



Main Principles

The curriculum offer will have the following characteristics:

- breadth, balance, relevance, differentiation, progression, continuity and coherence.
- promote knowledge and understanding
- promote mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes
- provide equality of access for all students to academic experiences
- provide appropriate tasks and teaching techniques to support high expectations, high aspiration and high challenge
- planned evaluation and review

Student guidance and advice

The school is split into three phases as indicated in the diagram below. Students are given information, advice and guidance at the transition between each phase, including transition from Primary school and that of post-18.



Our curriculum includes:

- **Ability Pathways:** Our curriculum is set out in 2 pathways in year 7 - Grammar stream and mixed ability; and 4 pathways in year 8 - The Grammar Stream / Fast Track, Accelerated, Core and Foundation. Students are regularly assessed and this information is used to move students between pathways to ensure the provision matches each student's ability. Our Middle School programme begins in year 9, where options are across bands. The names of the pathways changes in the Upper School but, still tracks progression from KS2 to post sixth form (A-spire / C-hallenge / E-levate). The number of classes in each pathway varies from year to year and reflects the needs of each year group individually. The distinct Pathway process enables us to stretch the academically able students.
- **Alternative Curriculum:** We have an Alternative Curriculum Provision for a small group of students in year 10 and 11 who are struggling to cope with the full range of GCSE options. These students still sit the core, with a limited number of subjects plus work experience and other vocational experiences.
- **Breadth and Balance:** Our curriculum is designed to allow students opportunities from year 7 to 11 to study subjects from each of the following aspects: STEM, Communication, Social Sciences and Humanities, the Arts and Logistics. This ensures we have a broad and balanced curriculum.
- **Enrichment:** Enrichment is compulsory for all students in year 7 and 8 on a Thursday afternoon and for year 12 and 13 on a Wednesday afternoon. The Middle School are able to opt into additional qualifications during the week and are able to join in any of the activities through the week. Additional revision / preparation time is offered to support students throughout their time in Middle School.



- **Extra-Curricular:** The formal curriculum is supplemented with extra-curricular opportunities for students to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.
- **LEAP Days:** We have Learning, Enrichment and Aspiration Programme days (LEAP) 8 times a year. This gives us the opportunity to teach using different techniques for longer periods of time. The Lower School (year 7 and 8) have cross-curricular topics as well as in-depth issues delivered on these days. The Middle School (year 9 and 10) use these days for particular option choices that require longer learning and more trips to learn from the world around us. The Upper School (year 11, 12 and 13) focuses on wider Career and study skill needs. All get an Enabling Enterprise day, focusing on the skills required in the work place.
- **Lesson Length:** Our lessons are 75 minutes long, allowing teachers to be more creative in the classroom and around our site.
- **Middle School:** In the Middle School (years 9-10) we offer a free choice to students, so that our option blocks are generated based on demand. We guide students through this process, which includes all offered the BTECs, Nationals and GCSEs. All our students are given the opportunity to sit the full English Baccalaureate suite of subjects; English, Mathematics, Combined Science, Humanities (History or Geography) and a Modern Foreign Language (French and Spanish).
- **PPS:** A Personal and Professional Skills lesson daily. This is for 30 minutes and develops the personal learning and thinking skills of our students, including learning to learn concepts; it also addresses the Social, Emotional Aspects of Learning (SEAL), British Values and the Social, Moral, Spiritual and Cultural curriculum (SMSC). This is focused on individual needs through year focus weeks – where year tutor groups look at specific skills required to enable them to succeed in their curriculum. The house system operates through outreach into year group forms by older students who support a range of academic skills including reading as well as running house competitions to promote a sense of belonging, competition and team work. Global mindedness is a key aspect of the PPS curriculum as well as ethical dilemmas.
- **SEN:** Provision is made within the School for all students with special needs. Additional support is provided for students within the classroom and within the Inclusion team. We offer Literacy, (writing and reading specifically), Numeracy, Social and Emotional support groups throughout the year.
- **Trips:** We also run an activities week each year to encourage students to take part in residential trips and to get involved in activities they may not have experienced in the past.
- **Upper School:** The Upper School (years 7-8) offers academic and vocational qualifications. Entry is based on GCSE results. We offer a wide range of Level 3 courses, including traditional A levels, Applied A Levels and a range of BTEC qualifications. We also offer Level 2 courses, again dependent on demand. This year we are an IB world school, so we are offering the International Baccalaureate Careers Related Programme. This will start in September 2017.
- **Work experience:** Work experience is compulsory for all students in year 10 and highly encouraged part of the sixth form programme.



