

## Ethos

We passionately believe that an ability to learn successfully and achieve promotes equality of opportunity, and helps to transcend barriers of poverty, health and circumstance. We also believe that the school is the heart of the community it serves; our local community deserve every opportunity to share the best possible facilities and resources. Working together, we know that we can achieve the unattainable - an outstanding level of educational provision, that meets the needs of every learner, and enables everyone to lead active, happy, healthy and fulfilling lives. To this end, we believe that the curriculum we offer should prepare students for life and the world of work, helping students to develop skills for life, support their personal development and enable them to develop as enquirers and independent learners

In a rapidly changing world, we believe that we have a responsibility to:

- Meet the needs and raise the expectations for success of every learner; to encourage them to be bold and brave in their thinking!
- Nurture the knowledge skills and values that enable independence and cooperation, reflection and the ability to unlearn and relearn;
- Help learners to develop a passion for learning, and the skills of self-discipline;
- Provide opportunities for successful personal and social interaction in an ever increasing technological age;
- Encourage creativity and collaboration, communication and competition;
- Develop outstanding levels of pedagogy, a world class commitment to the craft of the teacher and learner;
- Raise levels of achievement and standards, so that every young learner leaves our care with the skills and qualifications they need to lead successful lives.

Our 3 straplines sum up our ethos and values and underpin our curriculum provision:

- “Learning at the heart, at the heart of our community”
- “Know each child, nurture each child”
- “Learning is the process, achievement is the outcome”

Running as strands through the broad and balanced curriculum we provide at all Key Stages is the need to support and promote the development of students’ literacy and numeracy skills and also enhance their spiritual, moral, social and cultural development. Students’ experiences are also enhanced by a varied enrichment and extra-curricular programme.

PSCHEE is delivered through a rolling programme of lessons from September to February for all Key Stages and within aspects of RS and Citizenship lessons as part of the Philosophy and Ethics programme. SRE provision is delivered by specialist teachers within the Humanities curriculum.



### Key Stage 3

At KS3, we provide a broad and balanced curriculum based on the National Curriculum over a 3 year period. We believe that all students should have access to the full range of subjects and that it is essential to promote the arts and sports subjects alongside other literacy and numeracy subjects.

### Key Stage 4

We maintain a largely academic provision through 2 year GCSE courses, but recognise that for some students, a pathway with a vocational element is more suitable. Some of the vocational options are provided through BTEC options and other 'practical' subjects in school, whilst partnerships within other education providers enable us to offer 'Motor Vehicle Maintenance' and 'Health & Social Care' to those students for whom it is relevant.

Students are guided in their choice of KS4 pathways by tutors, teachers and receive careers advice. Over half of our students are guided towards EBACC pathways (based on KS4 predictions) as we believe that it offers students the opportunity for a broad and balanced curriculum that will maximise the range of different university and careers paths open to students. Students are able to opt for an extended day allows for some students to access additional courses at GCSE level.

### Key Stage 5

The majority of our provision at KS5 is through 2 year AS and A2 courses, with a range of subjects on offer and students opting for 4 AS levels as a default model. BTEC level 2 courses are also available and this can enable students to pursue courses at level 3, be it BTEC or AS Level. Students are supported in their choice of courses by pastoral and faculty staff - this enables each student to choose a path which provides them with the most appropriate learning programme for their future aspirations.



### Students with Additional needs

Mid-Year Admissions and EAL students are baseline tested on entry into Harlington School. We have a large number of students who arrive with initial and early stages of English language acquisition and a high proportion of our population are mid-term entrants. Provision is put in place for students to have access to support – this could be in the form of small group work, in-class support (with LSAs) or buddy support. EAL students also have the opportunity to sit exams in their native language.

Ascension School is also available for those students who have limited English. Supported by specialist teachers, Ascension School students spend most of their time within a small group where they acquire skills in English, including preparation for literacy based subjects such as Geography, History, Maths and Science prior to moving into the main school. Ascension School students also get to know their peers through joining PE, Art, Technology and other practical subjects within the main school.

SEND students are supported through their studies at Harlington – this could be in the form of in-class support LSAs or through small group work. Wherever possible, students with physical disabilities are supported by welfare LSAs in mainstream classes to help them access the curriculum or for subjects such as PE, a different programme is put in place. Students with an average Key Stage 2 level of 3 or below study one language and receive extra support in literacy and numeracy.

For our most vulnerable students who find it difficult in a classroom environment, 'Nurture Group' has been set up with the focus on developing students' social and personal development as well as continuing with their academic studies. This can be for a short term period with re-integration forming part of the programme.

Our more able students are able to opt for an academic route with distance learning courses and other GCSEs being available after school (such as Dance and Drama).

### Satellite School

For those students for whom exclusion from school is a possibility, Satellite school is available. Individual needs are identified and a programme of Academic and Vocational study is put in place, together with a programme of social and personal development.



