GTS CURRICULUM 2018-2019

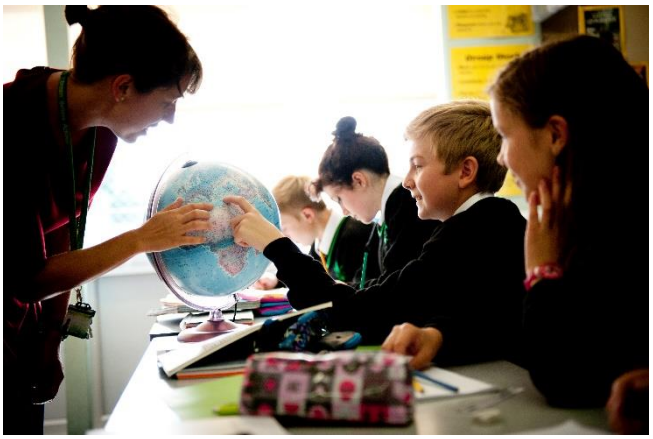
OUR ETHOS

At GTS, our ethos is to ensure that all pupils are able to make outstanding progress in their learning and personal development in their 5 years with us. We will look at each cohort as they join GTS and evaluate the best learning pathway for all the pupils.

KEY STAGE 3 CURRICULUM

AT GTS Years 7 & 8 are on a two year Key Stage 3 programme called the GTS Learner's Baccalaureate.

All pupils entering the school in this Key Stage will sit FFT POP tests[1]. The FFT POP tests are new baseline assessments that are available nationally and help schools to measure pupil progress against the new 1-9 GCSEs. GTS use FFT POP tests alongside KS2 SAT test scores as these give the school a solid base line on academic potential.



In Year 7, pupils follow the GTS Learner's Baccalaureate challenge curriculum. This is an exciting curriculum that is focused on developing their learning, thinking, numeracy and literacy skills. By enhancing these skills when pupils start GTS, they will enjoy greater academic success later on. These are delivered through a series of engaging challenges that are designed to provide pupils with a broad and balanced curriculum. Pupils will follow these challenges in, differentiated, mixed ability groups of around 25 pupils. Flexibility has been built into these challenges to allow more able pupils to excel whilst giving time and support to those pupils who require it. The subjects which require repeated practice to learn - Modern Languages, Mathematics, PE and English - are delivered as discrete subjects as well as being integrated into the challenges.

Pupils who require more support in their English and Mathematics will have an additional 1 hour per week of small group support in Enrichment and Intervention time and will be selected for supported reading, or 'Read/Write', during one period in 8 days a fortnight. All pupils have 20 minutes reading time directly after lunch and a 15 minute numeracy activity, after morning break every day. For those pupils who were slightly below age related expectations in their reading at the end of year 6 they will receive 'Sound Training'. This will be delivered in small groups for six 50 minute weekly sessions in year 7.

When pupils progress into Year 8, they will be taught in discrete subjects with one challenge per subject. Some of these challenges will link groups of subjects being delivered over the year and others will be discrete to one subject or learning area. Classes in year 8 are taught in mixed ability groups. **Year 8 pupils will be making their 'guided choices' in this academic year to allow more time to study the new style GCSE qualifications**. Pupils will have opted for Spanish or French at the end of Year 7 and will follow this language exclusively in Year 8.

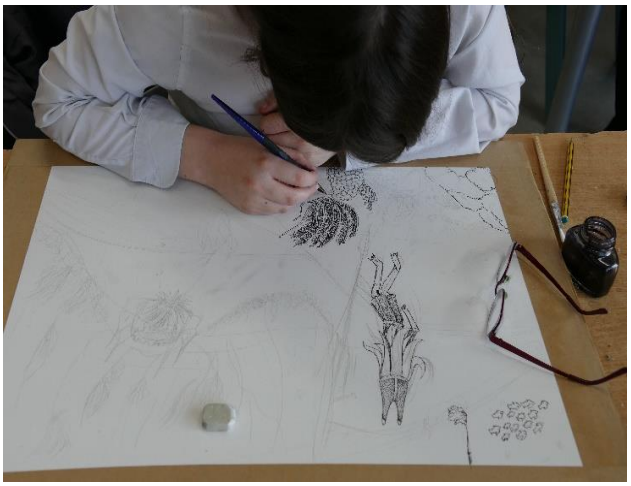
[1] FFT POP Tests are the Fischer Family Trust' Proof of Progress' tests. More information can be found at http://images.nomoremarking.com/brochure.pdf. These Tests are sat at the beginning and end of year 7 and at the end of year 8 & Year 9

