



The Abbey School

A Business and Enterprise Academy

Curriculum Policy

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Introduction

At the Abbey School we offer a broad, balanced, relevant, differentiated and inclusive curriculum to all students. Although the Abbey School is an 'Academy', at Key Stage 3 (known as 'Lower School') and Key Stage 4 (known as 'Upper School') the curriculum broadly conforms to the National Curriculum programmes of study and other statutory requirements. Within the Sixth Form students are guided towards a personalised curriculum that meets their individual needs and aspirations. There are clearly defined pathways for students through from the Lower School to the Sixth Form.

Even though the nationally coordinated Specialist Schools Programme ended in 2010, the Abbey School retains its former 'Business and Enterprise Specialism' as one of its defining features. This specialism is used to support the continual improvement in the quality of overall teaching and learning whilst at the same time raising achievement and aspiration across the school. The specialism also has the benefit of extending the range of opportunities available to students that meet their needs and interests. The school works with a range of community stakeholders and local employers including the Faversham Creek Trust.

Across the age range the curriculum has been developed with current national guidelines in mind and consideration to emerging research into high performing schools from around the world. This curriculum creates an environment that is conducive to the development of independent learning skills as students progress on their educational journey. Students are also grouped in a number of different ways according to the needs of the subject.

In the Lower School the school provides a 2 year curriculum so that the Upper School (where GCSE study commences) can be extended across Years 9-11. This innovation has been important for learning at the Abbey School since it has meant that there has been an emphasis on greater pace and challenge in both Year 7 and Year 8. It has also given the students a greater period of time to focus on gaining important GCSE, or equivalent, qualifications at grades that meet or exceed national expectations.

Within the Upper School are typically placed onto one of two possible pathways (Yellow and Green) based on academic ability and subject preferences. Banding on the timetable is used far less frequently than in previous years to support differentiation of the curriculum for students. Instead there is greater focus of providing curriculum choice through more effective option blocking and greater personalisation of learning within each classroom.

Each of the curriculum pathways described above can be adjusted dependent on individual need. Mandatory subjects for all students in the Upper School include the core of English, mathematics and (combined) science. There is also an assumption that all students will take either history or geography to GCSE level. Students further have the opportunity to choose from a range of three other level 2 qualifications, which include both academic and vocational courses. These count towards the third basket within the government's headline Progress 8 performance measure.

The school works with external agencies and other local education providers to ensure appropriate educational provision, as required. Students and parents are engaged in decisions regarding their guided choices. Every student is entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework or controlled assessment.

The curriculum offered at the Abbey School across the Upper School and Sixth Form is designed with clear progression routes that allow students to continue their post-16 education at the school, and to prepare them for higher education and/or employment.

Students that have SEN/AEN, and those for whom have other specific learning needs, have support within their lessons that is planned and differentiated for by teachers. The school provides students with opportunities to extend their skills and talents which includes opportunities beyond the normal timetabled day.

Formal assessments of learning are conducted according to school policy in this area and the school reporting calendar. Targets and working at grades are shared with students and their parents on a regular basis. Assessments of students learning are also made more informally and frequently.

The implementation of this policy is monitored through the self-review process at school, departmental and departmental level and is also linked to staff appraisal where appropriate.

Curriculum Structure

The school operates a 48 period two-week timetable. The timetable alternates between week 'A' and week 'B' throughout the school year in order to achieve a fair distribution of lessons and curriculum time. There are 5 lessons per day (with 3 in the morning and 2 in the afternoon) with only 4 lessons on a Thursday, although Year 11 will have lessons until 15.20 on many Thursday afternoons to support their progress and outcomes in the EBacc.

Each day has a tutor period preceding the start of the 5 teaching periods.

The School Day

Period	Start Time	End Time
Tutor Time/Assembly	8.50	9.20
Lesson 1	9.20	10.20
Lesson 2	10.20	11.20
Break	11.20	11.40
Lesson 3	11.40	12.40
Lunch	12.40	13.20
Lesson 4	13.20	14.20 (14.30 on Thursdays)
Lesson 5	14.20	15.20

A programme of literacy, numeracy and intervention is offered to students within the tutor time in addition to both pastoral and academic support. On Thursday the first four periods take place as normal after which school closes for students (with the exception of Year 11 on certain weeks) at 14.30. In the remainder of the time staff members take part in professional development or support Year 11 through intervention and revision sessions. There are links with the Queen Elizabeth's Grammar School (QES) for sixth form courses.

Lower School (Years 7 & 8)

Students follow a common curriculum that comprises of:

• English	8 hours per fortnight
• Mathematics	8 hours per fortnight
• Science	7 hours per fortnight
• Art	2 hours per fortnight
• Technology (inc ICT & Food Tech)	4 hours per fortnight
• French or Spanish	5 or 3 hours per fortnight
• Literacy (for students with this need)	2 hours per fortnight
• History	3 hours per fortnight
• Geography	3 hours per fortnight
• Performing Arts	2 hours per fortnight
• Physical Education	4 hours per fortnight
• Religious Education and Citizenship	2 hours per fortnight
TOTAL	48 hours per fortnight

PSHE is taught through the PiXL Edge Programme by form tutors. Also within tutor time is a range of literacy and numeracy support to ensure that students are able to fully access every part of the wider curriculum. Each year group has one assembly per week also within the allocated tutor times.

