



Curriculum and Timetable Policy

THE CURRICULUM

At Samuel Cody School all pupils have full access to the National Curriculum. Lessons are structured on a secondary style timetable where pupils are organised into tutor groups. The curriculum is broadened through access to vocational activities and lessons. Pupil's social and life skills are developed through an extensive Personal, Social, Health, Citizenship and Education Careers Programme and Life Skills.

Key stage 4

The emphasis in KS4 changes with increased attention paid to preparing pupils for leaving school and transferring into college. Examination syllabi are followed by pupils to enable them to gain an accreditation in a wide range of subject areas. Careers education is increased and support is provided from qualified impartial advisors.

Pupils are introduced to post 16 provision via taster courses and group and individual visits.

Key stage 3

The Key Stage 3 curriculum teaches skills and knowledge from Key Stage 1 – 3 curriculums. Pupils are encouraged to develop independent working practices wherever possible and to retain knowledge which can be used and applied to their everyday environment. Throughout the curriculum pupils are encouraged to develop positive social, cultural and moral attitudes towards each other, adults in school and those in the wider community. British Values form a basic part of all the curriculum

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE

TIMETABLE FORMATION

Subject Allocation

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	5	5	5	5	5
Maths	5	6	6	5	5
Science	4	4	4	4	4
Technology	4	4	4	-	-
Art	1	1	2	-	-
History	2	1	1	1	1
Geography	1	1	1	-	-
French	1	1	1	-	-
RE	1	1	1	1	1
Music	2	1	1	-	-
Tutor	1	-	-	-	-
Reading	-	1	1	-	-
PE	4	4	4	4	4
PSHCE	1	2	1	1	1
Drama	1	1	1	-	-
IT	1	1	1	1	3
Assembly	1	1	1	1	1
Options	-	-	-	12	10
	35	35	35	35	35

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Class Groupings

Pupils are allocated classes in line with the following criteria:

- 1) Year Group
- 2) Key Stage with social/academic needs accounted for
- 3) Social interaction, ie. Type of curriculum needed to suit individual need

Pupils follow a timetable with their class for the week.

Exceptions:

- i. Year 7 merge together for PE and Drama, Years 8 & 9 merge together for 2 lessons of PE and Years 10 and 11 merge together for 2 lessons of PE..
- ii. Key Stage 4 Options mix up teaching groups
- iii. Set Maths, English and Science groups in Key Stage 4.

Withdraw lessons

For pupils whose needs are more pronounced withdraw lessons take place throughout the week. These are:

- Pupil Premium core subjects
- Autistic pupils withdraw up to three times a week to aid the development social interaction and communication skills
- Social skills development for pupils who need to develop their ability to interact with their peers and the local community
- Literacy Support
- SPLD Support
- SALT
- Inclusion Support

Codyhill ASD Centre

All pupils placed at the ASD Centre will have access to a full national curriculum.

The curriculum for ASD Centre students will have a tailored and personal approach where integration into mainstream subjects at Fernhill School will also be a focus.

Pupils will follow a bespoke timetable, which will endeavour to offer similar subject allocations to both Samuel Cody and Fernhill Schools to allow for future possible integration.

Social and life skills programmes will be taught 1:1 or in small groups within the ASD Centre on a pupil-specific programme to target their ASD needs.

Off-site education and outdoor activities will also be allocated into timetables to allow for alleviation of anxieties and to practice social and life skills in a 'real world' environment.

It is expected that most pupils will take GCSE options at Key Stage 4 as the admissions criteria adopts a higher-achieving ASD profile. These will be studied at either Samuel Cody or Fernhill Schools.

ASD Centre students will have outside agency support, including sessions timetabled with SALT, OT, Arts and Music Therapists, and SEN advisory services.