

COWLEY INTERNATIONAL COLLEGE



Curriculum Policy

Status	NON STATUTORY
Responsible Person	Vice Principal and Assistant Principal
Review date	Autumn 2025
Date of next review	Autumn 2026

1. Curriculum Intent

1.1 The Curriculum at Cowley International College offers students a broad range of opportunities, both inside and outside of the classroom, which open doors, raise aspirations and develop their cultural capital. The curriculum is coherently structured to develop students' knowledge and skills in a broad range of subjects. We make no excuses for high academic standards, coupled with developing young people who embody our Cowleian values of; Aspirational, Independent, Considerate, Good communicators, Healthy and Positive contributors. Our aim is to ensure students leave our college confident, resilient, and prepared for the next stages of their lives.

Our Curriculum at Cowley International College:

- Is aspirational and inclusive, reflecting our school values
- Provides a wealth of academic and co-curricular opportunities
- Leads to in depth knowledge and skill development of a broad range of subjects
- Expands on cultural capital
- Ensures students are confident, resilient and prepared for life beyond Cowley International College

The curriculum design and delivery take into account the organisation's duties under the Equality Act 2010 and the SEND Regulations 2014.

1.2 Aims:

- To provide a varied curriculum offer to students which ensures deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To ensure that students have appropriate careers information, advice and guidance at all stages, and that options are open to students through their academic achievement and experiences gained at Cowley International College.
- To promote students spiritual, moral and social understanding by a varied Curriculum for Life programme which responds to the needs of Cowley students.

2. Objectives

2.1 For students

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the college through regular communication, attendance at parent consultation evenings and support of extra-curricular programmes.

2.3 For teachers

- To provide quality first teaching for all students, allowing for the full range of learning needs of different students. Ensuring that a deep body of knowledge is given to students to enable them to make the highest possible progress.

2.4 For Curriculum Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them. To lead CPD within departments to ensure students are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to student's needs.
- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the college and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all students.

2.6 For the Governing body

- To review and agree the curriculum policy.

3. Curriculum Delivery

3.1 Classroom policy

- All students will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare students for national exams but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All students will be expected to complete all tasks set in lessons, and in addition complete homework for each subject, dependent on individual curriculum area policies.
- If a student is absent, it is their responsibility to catch up on missed class work / homework. The class teacher will support the student to ensure they are provided with all relevant resources.

3.2 The Cowley Experience policy

- In addition to timetabled academic subjects, all students follow a 'curriculum for life' programme which aims to develop their spiritual, moral, social and cultural understanding.
- Students have a timetabled 40 minute Curriculum for Life lesson each week. This covers the content of the Relationships, Sex and Health Education statutory guidance (2020), the recommended content of the PSHE Association and the Citizenship National Curriculum.
- Delivery of the curriculum for life programme will be provided for in year groups to be tailored to the specific needs of different age groups.

- The content of the Curriculum for Life programme will be determined via analysis of a range of data available which gives evidence as to the education gaps students may have. Data will be taken from avenues such as the yearly bullying survey, analysis of the types of referrals made to the vulnerable student team and pupil voice.
- The Curriculum for Life programme permeates the academic curriculum and will be enhanced through assemblies, workshops by external agencies, and religious or cultural experiences.
- In addition to the core curriculum for life programme, students will have the opportunity to partake in cultural trips, visits and residential trips, based on their interests and needs.

3.3 Religious Education policy

- All students study a core RE programme. The programme comprises the teachings of a variety of religions and links to wider topics which broaden students' spiritual and moral education.
- Parents/carers have the right to withdraw their children from RE. Should a parent wish to withdraw their child from RE, they should contact the school to discuss the request. If a pupil is withdrawn, the parent/carer shall provide work for their child. When a parent has requested to withdraw their child from RE, this request will be ongoing until the parent contacts the school.

3.4 Extra curricular

- Education outside of the classroom is integral to the Cowley Experience. All students are given the opportunity to take part in a wide range of activities, such as; sports, music, drama and dance classes, plus other activities such as chess club or crochet club.

3.5 Literacy

- We aim for all of our students to become literate and articulate communicators, using a broad vocabulary. In all subjects, students should be taught to correct themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.
- Students who need literacy support are offered a tailored literacy programme to meet their individual needs. This comprises of weekly lessons following the Thinking Reading programme and additional comprehension intervention following personalised reading programmes. All students benefit from our whole school reading approach that is adopted in all curriculum areas.

4. Curriculum Organisation

4.1 Key Stage 3

- Students access 50 hour long lessons across a 2-week cycle and study a mixture of Maths, English, Science, French (Mandarin for some), Geography, History, RS, Art, Technology, Music, Performing Arts, Computing and PE.
- Students are taught in 2 main bands, broadly equal in ability or a nurture pathway which provides some SEND students with the same curriculum offer in a more nurturing environment.
- Some students are offered a connect or re-connect curriculum, where they are taught in small groups, allowing them to develop their social and/or emotional skills whilst learning the curriculum as well as reflection sessions. These students are expected to re-join the main pathways.

Subject	Year 7	Year 8	Year 9
English	9	8	8
Maths	7	7	8
Science	7	6	7
History	3	4	3
Geography	3	4	3
MFL	4	5	4
RS	2	2	2
Computing	2	2	2
Technology/Food	4	3	4
Art	2	2	2
Music	2	2	2
Drama	1	1	1
PE	2	2	2
Games	2	2	2
Total	50	50	50

4.3 Key stage 4

- Students access 50 hour long lessons across a 2-week cycle and study a mixture of Maths, English, Science, core RS, core PE and a core computing lesson in year 11.
- The school day is extended for some Year 11 students, providing an additional hour of teaching time.
- Students in key stage 4 personalise their curriculum during the year 9 options process. Students choose 4 optional subjects which include history or geography, and a language for approximately half of the students.
- A small number of students who have difficulty in accessing the full curriculum can opt to attend English or maths support lessons or preparation for adulthood lesson in place of one of their option subjects.

Subject	Year 10	Year 11
English	9	8
Maths	7	8
Science	8	9

RE	1	1
PSHE	1	1
PE	2	2
Games	2	1
Option A	5	5
Option B	5	5
Option C	5	5
Option D	5	5
Total	50	50

5. Grouping of students

5.1 Year 7

- Students are taught in mixed ability groups, except those accessing the connect or P (support) pathway.

5.2 Year 8 and 9

- Students in maths, science and languages classes begin to be set based on prior attainment.
- All other subjects are taught in mixed ability groups as in year 7.

5.3 Key stage 4

- Students choose four subjects as part of the option process. The vast majority of students choose a humanity and approximately half choosing a language. All students choose a minimum of 2 subjects from a list of approximately 22-25 subjects.
- In the core subjects of English, Maths, Science, Humanities and MFL students will be set based on prior attainment.
- All options subjects, core RS, core PE/games and IT are taught in mixed ability groups.

6. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the College is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons on a daily basis is the responsibility of the Curriculum Leadership Team. Each subject has ongoing Quality Assurance throughout the year via lesson spotlights, work scrutiny's, student voice and SLG link meetings.