Students are allocated to classes groups based on data supplied by primary schools and confirmed by CAT tests. Students arriving at other times are allocated to classes based upon in school diagnostic tests and availability of places on these courses.

Golden Curriculum

Within Year 7 there is one class that is designated as the 'Golden Curriculum' group. These are students that have been identified as having significantly lower entry scores than the rest of the year group and may also have lower literacy and numeracy ability. The purpose of the Golden Curriculum is to provide the necessary support to ensure that these students progress is accelerated in order that they can access the full curriculum by the end of Year 7. Students in this group will have 3 extra hours of mathematics a fortnight and have 2 extra hours of English although they will not study a language subject. The Golden Curriculum classes are taught, in so far as practical, in one classroom to mirror the experience of primary education and offer graduated support into a secondary school setting.

Bands in the Lower School

There are two bands in Year 7 and 8 (Bands T and J) each comprising of students of all abilities. They are set within these bands with four classes in Band T and 5 classes within Band J within Year 7; the fifth group is for the Golden Curriculum. In Year 8 there are just four classes in each band.

Students in Year 7 and Year 8 will study either French or Spanish as their allocated MFL subject. The two bands within the Lower School curriculum correlate with these MFL subjects, with each side of the timetable studying a different language.

*Sets 4 within Band T and J have a period of literacy every week and reduced time learning a Modern Foreign Language (i.e. Spanish or French).

**Set 5 within the J Band exists in Year 7 only and contains the Golden Curriculum class.

Band T	Band J
Set 1 (TG)	Set 1 (JG)
Set 2 (T1)	Set 2 (J1)
Set 3 (T2)	Set 3 (J2)
Set 4* (T3)	Set 4* (J3)
	Set 5** (Jb)

Within Bands T and J some subjects are set by themselves on the timetable. This effectively means that students can be moved between groups in their band one subject without any impact of other subjects. Mathematics, science, technology and PE fall into this category. Most other subjects are set together with English on the timetable. These subjects are art, MFL, geography, history, music, RE, PSHE, literacy intervention and the food element of technology (1 hour of which sits outside the main technology rotation). The implication of this is that if a student were to move English sets within their band then they would also need to move to different classes for the other aforementioned subjects.

Upper School (Years 9, 10 and 11)

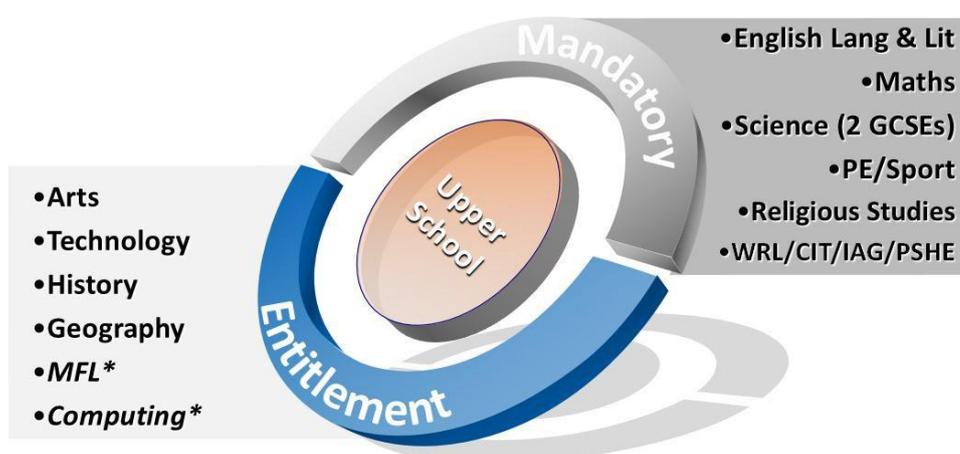
Students entering Year 9 will follow a common curriculum that comprises of:

• English	8 hours per fortnight
• Mathematics	8 hours per fortnight
• Science	8 hours per fortnight
• History or Geography	5 hours per fortnight
• Options Subjects (4 or 5 hours)	14 hours per fortnight
• Physical Education	3 hours per fortnight
• Religious Education	2 hours per fortnight
TOTAL	48 periods per fortnight

For the core subjects (English, mathematics and science) students in the Upper School are set across the whole year group where possible. In the Upper School there are typically¹ 7 English sets, 8 mathematics sets and 7 science sets within each year group. This reflects the school's current focus on raising progress and attainment in mathematics. A programme of PSHE (Personal, Social, Health & Economic Education), IAG (Information and Guidance), Citizenship and WRL (Work Related Learning) is supported through a scheduled tutor times, assemblies, collapsed timetable events and work experience.

In the current Year 10 students have one less hour a fortnight of mathematics than the figures shown above but have 5 hours per fortnight for each of their options subjects.

