</sub>	Pn <sub>5</sub>
10RL	Pe <sub>3</sub>	Se <sub>3</sub>	Ma <sub>7</sub> Set 2	EnL <sub>8</sub> Set 2	Sc <sub>9</sub>	Ar <sub>5</sub>	Gg <sub>5</sub>	Ar <sub>5</sub>	Gg <sub>5</sub>
10RMW	Pe <sub>3</sub>	Se <sub>3</sub>	Ma <sub>7</sub> Set 3	EnL <sub>8</sub> Set 3	Sc <sub>9</sub>	Ms <sub>5</sub>	Pe <sub>5</sub>	Hs <sub>5</sub>	Sn <sub>5</sub>
10GAF			Ma <sub>7</sub> Set 4	EnL <sub>8</sub> Set 4	Sc <sub>9</sub>	Bs <sub>5</sub>	Pe <sub>5</sub>	Hs <sub>5</sub>	De <sub>5</sub>
10SLO	<b>y band</b>		Ma <sub>7</sub> Set 5	EnL <sub>8</sub> Set 5	Sc <sub>9</sub>	Ci <sub>5</sub>	Mu <sub>5</sub>	Bs <sub>5</sub>	Fr <sub>5</sub>
10LG	Pe <sub>3</sub>	Se <sub>3</sub>	Ma <sub>7</sub> Set 6	EnL <sub>8</sub> Set 6	Sc <sub>9</sub>	Gr <sub>5</sub>	Pa <sub>5</sub>	Co <sub>5</sub>	Ds <sub>5</sub>
					Sc <sub>9</sub>	De <sub>5</sub>	Ps <sub>5</sub>	It <sub>5</sub>	Tx <sub>5</sub>
	Pe <sub>3</sub>	Se <sub>3</sub>						So <sub>5</sub>	
	Pe <sub>3</sub>	Se <sub>3</sub>							

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**Year 11** (Cohort :166 students.)

Tutor groups	Core PE	RS/Se	Maths	English	Science	Option A	Option B	Option C	Option D
11 RMW	<b>x band</b> Pe <sub>3</sub>	Se <sub>2</sub>	Ma <sub>8</sub> Set 1	EnL <sub>8</sub> Set 1	SC <sub>9</sub>	Ss <sub>5</sub>	Ss <sub>5</sub>	Hi <sub>5</sub>	Ss <sub>5</sub>
11 RJM	Pe <sub>3</sub>	Se <sub>2</sub>	Ma <sub>8</sub> Set 2	EnL <sub>8</sub> Set 2	SC <sub>9</sub>	Hi <sub>5</sub>	Co <sub>5</sub>	Gg <sub>5</sub>	Fr <sub>5</sub>
11 OMF	Pe <sub>3</sub>	Se <sub>2</sub>	Ma <sub>8</sub> Set 3	EnL <sub>8</sub> Set 3	SC <sub>9</sub>	Ar <sub>5</sub>	It <sub>5</sub>	Ci <sub>5</sub>	De <sub>5</sub>
11 JPD			Ma <sub>8</sub> Set 4	EnL <sub>8</sub> Set 4	SC <sub>9</sub>	Gg <sub>5</sub>	Gr <sub>5</sub>	Tx <sub>5</sub>	Sn <sub>5</sub>
11 TH			Ma <sub>8</sub> Set 5	EnL <sub>8</sub> Set 5	SC <sub>9</sub>	Pe <sub>5</sub>	Ds <sub>5</sub>	Bs <sub>5</sub>	Ar <sub>5</sub>
11 BHG	<b>y band</b>		Ma <sub>8</sub> Set 6	EnL <sub>8</sub> Set 6	SC <sub>9</sub>	Pe <sub>5</sub>	Mu <sub>5</sub>	Fn <sub>5</sub>	So <sub>5</sub>
	Pe <sub>3</sub>	Se <sub>2</sub>		EnL <sub>8</sub> Set 7	SC <sub>9</sub>	Bs <sub>5</sub>	Hs <sub>5</sub>	Pa <sub>5</sub>	Ps <sub>5</sub>
	Pe <sub>3</sub>	Se <sub>2</sub>				Ms <sub>5</sub>	Hi <sub>5</sub>	Ms <sub>5</sub>	PW <sub>5</sub>
	Pe <sub>3</sub>	Se <sub>2</sub>				De <sub>5</sub>		Lt <sub>5</sub>	Hi <sub>5</sub>

**Post – 16 courses (Years 12 and 13).**

In the following section, the school students are taught in appears as *Fz* for Fitzharrys, *Lm* for Larkmead, and *JM* for John Mason. Some courses are shared across institutions, therefore the codes are FL, (taught at Fitzharrys and Larkmead), JL (taught at John Mason and Larkmead), etc