CURRICULUM SUBJECT ALLOWANCE: KS3

NB: Lessons are predominantly taught in 100 minute double lessons.

Subject	Number of lessons per fortnight	
	YEAR 7	YEAR 8
English	5	8
Mathematics	5	6
Science		8
Technology		2
History		4
Food		2
Geography		4
FBI (Faith Belief & Ideas)		2
3R's (Roles Relationships & Responsibilities)		3
Art & Design		2
Drama		2
Music		2
Modern Foreign Languages	4	5
Information Technology		
Physical Education	6	6
GTS Learner's Baccalaureate	36	
Literacy & Numeracy catch-up (if required)	(4)	(4)
House Time	2	2
Enrichment & Intervention	2	2

KEY STAGE 4 CURRICULUM



Our Key Stage 4 curriculum is in response to the 2015 announcement by the Rt. Hon. Michael Gove M.P. (former Secretary of State for Education) that new style GCSEs will come into effect. These were examined, for the first time, in 2017. The new GCSEs are linear examinations, which means they will only be tested by examinations at the end of Year 11 and contain no modules that can be retaken throughout Key Stage 4. The GCSEs will count towards the English Baccalaureate measure which will remain the golden standard[1] for all pupils to attain alongside other school progress measures[2] that take into consideration other 'high value' qualifications.

At GTS, we will ensure that all pupils will continue to study the courses that are most appropriate to their learning needs and will develop a curriculum to meet the needs of the new GCSEs and other changes in national education policy, but most importantly, our pupils. Pupils are encouraged to follow

the English Baccalaureate[1] if this is the correct pathway for them, thus ensuring that they have the best possible foundation for applying to college and university.

At GTS, Key Stage 4 (KS4) is taught over Years 9, 10 and 11. The aim of the KS4 curriculum is to give the pupils the best possible chance of attaining up to 10 GCSE, or equivalent, passes. The number of qualifications entered will be dependent on the pupil's learning pathway. All pupils will study four option subjects. The pupils will also study all of the core subjects of English, Mathematics, Science, 3Rs (PSHE) and practical PE. The latter two are not examined.

The new GCSE English Language, GCSE English Literature and GCSE Mathematics are fully embedded in all three year groups; the first examinations for these were in June 2017. All pupils are being taught the new Science GCSEs; either Combined Science (Dual Award) or GCSE Chemistry, GCSE Biology and GCSE Physics (Triple Award). GCSE mathematics and science are tiered examinations. This means that pupils will be entered for with the higher (9-4) or foundation (5-1) papers. These subjects are taught in ability groups. All option subjects are taught in mixed ability groups based upon the pupils' subject choices.

In Years 9 & 10 the triple science GCSEs have become an option choice. This has proven to be very popular with the pupils and will give them more time to study all three sciences. All other pupils will follow the GCSE Dual Science Award. The Dual Science is equivalent to two GCSEs but does cover aspects of all three Sciences; Biology, Chemistry and Physics.

All GCSEs now being taught are the new GCSEs. All other subjects taught and examined will be DFE approved 'high value' vocational qualifications. The majority of subjects that are studied at GTS are full course, meaning that they are equivalent to one GCSE. The only exception being the GSCE Dual Science which is equivalent to two GCSE passes. We do enter some pupils for Cambridge Nationals, WJEC/EDUQAS and RSL courses if it is appropriate to their learning needs and post-16 learning pathway. These are all equivalent to one GCSE. Some pupils are further supported by Entry Level (below GCSE level) and Functional Skills qualifications (at Level 1, equivalent to a GCSE grade 1-3); these are accepted by FE Colleges and are suitable for the learning and future needs of the pupil.