In the current Year 11 (still undertaking a legacy curriculum model) students have one additional hour of English per fortnight than the figures shown above and RE is delivered within form times and assemblies. Students in Year 11 also have 5 hours for each of their option subjects.

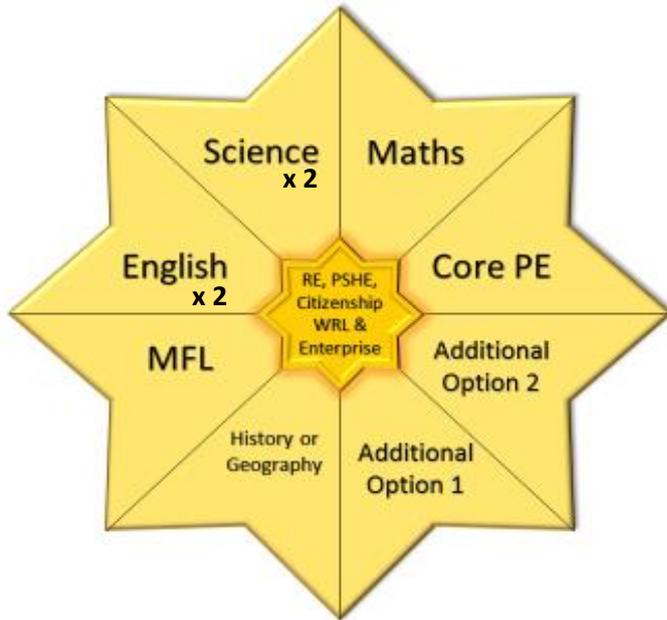


It should also be highlighted that the current Year 11 cohort are the first in the school to be entered for the new style qualifications for Combined Science, History, Geography and MFL that will be graded using the 9 to 1 system. These departments are using the support of the exam boards, PiXL resources and colleagues in other schools to support the accurate assessment of students against this new assessment system.

¹ Please be aware that set numbers may change throughout the year dependent on staffing and intervention needs of students.

Upper School (Years 9, 10 and 11) Curriculum Pathways

Pathway 1 – Yellow



In addition to the core offer the school offers pathway options for students. These are presented as 'guided choices' that fall into one of two curriculum pathways.

The guided choices are based on the learning preferences, ability and prior attainment of students but also take into account students' career aspirations.

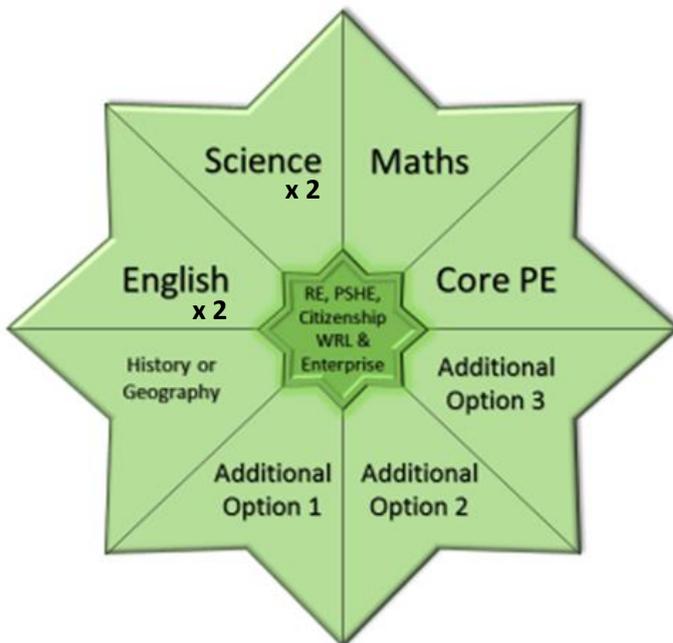
The curriculum pathways provide breadth and balance to student experience whilst supporting student engagement and enjoyment. They also give students some ownership of their learning.

There is access to a broad range of options including both academic and vocational subject areas.

The focus is on quality rather than quantity. It is expected that all students will leave the school with qualifications in at least eight subject areas including two in English (Lan & Lit), two in science (Combined) and up to one in mathematics.

It should be noted that in previous years the school also operated a blue pathway for lower ability learners, with one less option subject and more time for the academic core. This has since been phased out as a consequence of a narrowing of the ability range of future cohorts and the national emphasis that is now being placed on students studying double science and a humanities or MFL subject at GCSE level.

Pathway 2 – Green



Additional Options (for both pathways):

Sports Science (BTEC), Psychology, Performing Arts (Dance or Drama), Media, Food Technology, Art and Design, Business Studies (BTEC), Child Development, Product Design, Information Technology, Textiles, Art, Health and Social Care (BTEC), Expressive Arts (*and Enterprise Education – lower ability*)

Additional Information on Curriculum Pathways

Pathway 1 - Yellow

Yellow pathway students are typically expected to have a higher ability academic profile than green pathway students. For example, achieving a Level 5 or above in all subjects and to have been succeeding in an MFL subject in Year 8. Their targets in the Upper School will be to achieve grades A*-B and they are likely, at the end of the Upper School, to apply to study a number of academic AS and A Level subjects. These students are encouraged to study two of the following at GCSE level:

- French or Spanish
- History
- Geography
- Computing (*not offered for 2016/17 or 2017/18*)

These will be coupled with a further 2 academic or vocational guided choices.

