



Melbourn Village College

Curriculum Policy

Date of Issue: 8th February 2016

Revised:

Review:

At Melbourn Village College, we believe that “Everybody is somebody” and this is reflected in the design of the curriculum. We want:

- Everybody to be happy and successful
- Everybody to gain the skills and attributes needed to live and work in tomorrow’s global world
- Everybody to have the values and morals to make a contribution to society
- Everybody to get better results than they would at another school.

We have adopted Professor Dylan Wiliam’s principles of curriculum design and believe that a good curriculum is:

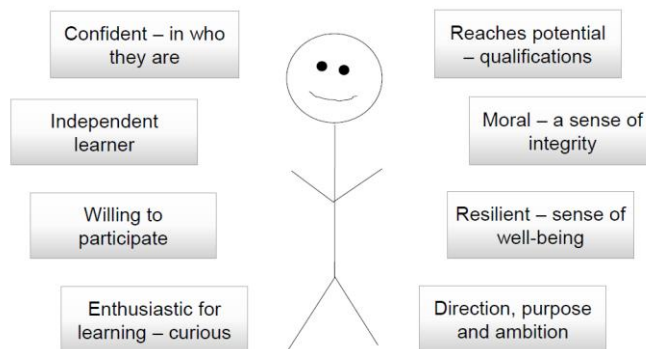
- Balanced – essential if we are to ‘future-proof’ students
- Rigorous – we recognise that disciplinary habits of mind are important
- Coherent – everybody will experience subject-based learning and theme-based curricula
- Vertically integrated – promoting progression in learning
- Appropriate – delivered at the right time and designed to promote cross-curricular links
- Focused – designed to promote a desire for knowledge and a love of learning
- Relevant – it will provide opportunities for students to have a say in how they learn, and, as they get older, also in what they learn

These principles are used to design the curriculum (including enrichment and extra-curricular activities) and for staff to develop schemes of work and pedagogy. The College recognises the importance of contributions to the curriculum by employers, members of the community and the world of academia and seeks to foster these.

Melbourn Village College is committed to young people contributing to and taking responsibility for their own learning, and has developed different pathways for student leadership. We want them to be fully engaged in their learning, proud of what they can do and not afraid to make mistakes.

Students, staff, and governors have discussed what outstanding means for a Melbourn Village College student and agreed the following:

What does outstanding mean for a MVC student?



Key Stage 3

At Key Stage three students study a broad and balanced curriculum experiencing success in a comprehensive range of subjects, as well as engaging in cross-curricula enrichment. Enrichment choices include a wide range of activities including sports, arts and performance and academic extension.

Key Stage 4

In Key Stage four students begin study for their GCSEs, whilst continuing to embed the skills and knowledge that will make them successful in the future. In designing the Key Stage 4 offer the college has taken into consideration the need for high achievement above a high quantity of GCSEs, particularly given the increasing threshold in the revised GCSEs (grade 5 being a high C/low B) and the linear nature of the new qualifications, leading to a very pressurised end of Year 11.

All students in Key Stage four study a core of English language, English literature, mathematics, Science (Combined (double) or separate Biology, Chemistry & Physics) GCSEs and Core PE. Students then choose three further subjects to carry on from KS3, one of which will usually be an 'Ebacc' subject (computing, history, geography or a language).

When making their options, the College offers advice and guidance about what subjects are most appropriate for them, and for their future plans. Students for whom an academic route is most appropriate will be encouraged to study for the Ebacc meaning they gain GCSEs in English, mathematics, Science, a humanity and a language.

All students in key stage four also engage in enrichment, as in key stage three.

Intervention and Support

We recognise that some young people come into secondary schools without the key skills needed to engage with the secondary curriculum, for a variety of reasons. MVC believes that all students should be able to access a broad and balanced curriculum, so on arrival these students will receive targeted intervention and support so that they can quickly move to enjoy the full key stage three curriculum.

Student progress is tracked by heads of department and heads of year. Students who fall behind receive additional support to enable them to catch back up. Students in receipt of the Pupil Premium will receive additional support and/or intervention using the funding in order to help them reach their academic potential and to ensure they are able to play a full part in the cultural life of the college. Further details can be found in the Pupil Premium policy.

Enrichment

To realise our belief that 'everybody is somebody' all students across the school are strongly encouraged to engage in enrichment activities outside of the main curriculum lessons. Enrichment opportunities are varied and allow students to find their 'element'; the thing that really excites and motivates them.

Enrichment is not separate from the main curriculum; instead it allows students to embed their disciplinary skills and knowledge in a real way. It also helps to develop their skills, attributes, and moral virtues that will make them successful in the future.

The enrichment curriculum is delivered by teaching staff, support staff, partner organisations including the University of Cambridge, and local businesses and charities.

Assessment

We believe that the curriculum should drive assessment, not the other way round. Most assessment will provide a formative function; helping students to progress in their subjects. Formative feedback includes a www (what went well comment) alongside advice on how to improve (ebi – ‘even better if’). Student responses to marking are encouraged and are completed in a green so as to be distinctive from the rest of the marking.

Summative assessment opportunities will occur on a regular basis and will let students and their families know how they are doing against the schools and national expectations. Results are published on Go4Schools and level descriptors for all subjects are available on the college website. See the college’s assessment and marking policy for further details.

We measure the effectiveness of the curriculum and its delivery by the stories of everybody at Melbourn Village College i.e. their destinations – and the extent to which our curriculum enables “**Everybody to be somebody**”.