GTS does include the possibility of participating in work based learning in Years 10 & 11; this has proven very successful for a number of pupils who have gone on to apprenticeships at the same employer. We are very proud of our links with local employers.

[2] The 'golden standard' of the English Baccalaureate comprises of GCSEs in English, Mathematics, Science, Geography or History and a Modern Foreign Language (currently a grade C or higher; this will convert to a Grade 5 or higher with the new GCSEs)

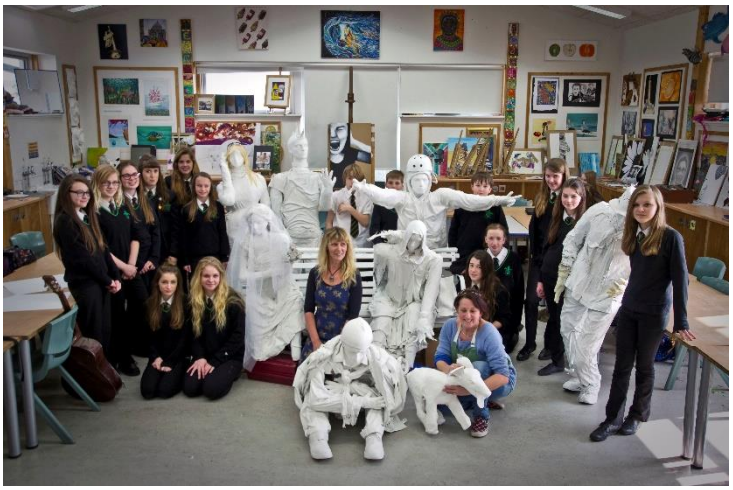
[3]The 'Progress 8' measure will be the predominate progress measure which will comprise of the average score achieved from the pupils best eight GCSEs in English and Mathematics, three other Ebacc subjects[1], and three other 'high value' qualifications which could also be Ebacc subjects (the pupils Attainment 8) compared to the pupil's predicted Attainment 8 score, based on their Key Stage 2 test results.

CURRICULUM SUBJECT ALLOWANCE: KS4

NB: Lessons are predominantly taught in 100 minute double periods.

	Number of lessons per fortnight		
	YEAR 9	YEAR 10	YEAR 11
English	10	10	10
Mathematics	9	9	9
Science	10	12	12
Option 1	5	6	6
Option 2	5	6	6
Option 3	5	6	6
Option 4	5		
Mini-option		2	2
3R's (Roles Relationships & Responsibilities)	2	1	1
Physical Education	5	4	4
House time	2	2	2
Enrichment & Intervention	2	2	2

ENRICHMENT AND INTERVENTION



Every pupil at GTS has one period of Enrichment and Intervention a week and completes three, 12 week courses per year of enrichment activities. This gives our pupils unique opportunities within North Devon to participate in a range of activities, such as; STEM Awards (Science, Technology, Engineering and Mathematics), ballroom dancing, photography, sports academies (for football, rugby, cricket & netball), community art projects at the Plough and Torrington Boxing Club, Red Cross babysitting course, Red Cross First Aid and Sports Academies and leadership awards, Duke of Edinburgh Awards, additional GCSEs and vocational courses, such as ECDL and a range of languages including Latin, Russian, Italian, German and Oriental Studies. All pupils get to opt for their enrichment activities for the next academic year during the summer term.