Pathway 2 - Green

Green pathway students are usually aiming at achieving Level 5 in two or three subjects. Their target in the Upper School will be to achieve at grades A*-C and their goal at the end of Year 11 should be a Level 3 courses. These students are generally encouraged to study two of the following courses:

- History
- Geography
- Sports Science
- Business Studies

These will be coupled with a further 2 academic or vocational guided choices.

Significant Course Changes in the Last Three Years

Level 2 courses in construction, which were being offered through our partner school, have no longer been available since September 2015 as a result of them changing their curriculum offer. The school has searched for alternative providers and investigated offering this course itself but neither of these options is viable. As a consequence all construction courses have ended.

Catering has now been phased out as a curriculum option, due in part to staffing changes and budgetary need. Any students affected were able to complete their course in 2015/16 as the school actively supported them with the remaining examined component of their qualification. Where this was not possible, students were moved to an alternative programme of study for the allocated timetable provision.

As a consequence of curriculum and a staffing restructuring, the Product Design GCSE is now not offered for Year 10 students for 2017/18 and students that had originally chosen this option at the start of Year 9 (in Block C) were reallocated to other subjects within the same block in the 2016/17 academic year.

Finally, it should be noted that as from September 2016 the number of Food Technology groups in KS4 was reduced to one per year group and Horticulture (ELBS) was phased out from the curriculum at both the Lower School technology rotation and the Upper School options blocks. Upper School students that were affected were be moved to one of the following courses:

- Business BTEC (as a two year option for some students now in Year 11)
- Sports Science BTEC (as a two year option for some students now in Year 11)

Courses Completed prior to the end of Year 11

Early completion of subjects is generally actively discouraged, in line with Ofsted guidance. The only exception. to this being English, where, some students in the higher ability sets for English may sit English Language at the end of Year 10 and then take English Literature in Year 11 (with a chance to retake Language if necessary). Students in the lower ability English sets may sit English Literature in at the end of Year 10 and then sit English Language in Year 11 (with a chance to retake Literature if necessary).

Sixth Form

Presentations are made to Year 11 students in the autumn term and are followed by CXK interviews (formerly Connections). These interviews allow students to be given impartial advice regarding careers and higher education opportunities.

Free choices are offered to potential sixth form students based on the options guide. Nonetheless, students are actively encouraged to consider courses that match their interests, ability and career aspirations. Conditional offers are made to students in the spring term.

A range of courses are available at post 16 aimed at both Level 2 and Level 3. Students are expected to study 3 or 4 subjects in Year 12 according to their prior attainment if following the Level 3 route with choices being made from an offer from both ourselves and Queen Elizabeth's Grammar School. Applications are made using the area prospectus and students are matched to courses according to their prior achievement. Additional extension activities are offered on both sites to broaden the offer.

The Abbey Sixth Form is a community with a clear focus on ensuring that every student entering Year 12 will leave Year 13 with a wide mix of opportunities to choose from as they look to their future. To achieve this vision, we have three clear aims:

- To provide a wide range of academic and vocational subjects to support students looking to extend their experiences in subjects they find invigorating, challenging and enjoyable
- To ensure that students develop through their 6th Form experience into fully rounded, driven individuals prepared to ask questions to help themselves improve in an environment that nurtures and develops their independence
- To leave at the end of Year 13 or 14 with a clear destination in mind. Where the clarity of that destination has been informed through a mix of seminars, individual and group work led by Higher Education support and independent careers advice.

Progression into The Abbey Sixth Form is based on 5 A*-C equivalents (or 9 to 4s) being obtained in a student's GCSEs. The school does not limit students' subject choices through implementing restrictive minimum entry requirements. However, staff will be honest with students about potential outcomes for any given course given a student's relative starting point. For example, success above a C grade on A Level Mathematics and Biology courses is typically linked to B grades or above in these subjects at GCSE.

