

KS4 Curriculum Handbook

INTRODUCTION

The Key Stage 4 Curriculum Handbook gives details regarding the school curriculum, how your son / daughter will be learning, what your son / daughter will learn within each of the subjects across year 10 and 11, how many lessons they will have and how they will be assessed. For nearly all courses assessments are through GCSE qualifications but there are some additional qualifications that some pupils will take, in particular Adult Literacy and Numeracy Tests (ALAN). Also Construction is not a GCSE qualification. The information within this booklet should be read along with the information given with the Schedule 2 Parents Handbook, the Information Booklet on the schools website and your son / daughter's journal.

Dates of Parents Evenings:

Year 10

Subject Open Evening: 9th February 2012

Year 10

Pastoral Evening, selected students: 22th November 2011

Year 11

Subject Open Evening: 17th January 2012

Year 11

Cause for Concern Evenings: 14th September 2011 and 26th March 2012

Curriculum Entitlements for pupils

Each pupil is entitled:

- to a broad, balanced and relevant curriculum that provides access, progression for all and prepares pupils for adult life.
- to receive well prepared lessons appropriate to his/her ability with the capacity for extension.
- to be set homework which is meaningful, relevant and, whilst appropriate to their ability, contains a sufficient level of differentiation so that both the less and more able are stretched.
- to have his/her homework marked positively, constructively commented upon and returned within a reasonable time. Two weeks is felt to be the outer limit.
- to an equitable proportion of the teacher's time for individual attention during lessons.
- to fair and objective assessment of their progress.
- to have his/her progress discussed with his /her parents at least once, formally, during the academic year.
- to receive a twice yearly report which, not only sets out their achievements and progress to date, but will also contain targets for the future.
- to be treated with respect and dignity, regardless of their ability, in all matters relating to their progress both subject specific and generally.
- to a curriculum which is accessible to them regardless of ability and /or the stage of their education.
- to have access to the public examination system, at the level appropriate to him/her. He/she is entitled to receive the best possible preparation for such examinations.
- through adequate resourcing, to be supported to achieve his/her full potential.
- to work in subject areas which, through sound and adequate resourcing, have been equipped appropriately to the needs of the pupils so that the teachers can deliver the best possible education.
- to be taught by teachers whose professional development has been encouraged and enhanced through performance management and Inset programmes.
- through effective planning, to a continuity in education both in the short and long term.

Teaching Groups

Each pupil at Trinity Catholic High School has the entitlement to a curriculum that will develop and enrich each individual. The school is built upon the ethos of equality and it is on this basis that the philosophy of mixed ability is structured. With the exception of Mathematics, all classes are taught in mixed ability groups.

The emphasis at Trinity Catholic High School is on the quality of teaching and learning of every class and in the differentiated strategies adopted by the teachers that enable both the less able and the more able and gifted to be extended to achieve their potential. This is supported by class support during the normal time-tabled lesson.

There is a Department of Learning Support which offers a range of specialised support to assist pupils in their learning.

Reading Initiative

This occurs between 1.00-1.15pm in every class. Pupils bring with them either a fiction or non fiction text to read. Pupils will read their chosen book for 15 minutes. The aim of the initiative is

- to give pupils the opportunity each day for quiet reading
- to encourage pupils to develop a love of reading
- in conjunction with library initiatives to encourage pupils to develop an interest in a wider range of texts.

KS4 Curriculum

The year 10 and 11 curriculum is composed of two parts, the 'core' subjects and the 'option' subjects. These two parts reflect the requirements of the National Curriculum. The core curriculum is composed of:

R.E.
P.E.
P.R.E. / Citizenship – in Year 10 all students complete
a short GCSE in Preparation for Working Life.

English Language and Literature
Mathematics
Science
ICT

Careers information, sex education, work related learning and enterprise education are taught to all students on a cross curricular basis supported by specific courses during PRE.

The 'option' subjects for years 10 and 11 are arranged within five option blocks. RE forms part of the option blocks but all students are required to study this subject. Most students follow a course of study leading to 9.5 GCSEs, although there is scope to study additional GCSEs. In addition a modified curriculum is offered to those students who would benefit from following a course leading to 7 rather than 9.5 GCSEs.

Art	History
Business & Communication Systems	Information Technology
Business Studies	Media
Child Development	Music
Computing	PE
Construction	Psychology
Dance	Resistant Materials
Drama	Science - Additional
Food	Science - Triple
French	Spanish
Geography	Statistics
Graphics	Textiles
Health and Social Care	

The subjects above are offered subject to staffing and the numbers of students opting for subject areas.

DATA PROTECTION ACT

Schools, Local Education Authorities [LEAs], the Department for Education [DfE], Ofsted and other Government departments all process information on pupils in order to run the education system, and in doing so comply with the Data Protection Act 1998. This means, among other things, that the data held about pupils, must only be used for specific purposes allowed by law.

The **school** holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LEAs, the DfE and to agencies, such as Ofsted, that are prescribed by law.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

Ofsted uses information about the progress and the performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual pupils.

Other Government departments use information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

The **Department for Education [DfE]** uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DfE will feed back to LEAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school.

The DfE will also provide Ofsted with pupil level data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to LEAs and learning institutions to support their day to day business. The DfE may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies [including the Office for National Statistics] for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any result. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DfE may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them. If you wish to access your personal data, or you wish your parents to do so on your behalf, then please contact the relevant organisation in writing:

- Mr M. F. Loster, Director of Upper Site
- the LEA's Data Protection Officer at London Borough of Redbridge, Education Services, Lynton House, 255-259 High Road, Essex IG1 1NN
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE
- the DfE's Data Protection Officer at DfE, Caxton House, Tothill Street, London SW1H 9NA

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent [regardless of the age of the pupil] with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school.

Providing information to Connexions services providers

For pupils approaching or above age 13 the school is also required to pass on information to Connexions services providers on request. This information includes the name and address of the pupil and parent, and any further information relevant to the Connexions services' role, which is to support young people, helping them to achieve their potential and to realise benefits from education and training. However parents, or the pupil themselves if aged 16 or over, can ask that no information beyond name and address [for pupil and parent] be passed on to Connexions. If as a parent, or as a pupil aged 16 or over, you do not want Connexions to receive from the school information beyond name and address, and then please contact the school.

The LEA and DfE may supply to Connexions services providers information which they have about your child, but will not pass on any information they have received from the school if you [or your child if aged 16 or over] have notified the school that Connexions should not receive information beyond name and address.