

Sir Henry Floyd Grammar School



Key Stage 4 Curriculum Summary 2021-22

The Curriculum at Key Stage 4

A revised National Curriculum was introduced by the Department for Education (DfE) in September 2014. Schools are expected to offer a broad and balanced curriculum which promotes the spiritual, moral, social and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of later life.

Schools are expected to follow the statutory national curriculum. As an academy Sir Henry Floyd could exercise the freedom to deviate from the national curriculum; however, we choose not to do so.

Key Stage 4 is defined as Years 10 to 11 and therefore is studied during the fourth and fifth years of secondary school. It is assessed through GCSE examinations. Students choose the subjects which they wish to study at GCSE through the GCSE Options process, which takes place in the Spring Term of Year 9. For all Option subjects GCSE studies commence begin in the final half term of Year 9.

Students will attain two GCSEs in English: English language and English Literature. They will attain one GCSE in Maths. In addition some students will attain a Level 2 Further Maths Award. All students will attain six other GCSEs which they select during the Options Process in the Spring Term of Year 9. The vast majority of students will also study a short course GCSE in Religious Studies. All examinations are taken at the end of Year 11.

In addition to GCSE subjects, students also continue to take lessons in Physical Education and PSHE. The curriculum delivery in these subjects is not assessed and does not lead to GCSE qualifications.

The Timetable at Key Stage 4

The school operates a two week timetable cycle. There are five one hour teaching periods each day and therefore fifty periods in total per fortnight.

A significant proportion of the teaching time at Key Stage 4 is devoted to the core GCSE subjects of English, Maths. This is to support students in further developing the high standards of literacy and numeracy which will underpin their success and high achievement in other GCSE subjects.

The lesson allocation by subject and year is outlined below:

Subject	Number of teaching periods per fortnight (one period = one hour)	
	Year 10	Year 11
GCSE English	7	7
GCSE Maths	7	7
GCSE Option A	5	5
GCSE Option B	5	5
GCSE Option C	5	5
GCSE Option D	5	5
GCSE Option E	5	5
GCSE Option F	5	5
Core RE	1	1
PSHE	1	1
Physical Education	4	4
Total	50	50

The composition of the GCSE option blocks, in terms of the GCSE subjects made available within each block, varies from year to year depending upon the options choices of the cohort of students. For reference the following GCSE option subjects are offered:-

Biology
 Chemistry
 Physics
 Computer Science
 Art
 Design & Technology
 Food Preparation & Nutrition
 Geography
 History
 French
 German
 Spanish
 Dance
 Drama
 Music
 Physical Education
 Philosophy & Religion
 Psychology

With the exception of maths, all GCSE subjects are delivered to mixed ability groups throughout the course of Key Stage 4.

Homework at Key Stage 4

It is not always appropriate for staff to issue homework to a prescribed schedule. However the minimum expectation is that 1 hour per week for each GCSE studied. The only subjects which are not expected to set homework tasks are Games, and Religious Studies short course.

Homework will be set via an online platform, 'Google Classroom'.

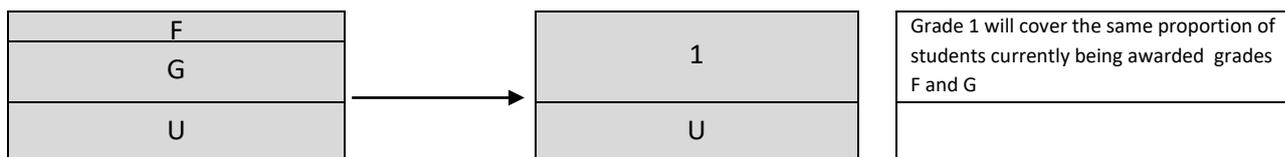
Assessment at Key Stage 4

Student attainment can be assessed in a variety of ways. Homework submissions, tests and examinations can all be marked and then an attainment level assigned. However, in a number of subjects such as Drama, Dance, English, Languages, Music and Physical Education the performance of a task or skill can also be assessed by the teacher in lessons.

Written work will routinely be assessed for the accuracy of literacy and/or numeracy in addition to subject specific criteria and teachers will provide written/verbal feedback in the form of a target. Students will then often be provided with time in lessons to act on the suggestions they have received from their teacher.

Periodically written work, tests or examinations will receive a GCSE grade. All GCSE subjects are assessed using the new 9-1 grade scale, with grades 5 and above constituting 'good grades'. The new threshold for a 'strong pass' of 5 is approximately two-thirds of a grade higher than the previous C grade. The new grade 4 is a 'standard pass'. The diagram below outlines the comparison between the two grade sets:

Current GCSE grade set		Revised GCSE grade set	Commentary
A*		9	Grade 9 will only be awarded to top 20% within the grade 7-9 cohort
A		8	Grades 7-9 cover the same proportion of students currently attaining grades A and A*
B	→	7	
		6	Grade 5 is a 'strong pass' and approx. two-thirds of a grade higher than a current C grade. Increased demand determined by international benchmarking
C		5	
		4	Grade 4 is 'standard pass'. Bottom of grade 4 will be anchored to bottom of grade C
D	→	3	
E		2	



Although the exams will cover more challenging content, this won't mean your child gets a lower grade than they might have under the old system. Ofqual, the exams regulator, will ensure that broadly the same proportion of students will get grades 1, 4 and 7 and above in any subject as would have got grades G, C or A and above respectively in the old system, other things being equal.

The Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that students need to reach in English and maths, otherwise they will need to continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects.

Progress at Key Stage 4

When students commence their GCSE studies their Key Stage 2 test results and teacher assessments are used to generate target grades in their GCSE subjects. SHFGS uses FFT20 benchmark estimates as targets for students which based on how similar pupils nationally performed in the subject last year. The GCSE target grades for each student are published on their reports alongside their predicted attainment to enable parents to judge their progress towards their targets.

Reporting at Key Stage 4

SHFGS is keen to ensure that parents are kept informed of students' progress by providing regular information on progress and effort in class.

In year 10 and 11 parents will receive attitude to learning assessments every half term, predicted grades every term and an annual report along with mock exam results.

There will also be a parent's consultation evening, please see the school calendar on the web site for more details.

Attitude to Learning	Attitude to Learning Descriptor
1	Your attitude to learning is outstanding; your verbal and group contributions, class work and homework are high quality. Deadlines are always met. You are consistently striving to realise your full potential.
2	Your attitude to learning is consistently good. (SHFGS Minimum Expectation)
3	Your attitude to learning is inconsistent; lack of effort in classwork, verbal contributions and/ or homework sometimes hinders your progress. Improvement required.

4	<p>4B Behaviour - Your behaviour in class has hindered your progress, often enough to merit a Student Concern.</p> <p>4D Deadlines - Your progress has been hindered because class work/project deadlines have been missed often enough to merit a Student Concern.</p> <p>4H Homework - Your progress has been hindered because homeworks do not reflect your best work and/ or deadlines are missed often enough to merit a Student Concern.</p> <p>4O Organisation - Your progress has been hindered because your organisation and preparedness for lessons has been inconsistent often enough to merit a Student Concern.</p>
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Staff at Key Stage 4

Assistant Headteacher Key Stage 4	Mr J Burge
Head of English Faculty	Mrs E Brooks
Head of Maths Faculty	Mrs S Goodman
Head of Science - Faculty	Mrs D Harkin
Subject Leader – Chemistry	Mrs U Koshal
Subject Leader – Biology	Dr A Gallienne
Subject Leader – Physics	Mr P Hand
Head of Performing Arts Faculty	Mr D Langley
Subject Leader - Dance	Mrs P Fisher-Coldwell
Subject Leader – Drama	Mr D Langley
Subject Leader – Music	Miss EL Bahra
Head of Modern Foreign Languages Faculty	Mr G Maddox
Subject Leader – French	Mr G Maddox
Subject Leader – German	Mrs K Dixon
Subject Leader – Spanish	Miss C March-Ferrer
Head of Humanities Faculty	Mr M Williams
Head of Social Sciences	Mrs J Pilkington
Head of Design Faculty	Miss K Badger

Subject Leader- Art	Miss K Badger
Subject Leader – Computing	Mr C Spencer
Head of PE Faculty	Mr G Boulton
Curriculum Leader- PE	Mrs R Selby

Subject Information

Further information for both the GCSE and the non-examination students can be found in the GCSE Options booklets on the school web site.