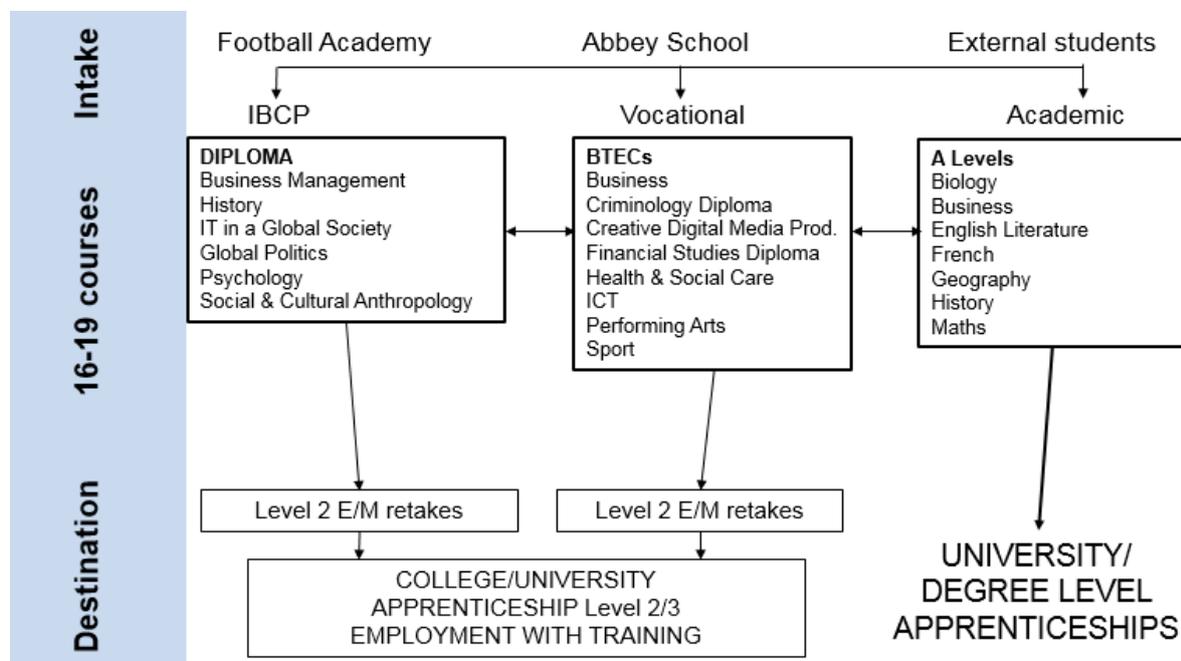
Typical Sixth Form Entry Requirements

Level 2 (GCSE A*-C) courses are typically accessed by;

- A minimum of 5 D-G (3 to 1) grades at GCSE level.
- A supportive reference confirming the students' suitability for their preferred subject choice.

Level 3 (A Level) courses and the IBCP are typically accessed by;

- A minimum of 5 A*-C (9 to 4) grades at GCSE or equivalent level courses i.e. BTEC Level 2.
- The guideline specified by the subjects of their choice for grades i.e. in mathematics a minimum '6' grade and biology 6 and 6 in double science grade are required to ensure student success on these subject courses.
- BTEC Level 3 courses require a minimum of a Merit grade at Level 2.
- A supportive reference confirming the students' suitability for their preferred subject choice.



Subject Entry Guidelines for the Sixth Form

Subject	Entry Requirements
Biology A-level	Grade 6 in GCSE English Language and Mathematics. Two grade 6s in Double Science
Biology IB Diploma	Grade 5 in GCSE English Language and Mathematics. Two grade 5s in Double Science
Business BTEC Ext. Cert. and Diploma	Merit in BTEC 1 st Award in Business or B in GCSE Business. Grade 4 in English Language GCSE
Children's Play, Learning and Development BTEC Ext. Cert.	Grade 4 in English Language GCSE
Creative Digital Media BTEC Ext. Cert.	Grade 4 in GCSE English Language and C in GCSE Media (if studied)
English Literature A-level	Grade 5 in GCSE English Language and English Literature
Financial Studies Diploma	Grade 4 in GCSE English Language and GCSE Maths
Forensic & Criminal Investigation BTEC Ext. Cert	Grade 5 in GCSE English Language and Mathematics. Two grade 5s in Double Science
French A-level	B in GCSE French
Geography A-level	C in GCSE Geography. Grade 4 in GCSE English Language and maths
Health & Social Care BTEC Ext. Cert & Diploma	Level 4 in GCSE English Language
History A-Level	6 in GCSE History or Grade 6 in GCSE English Language and Literature if History not taken at GCSE
ICT Cambridge Technicals	C in Ingots ICT or GCSE Computer Science or equivalent
ITGS IBD	C in Ingots ICT or GCSE Computer Science or equivalent
Mathematics A-level	Grade 6 in GCSE Mathematics
Performing Arts BTEC Ext. Cert. & Diploma	C in GCSE Dance/Drama or equivalent OR an individual audition in front of Miss Rogers
Psychology A-level	6 in GCSE Mathematics, 5s in GCSE English Language and Double Science
Sport BTEC Ext. Cert. or Diploma	C in GCSE Physical Education or Merit in BTEC First 'Award' in Sport.
Visual Art IB Diploma	C in GCSE Fine Art or Level 2 Pass in BTEC 1 st Award in Art & Design

The Abbey School and Queen Elizabeth Grammar School Hybrid Option

Some students may wish to pursue a hybrid option at the two schools, whereby they split their Sixth Form education between the two Sixth Forms in Faversham. The two schools have linked part of their timetables with a common block scheduled across both schools to facilitate a student taking two subjects in one school and one in the other school. The entry requirements for an Abbey School student wishing to pursue the hybrid options are for an A* or A (9, 8 or 7) grade at GCSE to be achieved in the subject you wish to study at Queen Elizabeth Grammar School (QEGS). Where the subject does not link directly to anything studied in the Upper School, an 9, 8 or 7 grade in either English Language/Maths/a Science will be expected, depending upon the A-level subject chosen.