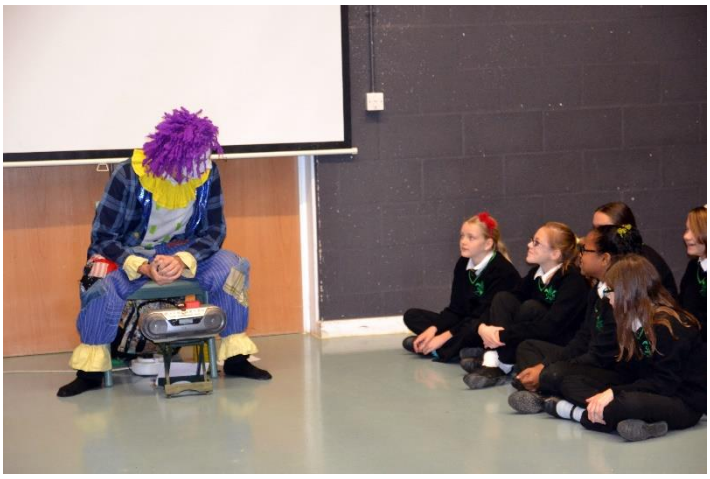
All activities are taught in mixed year groups, except the sports academies which are age specific. This allows our pupils to unite over a common interest and to develop friendships across year groups.

The majority of the enrichment activities are certified through national award schemes that will enhance not only our pupils C.V.s, but most importantly give our pupils an opportunity to excel and express their skills and abilities, beyond what the curriculum allows; whether they progress to following an apprenticeship or an Oxbridge Degree.

Pupils in Years 7, 10 & 11 will also be eligible for intervention in 12 weeks blocks, if they have been identified as not making expected progress in their GCSEs in English or Mathematics. In year 7 we also have courses on handwriting.

COLLECTIVE WORSHIP

Legal requirements: All schools must provide a daily act of collective worship for all pupils. The aim of collective worship is to develop pupils socially, morally, spiritually and culturally. The 1994 legal framework documentation regarding collective worship still stands. In addition to this is the recent requirement to promote British values as part of SMSC (Ofsted, September 2014, DfE, November 2014). Academies have the same requirement to provide a daily act of collective worship as maintained and faith schools, as part of their funding agreement.



Collective worship is about a school's duty to develop pupils spiritually, morally, socially and culturally. This may include learning about interesting cultural traditions and their meaning, listening to stories with a moral message and reflecting on themes such as strength, courage or loyalty. Collective worship should draw pupils' attention to the values the school wishes to develop, both as a body and in each individual. Collective worship is about the growth of the person, their character and social outlook, whatever their academic aptitudes.

All pupils have assembly once a week as a House and meet in their tutor groups every morning for 15 minutes. This is time for the pupils to reflect and share suitable materials connected to collective worship.

Right of withdrawal: the right of withdrawal from collective worship stands for all parents and teachers.

CAREERS GUIDANCE AND ACCESS TO EDUCATION AND TRAINING PROVIDERS

Since January 2018 it has become a legal requirement for all schools to provide Careers Guidance and access to education and training providers. The DFE has set these requirements against the 8 'Gatsby Benchmarks' which must be fully in place by 2020.

These Benchmarks are;

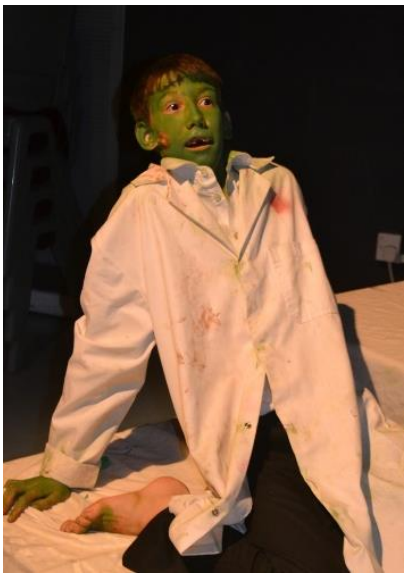
1. **A stable careers programme:** *Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.*
2. **Learning from career and labour market information:** *Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.*
3. **Addressing the needs of each student:** *Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.*

4. **Linking curriculum learning to careers:** *All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.*
5. **Encounters with employers and employees:** *Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.*
6. **Experiences of workplaces:** *Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.*
7. **Encounters with further and higher education**: *All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.*
8. **Personal guidance**: Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

HOUSE TIME

All pupils have one period per fortnight of House Time. House Time allows pupils to work with other pupils in different year groups, within their vertical tutor group. These 40 minutes per week allow pupils to be mentored by their tutor or co-tutor and is a time for pupils to engage in literacy and numeracy activities, alongside inter-house competitions and charitable activities.