### Early Entry

For students who are fluent in languages other than English, we offer the opportunity for them to take GCSE or ASSET exams in that language during Year 10. There is also the possibility for Year 10 'Gifted and Talented' students who are studying Drama outside of the main curriculum time to take their GCSE early.

We believe in using 'early entry' as a motivational tool and students are only entered for GCSE subjects when it is in their best interests thus enabling them to achieve the best possible results.

In exceptional cases where there is the possibility of disengagement or school refusal towards the end of Key Stage 4, we may on rare occasions enter students for GCSEs early

### Class Sizes and Setting Policy

Students are set for some lessons, such as Science, Maths, Humanities etc and taught in mixed ability classes for others such as Art, Drama and Music. These groupings are reviewed after each termly data drop and students can move up or down, depending on their need. Where possible, funding is allocated to create additional classes in core subjects, thus reducing class sizes and supporting students' progression in these subjects. PE is taught as single sex groups for the most part so that the sports provided can be tailored to suit the needs of the groups.

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### Extended Day (Twilight)

In order to maximise the curriculum available to students, an extended day offers the opportunity for some students to access GCSE and A Level courses in some subjects. Provision is reviewed each year but broadly speaking, students are able to access Arts subjects as well as Languages.

### Curriculum Review

Each year, curriculum provision is reviewed by Curriculum leaders, DoLs, SLT and the governing body to ensure that the curriculum offer reflects the needs of the students and the school.

## Key Stage 3 Curriculum Model 2014-15

Subject	Recommended time per week* (hours)	% per week
English	3	12.0%
Mathematics	3	12.0%
Science	3	12.0%
MFL	2	8.0%
History	1.25	5.0%
RE	1.25	5.0%
Geography	1.25	5.0%
Art & Design	1	4.0%

ICT	1	4.0%
Music	1	4.0%
D&T	1.5	6.0%
PE	1.5	6.0%
Citizenship*	0.75	3.0%

\*Citizenship is taught as part of PSHE on a rolling programme between September and February

model 3	Year 7	% per week	Year 8	% per week	Year 9	% per week
English*	4	13.3	4	13.3	4	13.3
Maths*	4	13.3	4	13.3	4	13.3
Science*	4	13.3	4	13.3	4	13.3
MFL **	4	13.3	3	10	3	10
History	2	6.7	2	6.7	2	6.7
RE	1	3.3	1	3.3	1	3.3
Geography	2	6.7	2	6.7	2	6.7
Art	2	6.7	2	6.7	2	6.7
Drama	1	3.3	1	3.3	1	3.3
ICT	1	3.3	1	3.3	2	6.7
Music ***	1	3.3	2	6.7	1	3.3
Technology	2	6.7	2	6.7	2	6.7
PE	2	6.7	2	6.7	2	6.7
Total Lessons	30		30		30	

\*equal allocation to English, Maths, Science

\*\* MFL - Year 7 students study 2 languages for the most part. Level 3 students will study **One** Language and have additional lessons in both literacy and numeracy. In Years 8 and 9, students will all continue to study one language

\*\*\* Change to current model - use of 'MFL' time to allocate to extra Music (year 8) in addition to ICT in year 9

□

### Year 10 Curriculum 2014-15

Our curriculum provision for year 10 has changed slightly in light of the Progress8 and Attainment8 measures and GCSE reforms. All students must now take Double Science and at least one from Geography, History and Language. They will also all take GCSE English Literature as well as GCSE English.

In order to prepare our students for their English, Maths and Science GCSEs, we have increased the amount of curriculum time available. This has reduced the number of option choices students are able to take. Students are able to take Arts subjects and French on a twilight basis.

Students in the top half of the year group are guided towards EBacc combinations of subjects in preparation for them going into further education, but it is no longer compulsory for them to take the EBacc combination as this would limit the number of options they would be able to take.

For some of our students who are at early stages of language acquisition, we are providing ESOL GCSE English within the option blocks in order to support them in their other subjects. Students are placed in this subject based on the recommendation of the EAL team.

We also recommend that all those who are able to and for which a course is provided sit a GCSE in their home language.

Nominal plan	English	Maths	Science	RE	PE	Opt A 3 periods	Opt B 3 periods	Opt C 3 periods	Twilight Offer 2 hours	Total No of Quals
<b>Triple Science</b>	English and English Literature	Maths	Triple	RE	PE	Triple Science	Geog or Hist or Language	Free choice option	Optional GCSE	
<b>Number of Performance Qualifications</b>	2	1	3	1	0	Included in science total	1	1	1	9/10
<b>Double Science – HAPs and MAPs</b>	English and English Literature	Maths	Double	RE	PE	Geog or Hist or Language	Free choice option	Free choice option	Optional GCSE	
<b>Number of Performance Qualifications</b>	2	1	2	1	0	1	1	1	1	9/10
<b>Double Science EAL / LAP Students</b>	English and English Literature	Maths	Double Science	ICT – CIDA	PE	Geog or Hist or Lang	Free choice option	Free choice option	N/A	
<b>Number of Performance Qualifications</b>	2	1	2	1	0	1	1	1	N/A	9
<b>Periods per week ( 50 mins)</b>	5	5(10)	6 (16)	3 (19)	2 (21)	3 (24)	3 (27)	3(30 )	2 *	30 periods
(*extended day for Triple and Double HAPs and MAPs only)										