It should be noted that QE Grammar School still has a slightly different school day and lesson length to that of the Abbey School. Given this, it is inevitable that students studying across both schools will have some times during their timetable where there is a slight mismatch. There could also be a small amount of learning lost due to movement between the two school sites.

Sixth Form Options Available (2017/18)

Within the Sixth Form the following courses are currently offered: Art (A-level), Biology (A-Level), Business (A-Level), Business Management (IB Diploma), Business Studies BTEC Extended Cert (Single), Business Studies BTEC Diploma (Double), Creative Digital Media Production BTEC Extended Certificate (Single), Criminology Diploma, English Literature (A-Level), Financial Studies Diploma, French (A-Level), Geography (A-Level), Health & Social Care BTEC Extended Cert (Single), Health & Social Care BTEC Diploma (Double), History (A-Level), History (IB Diploma), ICT BTEC Extended Cert (Single), IT in a Global Society (IB Diploma), Maths (AS & A2), Performing Arts BTEC Extended Cert (Single), Performing Arts BTEC National Diploma (Double), Psychology (A-Level), Psychology (IB Diploma) & Sport (Performance Excellence) BTEC Extended Certificate (Single) and Sport (Performance Excellence) BTEC Diploma (Double).

Sixth Form IBCP Programme

The International Baccalaureate Career-related Programme (IBCP) is a two year qualification package designed for students aged 16-19. It is a holistic framework which focuses on developing students' skills by engaging them in career-related education that still has a strong academic focus.

The programme leads to further/higher education, apprenticeships or employment.

IBCP students study two IB Diploma Programme (DP) courses, a core consisting of four components and a BTEC Diploma subject.

One of the following BTEC Diplomas (worth two A-Levels)			
Business	Health and Social Care	Performing Arts	Sport
Two of the following Diploma Subjects			
Business Management	History	ITGS	Psychology
Plus a core of:			
Reflective Project (worth half an A-Level)	Personal and Professional Development (in form time)	Service Learning (Work Experience)	Language Development (non-examined)



For IBCP students, DP courses provide the academic rigour of the programme but still allows students to develop and utilise the key skills employers are seeking. The career-related study in the form of the BTEC Diploma courses we offer further supports the programme's academic strength and provides practical, real-world approaches to learning. The IBCP core helps them to develop skills and competencies required for lifelong learning.

The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. Students take written examinations at the end of their IB Diploma Programme courses which are marked by external IB examiners. Diploma subjects do contain coursework, with the weighting dependent on the subject being studied.

The components of the CP core are assessed by the school.

Allocated Timetable Time (Sixth Form)

Students will typically be allocated 10 hours per fortnight for BTEC subjects in Year 12 and 9 hours per fortnight for A-Levels in Year 12. Within Year 13 there are 9 hours allocated to both BTEC and A-Level subject per fortnight. International Baccalaureate Diplomas are allotted 6 hours per fortnight (given that their content is less than a traditional A-Level). The language element and reflective project aspects of the IB are each apportioned 2 hours per fortnight on the timetable for students that are undertaking the IBCP programme; further time is made available through tutor times and private study periods to support this aspect of the learning as is necessary.

Football Academy (Sixth Form)

The Football Academy, operated in association with Dover Athletic Football Club, provides elite football coaching of a professional standard to young players with ambition of progressing in the game with Dover Athletic, or other senior clubs, along with a structured academic / vocational educational programme that meets their learning needs

The Academy provides an opportunity for students to be coached and train full time with a National League Football Academy, whilst studying for their A Levels. This will give students the chance to develop academically as well as within their chosen sport. It is the closest that a young person can get to a more formal apprenticeship at a professional club.

Key points

- Comprehensive technical syllabus, covering all aspects of the game
- Qualified coaching Staff to UEFA A standard
- Games programme linked to the Football National Youth League
- Opportunities to be scouted by professional football clubs
- Games programme in the National Youth Alliance which is the highest league outside professional Football
- A Pathway to first team Dover Athletic in the National League

Students within the Football Academy are able to study any of the subjects within the option blocks and are encouraged to additionally study for a Level 2/3 course in fitness instruction and personal training.

Dover Athletic – our partner club

Dover Athletic Football Club is an association football team based in the town of Dover, Kent, England, who play in the National League.

The club was formed in 1983 after the dissolution of the town's previous club, Dover, whose place in the Southern League was taken by the new club. In the 1989/90 season, Dover Athletic won the Southern League championship but failed to gain promotion to the Football Conference as the club's ground did not meet the required standard. Three seasons later the team won this title again and this time gained promotion to the Conference, where they spent nine seasons before being relegated. In April 2008, the club won the championship of Division One South and with it promotion to the Isthmian League Premier Division. The following season Dover won the Premier League title and gained promotion to Conference South.

Dover have since been promoted to the national league after beating Ebbsfleet in the play-off final during the 2013/14 season. They reached the play offs in the 2015/16 season.