WHAT IS THE GTS LEARNER'S BACCALAUREATE?



This is the name given to the Year 7 curriculum at GTS. By the end of the year learners will have developed four key learning skills (**IKEA)**

- **Independence** – To initiate and pursue their own learning
- **Knowledge –** To have a growing understanding of the world
- **Effort** – To believe that through deliberate practice they can excel
- **Accomplishment** – To behave and present their learning professionally

These skills will be taught and developed through a series of Challenges.

- **Frankenstein – Expressing the monster within** – Was Frankenstein wrong to create life? Learners explore the story of Frankenstein's monster. They will dig deeper into issues of self-image and investigate the moral questions raised in the novel. Students will learn to dance, exploring the themes of Romanticism and Nature, Revenge, Prejudice, Identity and Beauty. Learners will combine all that is learnt in staging their own trial of Victor Frankenstein.

- **Teach a rock to count** – How do we communicate with computers? Students will cover the basics of programming, learn how to design, build and market a working game. Reflecting on existing sports and gaming concepts the task at hand is to develop a brand new game. Students will learn about the need for 'fair play', discuss laws within games and mutual respect for opponents.

Students will develop practical workshop skills and the importance of planning the manufacturing process. And have the opportunity to present their designs to a critical panel.

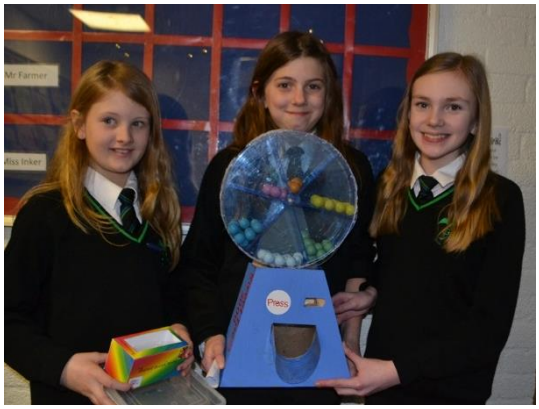
- **A Slice of Pi** – Learners will explore how an understanding of the beauty of mathematics can help them produce accomplished works of art. The challenge will include a focus on health, take a look at aesthetics and proportion through the world of sport. The use of statistics and data gathering for practical use will be combined with the practical elements of producing this data. All of this will inform their final sculpted piece which will be exhibited for the whole community to see.

- **The Big History Project** – Learners will explore the history of the universe and mankind's place within it, from the Big Bang to Brexit. Students will learn about the people who have shaped our history and the impact they have made to our civilisation today. This will give them an invaluable understanding of how science and history have shaped our lives today.

- **Who Do You Think You Are?** – What makes us part of our community? What was Torrington like 80 years ago? How does our community differ from South American culture? Through practical research, students will delve into the culture of a South American country as well as the recent history of Torrington. As a result of this research the class will attempt to predict global changes and developments in the next 80 years. The outcome of this will be published in an iBook created by the whole year group. This challenge strongly supports the development of international links and the acquisition of new language.

- **Money for Nothing** – Some of the biggest issues facing mankind include protecting the environment and dwindling natural resources. Students will have the opportunity to look at ways we can intervene and have the opportunity to use new technologies to develop, market and sell products all aimed at reducing waste materials by upcycling, recycling and repurposing.

WHY HAVE THE LEARNER'S BACCALAUREATE CURRICULUM?



Most of what we know about the brain has been found out during the past 10 years. Our job in schools is to develop children's brains, so we have an obligation to act on recent brain research.