**Year 12** (Cohort is 71 students.)

A	B	C	D	E
Ar	De <sub>5</sub> (JL)	Gg <sub>9</sub>	Bi <sub>9</sub>	Se <sub>2</sub>
Bs <sub>5</sub> (FJ)	Gr <sub>4</sub>	Mu <sub>7</sub>	La <sub>9</sub>	Se <sub>2</sub>
Ch <sub>9</sub>	Ma <sub>9</sub>	Ph <sub>9</sub>	Li <sub>9</sub>	
Co <sub>9</sub>	Ms <sub>9</sub>	Ps <sub>9</sub> (FJ)	Hi <sub>5</sub> (FJ)	
Pl <sub>5</sub> (JL)	Pe <sub>9</sub>	Sn	Tx <sub>5</sub>	
Ps <sub>9</sub> (FJ)	So <sub>9</sub> (FJ)		So <sub>9</sub> (FJ)	

**Year 13** (Cohort is 50 students.)

A	B	C	D	E
Ar <sub>9</sub>	Gr <sub>5</sub>	Bi <sub>9</sub>	Hi <sub>9</sub>	Se <sub>2</sub>
Ch <sub>9</sub>	La <sub>9</sub>	De <sub>4</sub> (JL)	Ms <sub>9</sub>	Se <sub>2</sub>
Bs <sub>5</sub> (FJ)	Li <sub>9</sub>	Gv <sub>9</sub>	Ps <sub>9</sub>	
Co <sub>9</sub>	Ma <sub>9</sub>	Ph <sub>9</sub>	Tx <sub>4</sub>	
Pl <sub>9</sub>	PE <sub>9</sub>	Mu <sub>7</sub>		
So <sub>9</sub>		So <sub>9</sub>		
So <sub>9</sub>				

For Music, Graphics and Textiles, Yr 12 and 13 are taught together so only 7 or 9 periods needed altogether, dependent on group size.

Year Group summary:

<b>Year</b>	<b>Roll</b>	<b>Taught Periods</b>	<b>Average Class Size</b>
<b>Year 7</b>	175	320.00	28.08
<b>Year 8</b>	172	316.00	27.92
<b>Year 9</b>	177	312.00	27.11
<b>Year 10</b>	169	354.00	28.33
<b>Year 11</b>	169	364.00	27.30
<b>Year 12</b>	78	166.00	19.88
<b>Year 13</b>	44	151.00	19.87

## Subject Abbreviations

Ar	Art
Bi	Biology
Bs	Business Studies
Ch	Chemistry
Ci	Creative IT
Co	Computer Science
De	German
Dm	Drama
Ds	Design and Technology
Ec	Economics
En	English
EnL	English Language with English Literature (2 separate GCSEs)
Fn	Food technology
Fr	French
Gr	Graphics
Gg	Geography
Gv	Government
Hi	History
Hs	Health and Social Care
IT	Information Technology
Ks	Key Skills: extra literacy provision (e.g. for those who do not follow two languages in KS3)
La	English Language (AS and A Level)
Li	English Literature (AS and A Level)
Lt	Leisure and Tourism
Ma	Maths
Ms	Media Studies
Mu	Music
Pa	Performing Arts
Pe	PE
Ph	Physics
Pl	Philosophy
Pr	Prince's Trust
Ps	Psychology
Pw	Preparation for Working Life
RS	Religious Studies
Se	Social Education (PHSE - none examined course)
Sn	Spanish
So	Sociology
Ss	Triple Science (separate GCSEs in Biology, Chemistry, Physics)
Tx	Textiles

## **Ofsted Evaluation of the Curriculum:**

How well leaders and managers ensure that the curriculum:

- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- is broad and balanced (in the context of the school) and meets the needs, aptitudes and interest of pupils including, if applicable, pupils in the sixth form
- promotes high levels of achievement and good behaviour
- promotes the spiritual, moral, social and cultural development of all pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community
- is effectively planned and taught
- does not compromise pupils' achievement, success or progression by inappropriately early entry to public examinations
- is based at Key Stage 4 on an appropriate balance between academic and vocational courses
- provides timely independent information, advice and guidance to assist pupils on their next steps in training, education or employment
- planning in the sixth form takes account of completion rates in sixth form courses

## Ofsted Requirements of SMSC

### Evaluating SMSC

Inspectors should investigate the impact of the curriculum on the pupils' spiritual, moral, social and cultural (SMSC) development. This may be seen through:

- lesson observations of different subjects like RE, art and music. Discussion with pupils and staff will provide an important insight into how well SMSC is planned as part of the curriculum in other subjects
- observation of other activities. Inspectors should investigate whether there is a coherent approach to the promotion of SMSC through activities such as tutorials, citizenship programmes and discussions with pupils about their work
- the opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.

Pupils' **spiritual development** is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Pupils' **cultural development** is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities