



Appendix 1

Curriculum

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.

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 students 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.

Alongside the mandatory English Language, mathematics and (combined) Science 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.

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.

Lower School (Years 7 & 8)

Students follow a common curriculum that comprises the following model:

		All subjects in this block are delivered in English sets								Creative Technology Sets						form time	
Year 7		En	Gg	Ht	Fr	Sp	Li	Re	Ma	Sc	Pa	Ar	Hf	Te	Pe	Tp	Tot
t Band (4 forms)	tg, t1 and t2	8	3	3	5			2	8	6	3	2	2	2	4	10	58
	t3	8	3	3	3		2	2	8	6	3	2	2	2	4	10	58
											3	2	2	2			
j Band (4 forms)	jj, j1 and j2	8	3	3		5		2	8	6	3	2	2	2	4	10	58
	j3	8	3	3		3	2	2	8	6	3	2	2	2	4	10	58
b band	Learning Support (15 students)	10	3	3				2	8+3	6	3	2	2	2	4	10	58
Total Lessons per Fortnight		74	27	27	18	18	4	18	75	54	30	20	20	20	36	90	

single sex PE sets

		All subjects in this block are delivered in English sets								Creative Technology Sets						form time	
Year 8		En	Gg	Ht	Fr	Sp	Li	Re	Ma	Sc	Pa	Ar	Hf	Te	Pe	Tp	Tot
t Band (4 forms)	tg, t1 and t2	8	3	3	5			2	8	6	3	2	2	2	4	10	58
	t3	8	3	3	3		2	2	8	6	3	2	2	2	4	10	58
											3	2	2	2			
j Band (4 forms)	jj, j1 and j2	8	3	3		5		2	8	6	3	2	2	2	4	10	58
	j3	8	3	3		3	2	2	8	6	3	2	2	2	4	10	58
b band	Learning Support (15 students)	10	3	3				2	8+3	6	3	2	2	2	4	10	58
Total Lessons per Fortnight		74	27	27	18	18	4	18	75	54	30	20	20	20	36	90	

single sex PE sets

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.

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 4 classes within Band J within Year 7; the fifth group is for b 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).

B band

Within Year 7 and Year 8 there is one class that is designated in b band. 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 b band group's 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.

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 b band 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.

Upper School (Years 9, 10 and 11)

Students entering Year 9 will follow a common curriculum that comprises the following model:

		English sets		Mathematics Sets								form time	
Year 9		En	Re	Ma	PE	Sc	Block A (5)	Block B (5)	Block C (5)	Block D (4)	TP	Tot	
t Band (4 groups)	Set tg	8	2	8	3	8	Fr	Ht	Me	BS (Set 1)	10	58	
	Set t1	8	2	8	3	8	Sp	Gg	Ar	BS (Set 2)	10	58	
	Set t2	8	2	8	3	8	Ht (Set 1)	If	Eng	Dm	10	58	
	Set t3	8	2	8	3	8	Ht (Set 2)	Ar	Da	If	10	58	
j Band (4 groups)	Set jg	8	2	8	3	8	Ht (Set 3)	Hf	If	HS (Set 1)	10	58	
	Set j1	8	2	8	3	8	Gg (Set 1)	Hf	Bs	SS (Set 1)	10	58	
	Set j2	8	2	8	3	8	Gg (Set 2)	Me	Ss	SS (Set 2)	10	58	
	Set j3	8	2	8	3	8	Gg (Set 3)	Bs	Ss	HS (Set 2)	10	58	
	Set j4	8	2	8	3	8	Ee (ICT)	Sc (or Ma)	Ht	Pa	10	58	
Set j5				3					Cd	Re			
Total Lessons per Fortnight		72	18	72	30	72	45	45	45	40	90		

single sex PE sets

		English sets		Mathematics Sets								form time	
Year 10		En	Re	Ma	PE	Sc	Block A (5)	Block B (5)	Block C (5)	Block D (4)	TP	Tot	
t Band (4 groups)	Set tg	8	2	8	3	8	Fr (Set 1)	Gg	If	BS (Set 1)	10	58	
	Set t1	8	2	8	3	8	Fr (Set 2)	Ht	Ar	BS (Set 2)	10	58	
	Set t2	8	2	8	3	8	Sp	Ht	Eng	Dm	10	58	
	Set t3	8	2	8	3	8	Gg (Set 1)	Me	Ss	If	10	58	
j Band (4 groups)	Set jg	8	2	8	3	8	Gg (Set 2)	Ar	Me	HS (Set 1)	10	58	
	Set j1	8	2	8	3	8	Ht (Set 1)	Eng	Bs	SS (Set 1)	10	58	
	Set j2	8	2	8	3	8	Ht (Set 2)	If	Ss	SS (Set 2)	10	58	
	Set j3				3		Ee (ICT)	Gg	Da	HS (Set 2)	10	58	
Total Lessons per Fortnight		56	14	56	24	56	40	40	40	32	80		