When we learn, connections are formed from one brain cell to another. The more links each brain cell can make with others, the more embedded the learning becomes. For these connections to form effectively, the brain needs just the right amounts of dopamine and adrenaline. Dopamine is produced when we are relaxed, secure and have an emotional link with what we are learning. Adrenaline is produced when we are challenged and stimulated. Yet too much dopamine can lead to depression and too much adrenaline will lead to over-stimulation. So in school, we need to get the balance just right.

We concluded that learning will be maximised if the artificial boundaries between subjects were removed so as many links as possible can be made for new pieces of learning. We concluded that pupils needed to study topics that they thought were stimulating, engaging and presented them with a real life challenge rather than "imagine ifs…" This would lead to the right amounts of adrenaline being produced. We concluded we needed to give learners time to develop their ideas fully and have fewer than the 13-14 teachers they currently have in many other schools. This will allow learners to have a greater emotional link to their learning and so produce the right amounts of dopamine.

We quickly realised that our previous Year 7 curriculum was not designed in the best way to enhance learning. So we have explored up to date research into the brain and what is most effective in education. Building on this we have designed an innovative curriculum with the above principles at its heart.

HOW IS THE LBACC DELIVERED?

Learners will have 36 periods (18 x 100 minute lessons) over the two week timetable, the vast majority of these sessions will last 100 minutes or more. This significant amount of time will allow learners to dig deeply into subjects that interest them and also allow them time to reach real and significant outcomes. Three teachers will work with the learners for six periods each. Each Challenge will last six weeks. When learners start a new Challenge, they will have a new team of three teachers working with them.

HOW WILL I KNOW MY CHILD IS MAKING PROGRESS?

Each of the four skills has several stages of development – engaging, novice, emerging, embedded, expert and master. As a parent, after each Challenge you will be told at what stage of development in each skill your child is. These assessments will be reached by teacher assessments and by the learner providing evidence themselves for the teacher when they feel they have reached a certain stage in development.

It will have more impact on a learner's progress if we can identify that they have difficulties, for example in being an independent learner, and focus on developing that skill rather than reporting on twelve different subjects and having twelve different ways in which they can improve.

WHAT ABOUT ALL THE THINGS THEY NEED TO LEARN IN EACH SUBJECT?

We have worked closely with heads of subject to include key knowledge within each challenge in Year 7. We have staff from a wide range of subjects delivering the curriculum. For example, learners are guaranteed a significant amount of time with an English, Mathematics and Science teacher.

IS THIS CURRICULUM USED ANYWHERE ELSE?

This curriculum has been extensively researched and is similar to curriculums offered by many schools across the country that follow the International Middle Years Programme, RSA Opening Minds or the Swedish Kunskapskollen models. These "off the shelf" curriculums did not specifically address the needs of the learners in GTS, so we used them as a foundation on which to build our own.

MY CHILD HAS A LEARNING DIFFICULTY, HOW WILL THEIR NEEDS BE MET?

We have chosen engaging topics so children of all abilities will want to learn. By having fewer teachers and more time in one class, staff will be able to build a deeper understanding of each child's individual needs and be able to address them. Because of the open-ended nature of the Challenges there will be no compulsion for learners to consistently move onto the next thing, until they have truly mastered what they are working on. This will give us time to ensure key skills are embedded.

MY CHILD IS VERY GIFTED, HOW WILL THEY BE STRETCHED?

Gifted children thrive most when they are accelerated through the curriculum or given time to delve deeply into one aspect of a subject. The open ended design of the new curriculum is tailored to allow for these two types of learning. Leaners will pursue their own enquiries or independently develop skills until they reach substantial and significant conclusions. For example, in the Arrivals Challenge learners will be asked to investigate past pandemics, evaluate their impact on the world and use this new knowledge to develop their own response to this situation including responding to pressures from government, the

media and general public. In the Youth Speaks Challenge, all pupils will learn the art of debate and structuring a formal rhetoric. This is great preparation for the Rotary Youth Speaks competition.

By having class sizes of approximately 25 learners, teachers will have time to really focus on the needs of every learner.