Opt A		Opt B		Opt C		Opt D	
RE (triple students only)		History		Geography		Triple Science **NB L6 @KS3/ equiv required**	
(30)	(30)	(30)		(30)	(30)	(30)	(30)
History		French (H)		French (F)		RE	
(30)		(30)		(30)		(30)	(30)
Geography		Psychology		History (60)		ICT (75)	
23 (30)		24 (30)		25 (30)	24 (30)	(25)	(25)
Psychology		Art & Design		Music		ICT	
18 (30)		12 (MRA)	13(ECA)	(25)		(25)	
Catering		Art & Design - Textiles		Drama		Graphic Products Only with ICT in Option C	
16 (18)		18 (25)		(25)		(20)	
Resistant Materials		Art and Design – Photography		Dance			
10 (20)		14 (20)		(15)			
Business Studies		Business Studies		Economics			
24 (30)		(30)		(30)		<b>TWILIGHT (These are optional)</b>	
ESOL English		PE – GCSE and BTEC		ICT- CIDA (only if RE in Option D)		Art & Design	
(15)	(15)	(25)	(25)	(28)		17	
						Drama	
						17	
						Textiles	
						7	
Motor Vehicle (Must select in both options)		Motor Vehicle (Must select in both options)				French	
2		2				20	

Year 11 Option Blocks 2014-15

Opt A	Opt B	Opt C	Opt D	Opt E
Art & Design (Cannot do with textiles unless in twilight)	Textiles (25)	French	Art & Design (Cannot do with textiles unless in twilight)	Geography (No Triple Science students)
21 (ECA)	24 (GBA)	25 (RPL)   23 (CML)	20 (DFT)	29 (LWH)
Geography	History	French	Dance & Perf Arts	PE – Not GCSE Junior Sports Leader
25 (RBH)	32 (ADH)   27 (HHH)	20 (PML)   11 (BDL)   14 (IBL)	10 (GHP)	15 (JMP)
Triple Science **NB L6 @KS3/ equiv required**	Geography	ICT	Psychology	RE
28 (AHS)   26 (SSS)	24 (RBH)	32 (NPI)   29 (IWI)	26 (CWH)	29 (FJH)   28
History	Drama	ICT	Economics	
24 (KRH)   25 (ADH)	25 (DFA)	28 (WMI)	24 (JKW)	
Psychology	PE	Leisure & Tourism	French	
12 (CWH)	14 (JMP)   17 (GHP)	12 (WJX)	25 (IBL)	
EAL			Business	
9 (AVX)		<b>TWILIGHT (These are optional)</b>	29 (NJW)	
		Art & Design	Music	Hair & Beauty ( <b>Option D &amp; E</b> )
		18 (MRA)	11 (SNA)	7 <b>FULL</b>
		Drama	PE	Motor Vehicle ( <b>Option D &amp; E</b> )
		11 (DFA)   11 (RBA)	10 (PRP)	6 <b>FULL</b>
	NB – Codes have been changed so students <b>are</b> able to take Dance and Drama	Photography	Photography	RE
		8 (SCA)	8 (SCA)	32 <b>FULL</b> (PWH)   30 <b>FULL</b> (SQH)
		Law		Catering & Food Tech ( <b>Option D &amp; E</b> ) (MFT)
		7		17 <b>Full</b>
Product Design (DFT)	Business			
24 <b>Full</b>	30 (ASP) <b>FULL</b>			

### 6th Form Option Blocks

In previous years, students have not been able to combine AS and A2 courses unless they happen to 'work out'. 2014-15 timetable blocking has enabled students to combine AS and A2 pathways.

GCSE English and Maths resits have also been put into blocks and this allows students to study resits with other courses. BTEC level 2 courses have been scheduled in blocks C, D, E in order for these students to access GCSE English and Maths resits.

<b>Year 12</b>				
<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>	<b>Option E</b>
Media	Further Maths	Biology	Chemistry	Art
Physics	Ethics	Film Studies	Cisco	Business
Psychology	Product Design	Computing	Economics	English
Textiles	English	Business	German	History
Finance (L3)	Statistics	Performing Arts (L3)	Photography	Mechanics
English (GCSE)	English (GCSE)		Sociology	PE (A Level)
Maths (GCSE)	Maths (GCSE/L2)		Geography	Sports Science (L3)
	Maths (GCSE)	BTEC Level 2 Business, BTEC Level 2 Sports		
<b>Year 13</b>				
<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>	<b>Option E</b>
Maths	Biology	Chemistry	Physics	Psychology
English	Business	Economics	History	Geography
Product Design	Film Studies	Photography	Art	Media Studies
Ethics	Computing	Maths	English	Textiles
Drama		Cisco	Business (L3)	Politics
		German	Sports Science	