The team usually wear white shirts and are consequently nicknamed the 'Whites'. They have played at the Crabble Stadium since the club's formation. The club's best performance in the FA Cup was an appearance in the first round proper in the 2002/03 season, while the best performance registered in the FA Trophy, the national competition for higher-level non-league clubs, was a run to the semi-finals in the 1997/98 season.

Sean Raggett an Academy graduate is a constant player at the heart of the Whites' defence recently attracting league clubs attention.

Teaching and Learning

Each department is required to have schemes of work for all of its courses / programs related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by heads of learning.

Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of both expectation and assessment. Departments also have marking policies to guide staff in making assessments. Teachers plan individual lessons, or sequences of lessons, in different ways.

Teaching and Learning Group

The curriculum management group meets termly (six times a year) to consider matters concerning the curriculum and assessment regarding:

- planning;
- monitoring and reviewing;
- responding to school and external developments;
- sharing experience and practice.

The group is chaired by the Deputy Headteacher (Curriculum, Teaching and Learning) and includes the following staff members:

- Headteacher;
- Deputy Headteacher (Standards and Achievement);
- Assistant Headteacher (Lower School);
- Assistant Headteacher (Upper School);
- Assistant Headteacher (Sixth Form);
- Assistant Headteacher (Inclusion);
- Heads of Year;
- Raising Standards Leaders;
- Heads of Learning; and
- Lead Teachers

Other Relevant Policies

There is a separate Teaching and Learning Policy which is used in conjunction with an annually published Handbook on the Monitoring and Evaluation of Teaching and Learning (METAL). The aforementioned documents include school guidelines for teaching and the way in which the Senior Leadership Team assess whether expected standards are being reached and surpassed.

Students at the Abbey School are regularly reminded about the importance and value of homework as an extension of class work, and a vehicle to practise skills, acquire new ones and develop good study habits. The school has a separate, detailed homework policy. In 2014-15 the school phased-in the use of Show My Homework, which serves as an online resource for parents to check what homework has been set and when it is due in.

Work Related Curriculum

An effective work related programme lies at the centre of the necessary experience of all students. The programme seeks to raise aspirations and help all students achieve their potential.

Through a structured and progressive programme of learning, we expect students to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring, the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions and sources of information and guidance.

We also expect them to develop relevant skills, including research, problem-solving and decision-making skills, presentational and communication skills, planning and self-management skills and the confidence needed to operate in the employment market place.

The programme operates in all years. Its core features include:

- awareness-raising;
- job application and interview skills;
- research skills;
- action planning;
- careers interviews;
- information and guidance about post-16 and post-school education and career routes;
- work experience and work placements;
- enterprise activities; and
- focus days

The careers library, situated in the LRC, houses comprehensive information about career opportunities and courses of further and higher education. There is also a computer-based careers information system.

The work related programme is managed by the school's careers coordinator and taught by the coordinator and form tutors. We have close links with CXK, and personal and intensive advisers work with students in key stage 4 and the sixth form. We have a strong partnership between staff, students, parents/carers, governors, employers, education/training providers and external agencies. There is a separate Careers Policy.

Complaints

In the event of a parent wishing to raise a complaint about any aspect of the curriculum or teaching that takes place in the school this can be done by writing directly to the Headteacher. Complaints will be acknowledged in writing within working three days of receipt and processed within 10 working days of receipt where practical.

In the event of the Headteacher not resolving the complaint then the complainant can write directly to the Chair of Governors.

Lower and Upper School Curriculum 2017/18 Summary

Year 7	English	Geog	History	MFL	Literacy	RE	Art	Food Tech	Perf Arts	Tech	Maths	Science	PE	Tutor
T1 and 2	8	3	3	5 (Fr)		2	2	2	2	2	8	7	4	10
T3 and 4	8	3	3	3 (Fr)	2	2	2	2	2	2	8	7	4	10
J1 and 2	8	3	3	5 (Sp)		2	2	2	2	2	8	7	4	10
J3 and 4	8	3	3	3 (Sp)	2	2	2	2	2	2	8	7	4	10
Golden Curr.	English	Geog	History	Maths	RE		Art	Food Tech	Perf Arts	Tech	Maths	Science	PE	Tutor
Jb	10	3	3	3	3		2	2	2	2	8	7	4	10

Year 8	English	Geog	History	MFL	Literacy	RE	Art	Food Tech	Perf Arts	Tech	Maths	Science	PE	Tutor
T1 and 2	8	3	3	5 (Fr)		2	2	2	2	2	8	7	4	10
T3 and 4	8	3	3	3 (Fr)	2	2	2	2	2	2	8	7	4	10
J1 and 2	8	3	3	5 (Sp)		2	2	2	2	2	8	7	4	10
J3 and 4	8	3	3	3 (Sp)	2	2	2	2	2	2	8	7	4	10

