

The Curriculum at Sawston Village College

2020-21

Introduction

At Sawston Village College, we are committed to delivering a curriculum that:

1. develops pupils' breadth and depth of knowledge;
2. is broad and balanced;
3. promotes inclusivity and opportunities for all;
4. encourages pupils to contribute positively in a safe, nurturing and inspiring environment.

We choose qualifications and plan for courses that deliver academic excellence, enable pupils to achieve their full potential and prepare them for their chosen post-16 pathways.

Other important factors in developing the curriculum include: providing challenge and support; personalisation; encouraging independence; securing progression; enabling enrichment; improving literacy across the curriculum; and supporting pupils' Social, Moral, Spiritual and Cultural development;

Finally, we recognise that academic excellence is only one part of providing an outstanding education. Our aim is to ensure that pupils build the knowledge and understanding needed to become successful as adults.

Structure

We deliver the National Curriculum through a three-year key stage 3 and a two-year key stage 4 programme. Within this, however, pupils begin their key stage 4 Science and Maths courses during Year 9. The timetable is structured around 50 one-hour periods each fortnight with Year groups divided into two equal, mixed ability bands for timetabling. Class regrouping takes place within bands at the end of years 7, 8 and 9.

Average class sizes vary between 18 and 30 pupils depending on subject and key stage with practical classes and those in sets with lower attaining pupils being the smallest.

The pastoral structure, based on 48 mentor groups within 4 houses, does not impact on taught classes but is used for the delivery of Personal Social Health and Economic education (PSHE) and some Careers Education, Information and Guidance (CEIAG) elements such as parts of the post-16 application process.

Key stage 3:

All key stage 3 pupils follow the same curriculum accessing 15 subjects, the vast majority of which are taught by subject specialists.

Table 1 below outlines the subjects taught and the subject hours per 2-week cycle. For further information including specific curriculum content, assessment details and setting arrangements for individual subjects, please see the separate handbooks for parents available in the parents' section of the College website.

Table 1: Key stage 3 subject hours per 2-week cycle

Year	English	Maths	Science	PE	Religious Studies	Art	ASPIRE ¹	Computer Science	Design Tech.	Drama	French/Spanish ²	Geography	German ³	History	Music
7	7	7	6	4	3	2	1	2	3	2	5	3	0	3	2
8	7	7	7	4	3	2	0	2	3	2	5	3	2	3	2
9	7	7	7	4	3	2	0	2	3	2	5	3	3	3	2

Notes:

- ¹ All Year 7 pupils have a fortnightly lesson entitled ASPIRE to develop their study skills and self-awareness as learners. At this time, they also undertake the Arts Award Bronze and work on the PiXL Edge programme of employability skills (Leadership, Organisation, Resilience, Initiative and Communication).
- ² Depending on need, small numbers of pupils will follow a literacy booster programme instead of some or all of their language lessons. Where they make sufficient progress in their literacy, they may be re-integrated into French or Spanish.
- ³ Dual linguists only – Pupils in the top language sets in Year 8 and 9 split their total of five hours of language lessons to study German alongside either French or Spanish. In Year 9, pupils study a third hour of German in place of the seventh hour of English.

PSHE/CEIAG: All pupils follow a programme of Personal, Social, Health and Economic education, including Careers Education, Information, Advice and Guidance; delivered through assemblies, structured mentor time and two collapsed timetable, conference days each year.

Key Stage 4

All pupils follow the core subjects: English Language and English Literature; Maths; Physics, Chemistry & Biology in the trilogy or separate science format; PE and RE.

In addition, pupils choose four subjects from option blocks. Last year, all pupils secured their first choice preferences. There are 23 option subjects offered (including three after school). The majority are GCSE courses but there are 7 other non GCSE qualifications including BTEC, Asdan, City and Guilds, and NCFE certificated courses. The majority of pupils take a combination of courses enabling them to access the English Baccalaureate. Pupils are taught in mixed ability groups for all option courses.

Table 2 lists the subjects offered and curriculum hours allocated to each. For further information including specific curriculum content, assessment details and setting arrangements for individual subjects, please see the separate handbooks for parents available in the parents’ section of the College website.

Table 2: Key stage 4 subject hours per 2-week cycle

All qualifications are GCSE unless stated.

Year	English	Maths	Science ¹	PE ²	RE ³	CEIAG ⁴	plus 4 options from the subjects below
10	7	7	10	4	2	0	5 hours per option: Art, Business Studies, Computer Science, Design Technology, Creative iMedia (<i>Cambridge National Award Level 1/2</i>), Drama, Engineering (<i>BTEC L1/2</i>), Food & Nutrition, French, Foundation Learning ⁵ , Geography, German, Hairdressing (<i>City & Guilds L1</i>), Health and Social Care (<i>BTEC L1/2</i>), History, Music, PE, Sport (<i>BTEC L1/2</i>), RE, Spanish.
11	7	7	11	4	0	1	
Additional extra-curricular qualifications: Dance, Italian, Music Technology (<i>RSL Certificate L2</i>)							

Notes:

- ¹ Higher set pupils follow the separate GCSE courses in Biology, Chemistry and Physics; leading to three GCSE qualifications. All other pupils follow the combined 'Trilogy' course which covers all three sciences and leads to two GCSE qualifications.
- ² Core PE is a non-examination course.
- ³ Pupils complete the GCSE short course RE qualification in Years 9 and 10.
- ⁴ Careers, Information, Advice and Guidance.
- ⁵ Foundation learners may follow a reduced number of options subjects with the time given over to additional literacy, numeracy and functional skills and/or additional, appropriate level 1 qualifications.

PSHE/CEIAG: The programme of Personal, Social, Health and Economic education, including Careers Education, Information, Advice and Guidance continues through assemblies, structured mentor time and two collapsed timetable, conference days each year. Year 11 pupils also have a 1-hour taught lesson of CEIAG each fortnight.

Inclusion:

Due to pastoral, medical or behavioural reasons, some pupils do not follow a mainstream pathway and instead have a reduced or tailored timetable. These pupils are largely taught in Compass House by a team led by the Inclusion Officer and may follow courses provided by Cambridge Regional College. Targeted work experience is also used for some pupils. Each pupil has a tailored alternative education package which may include working with multiple agencies.