single sex PE sets

		English sets		Mathematics Sets								form time	
Year 11		En	Re	Ma	PE	Sc	Block A (5)	Block B (5)	Block C (5)	Block D (5)	TP	Tot	
t Band (4 groups)	Set tg	8	2	7	3	8	Gg	Gg	Gg	Gg	10	58	
	Set t1	8	2	7	3	8	Ht	Ht	Ht	Ht	10	58	
	Set t2	8	2	7	3	8	Bs	Bs	Bs	Ss	10	58	
	Set t3	8	2	7	3	8	Ar	Ss	Ss	Ar	10	58	
j Band (4 groups)	Set jg	8	2	7	3	8	Fr	Tx	Me	If	10	58	
	Set j1	8	2	7	3	8	Sp	Hs	Da	Me	10	58	
	Set j2	8	2	7	3	8	TLM PD&M	Dm		Ps	10	58	
	Set j3				3						10	58	
Total Lessons per Fortnight		56	14	49	24	56	35	40	30	35	80		

single sex PE sets

For the core subjects (English, mathematics and science) students in the Upper School are set across the whole year group where possible. The enlarged Year 9, compared to Years 10 and 11 means that there are 9 English, maths and science sets. In Years 10 and 11 there are 7 English, mathematics and 7 science sets within each year group.

In the current Year 11 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.

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. These students are encouraged to study two of the following at GCSE level:

- French or Spanish
- History
- Geography

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. These students are generally encouraged to study two of the following courses:

- History
- Geography.

These will be coupled with a further 2/3 academic or vocational guided choices.

6th Form

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.

The current 6th Form model for 2018-19 comprises the following:

		QE Shared Block					form time	
Year 12		Block A (9)	Block B (10)	Block C (10)	Block D (9)	Block E (10)	Tp	Tot
One Band	Class 1	Bs Cert (9)	Fi Dip (10)	Cr Dip (9)	Bs Cert (9)	Ps IBD (7)	10	58
	Class 2	Ss Dip (9)	Ss Cert (9)	Ss Cert (9)	If IBD (7)	Sl (1)	10	58
	Class 3	Hs Cert (9)	Cd Cert (9)	Bs IBD (7)	At IBD (7)	Ma GCSE (8)	10	58
	Class 4	Cr Dip (9)	Me Cert (9)	Ib (2)	MI (2)	Fb (10)	10	58
	Class 5	If Tech (9)	Ps GCE (9)	Rp (1)	Ht GCE (9)			
	Class 6	Ma GCE (9)	Ss Tech Aw (10)	En GCE (9)	Bi GCE (9)			
	Class 7	Fr GCE (9)		Gg GCE (9)				
	Class 8			Ma GCSE (8)				
Total		63	56	54	43	26	40	

		QE Shared Block					form time	
Year 13		Block A (9)	Block B (10)	Block C (10)	Block D (9)	Block E (10)	Tp	Tot
One Band	Class 1	Bs Cert (9)	Cr Dip (9)	Bs Dip (9)	Ss Dip (9)	Hs Cert (9)	10	58
	Class 2	Ss Cert (9)	En GCE (9)	Ht GCE (9)	Cr Dip (9)		10	58
	Class 3	Pa Cert (9)	Ib (2)	Gg GCE (9)	Me Cert (9)		10	58
	Class 4	Bs A Lev (9)	Sl (1)	Fr GCE (9)	Fi Dip (9)			
	Class 5		Ps IBD (7)	Rp (1)	Bi GCE (9)			
	Class 6		En ret (8)	At IBD (7)	Hs Dip (9)			
	Class 7			MI (2)				
	Class 8			Gp IBD (7)				
Total		36	37	53	54	9	30	

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.

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. Entry requirements are linked to the subject specific requirement.

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 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/mix of a BTEC Extended Certificate and an A-level qualification.

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.

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

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.

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.