Year 9	English	RE	Maths	PE	Science	Opt A (5)	Opt B (5)	Opt C (5)	Opt D (4)	Tutor
Set 1	8	2	8	3	8	French	Geog	ICT	Business	10
Set 2	8	2	8	3	8	French	History	Art	Business	10
Set 3	8	2	8	3	8	Spanish	History	Tech	Drama	10
Set 4	8	2	8	3	8	Geog	Media	Media	ICT	10
Set 5	8	2	8	3	8	Geog	Art	Business	H & S Care	10
Set 6	8	2	8	3	8	History	Tech	Sports Sc	Sports Sc	10
Set 7	8	2	8	3	8	History	ICT	Dance	Sports Sc	10
Set 8			8	3		Enterprise	Geog	Sports Sc	H & S Care	10

Year 10	English	RE	Maths	PE	Science	Opt A (5)	Opt B (5)	Opt C (5)	Opt D (5)	Tutor
Set 1	8	2	7	3	8	Geog	Geog	Geog	Geog	10
Set 2	8	2	7	3	8	History	History	History	History	10
Set 3	8	2	7	3	8	Business	Business	Business	Sport Sc	10
Set 4	8	2	7	3	8	Art	Sport Sc	Sport Sc	Art	10
Set 5	8	2	7	3	8	French	Textiles	Media	ICT	10
Set 6	8	2	7	3	8	Spanish	H & S Care	Dance	Media	10
Set 7	8	2	7	3	8	Enterprise	Drama		Psych	10
Set 8			7	3						10

Year 11	English	Maths	PE	Science	Opt A (5)	Opt B (5)	Opt C (5)	Opt D (5)	Thurs (1)	Tutor
Set 1	9	8	3	8	Geog	Geog	History	Geog	Geog	10
Set 2	9	8	3	8	History	History	Business	History	Geog	10
Set 3	9	8	3	8	Drama	Art	Child D	Business	Geog	10
Set 4	9	8	3	8	Business	Business	French	Media	History	10
Set 5	9	8	3	8	Food Tech	Dance	ICT	Sport Sc	History	10
Set 6	9	8	3	8	Sports Sc	H & S Care	Res Mat	Textiles	History	10
Set 7	9	8	3	8	Psych	ICT	Spanish		History	10
Set 8		8	3		Sport Sc	Sport Sc				10

Year 11

Students have an additional hour of intervention in humanities subjects on a Thursday afternoon across specific weeks of the year

In addition RE is delivered through work within form periods, assemblies and other opportunities within the timetable

Sixth Form Curriculum 2017/18 Summary

Year 12 Option Blocks 2017/18					
Block A	Block B	Block C – linked with QEGS	Block D	Block E	Tutor
Social & Cultural Anthropology IB Higher Level Diploma (7)	Psychology IB Higher Level Diploma (7)	Business BTEC Extended Certificate (10)	H&S Care BTEC Diploma (10)	Football Academy training/matches (8)	10
Global Politics IB Higher Level Diploma (7)	History IB Higher Level Diploma (7)	H&S Care BTEC Extended Certificate (10)	Sport BTEC Diploma (10)	Private Study (4)	10
Business BTEC Extended Certificate (10)	Criminology Diploma (10)	Performing Arts BTEC Extended Certificate (10)	Creative Digital Media Production BTEC Extended Certificate (10)	Mathematics GCSE (8)	10
Geography GCE A-level (9)	English Literature GCE A-level (9)	Sport BTEC Extended Certificate (10)	Criminology Diploma (10)		10
French GCE A-level (9)	Service Learning (IBCP) (1)	Business GCE A-level (9)	Biology GCE A-level (9)		10
Reflective Project (IBCP) (1)	PPS (IBCP) (2)	English Language GCSE (8)	Financial Studies Certificate (10)		
Language Development (IBCP) (2)	Private Study (6)	Private Study (6)	Private Study (6)		
History GCE A-level (9)					
Private Study (6)					

Year 13 Option Blocks 2017/18					
Block A	Block B - Shared with QE Grammar School	Block C	Block D	Block E	Tutor
Business BTEC Extended Certificate (10)	Business GCE A-level (9)	Psychology GCE A-Level (9)	H&S Care BTEC Diploma (10)	Performing Arts BTEC Diploma (3)	10
Sport BTEC Extended Certificate (10)	Geography GCE A-level (9)	Psychology IB Standard Level Diploma (6)	Sport BTEC Diploma (10)	Mathematics GCSE (8)	10
Performing Arts (Dance) BTEC Extended Certificate (10)	Sport BTEC Extended Certificate (10)	History GCE A-level (9)	Business BTEC Diploma (10)		10
H&S Care BTEC Extended Certificate (10)	Performing Arts BTEC Extended Certificate (10)	Business BTEC Extended Certificate (10)	English Literature GCE A-level (9)		
Creative Digital Media Production BTEC Extended Certificate (10)	Business & Management IB Standard Level Diploma (2)	Art & Design GCE A-level (9)	Mathematics GCE A-level (9)		
Biology GCE A-level (9)	Criminology Diploma (10)		Financial Studies Diploma (10)		
	ICT BTEC Extended Certificate (10)				
	IT in a Global Society IB Standard Level Diploma (6)				