Coopers is part of a Multi Academy Trust (William Willet Trust) and works closely with other Alliances to help enrich and develop our curriculum further. The benefits include:

- Sharing good practice across the different schools to make sure there is stretch and challenge in all our areas. This includes quality assuring Schemes of Learning, grading work and maintaining pace and challenge in all areas.
- Working closely on the transition from primary to secondary to ensure the excellent practice in both sectors benefits each other. This ensures the support and academic challenge for students across the 3-18 age range is met and has an impact.

STEM: Science and Technology

Logistics:
Mathematics,
Computer
Science and ICT

Values:

The Coopers Curriculum is designed as an academically challenging and balanced programme of education with final examinations that prepares students for success at University and life beyond. The broad and balanced programme is taught over five years and builds on students' prior knowledge and understanding throughout. Students specialise within the Sixth Form.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- Communication
- Intercultural awareness
- 21st Century digital Citizen

Communication:

English Language,
English Literature,
Latin and MFL

Social Sciences and

Humanities: History,
Geography, RE,
Sociology, Business
Studies, Psychology,
Government and
Politics, Law

The Arts: Art, Drama,
Dance, PE, Textiles,
Music and Music Tech.

Personal and Professional Skills (PPS)

As mentioned above we have a PPS slot each day taught within year tutor groups for one week, then vertical (year 7 – 13 in one group) for the House week. This gives students the opportunities to reflect on specific themes / topics that are age related during the year week and look at the school community as a family network developing aspirations and a sense of pride and belonging.



House Structure

The school has been split into several communities for many years, which have been used for competitions and challenges. This year we have re-launched and re-branded these into 4 distinct houses. They have a distinct colour and the names were selected by the students. The winning category of names was influential figures in British History.



Rosalind Franklin was an English chemist and X-ray crystallographer who made contributions to the understanding of the fine molecular structures of DNA

Sir Isaac Newton was an English physicist and mathematician who is widely recognized as one of the most influential scientists of all time.

Emmeline Pankhurst was a British political activist and leader of the British suffragette movement who helped women win the right to vote.

William Wilberforce was an English politician, philanthropist, and a leader of the movement to abolish the slave trade.

Careers Education (Information, Advice and Guidance)

Specific Careers Education activities are an integral part of the Personal and Professional skills Programme and are set throughout the school year. Activities focus on the particular needs of each year group. This includes an Extended Learning Project for Year 8. Throughout the year we have career specialists who come into School to run forums for students interested in particular routes / courses. All students in Year 10 have a small group meeting with our Careers Advisor to help them with Post 16 choices, all are offered one-to-one appointments and have the opportunity of a week's work-experience at the end of the year. These discussions, along with the external speakers and our independent online careers packages ensure students have impartial advice throughout their time at Coopers. We believe passionately in supporting students to progress onto courses that they are suited for and interested in. Again, in Year 11 students have smaller group discussions and all students, including our most vulnerable, have one-to-one interviews to ensure they are prepared for their post 16 choices. In the Sixth Form there is an IAG component to the Personal and Professional Skills Programme and, as in previous years, students have access to specialist careers and higher education advice and guidance. Parents are also welcome.



Active Citizenship

Sixth form students are actively involved with the vertical tutoring system. They support form time and are asked to take part in a formal piece of Active Citizenship. They can choose between becoming a Peer Mentor, Active Reader (helping our students in year 7 and 8 have a regular one-to-one reading slot) and a Co-Tutor. They are also involved in the community charity work and leading our Student Voice across the School. Each Community, as well as the whole School, has a Head boy and girl.

Citizenship is a core part of our curriculum at Coopers for all students. It is part of our PD work, taught alongside Geography in Year 7 and 8, and offered as an exam group throughout the School.

Religious Education

This is taught alongside History in year 7 and 8. During Year 9-11 students are given the opportunity to study GCSE in RE. Themes are further developed in the Extended Learning Projects, through PPS, DLD's and special events through the School Calendar.

Learning, Enrichment and Aspiration Programme Days (LEAP)

These days are set up throughout the year to enable staff and students to delve deeper into one topic specifically on each day. Each year group has an opportunity to spend a day in each of the 5 corners of our Pentagon, as well as some cross-curricular days. The plans for all the LEAP days are annually uploaded to our website. We have an International Sports day, to ensure students understand the importance of Healthy living. We incorporate into our LEAP days our Sex and Drug education where we invite specialist teams into Coopers to deliver a specific programme informing students of key health issues that are important for their healthy life styles. These days are also used by faculties to engage students in their subjects, for example the forensic day in Science, and day trips to France. We also use these days to prepare students for life at University and for Controlled Assessment, for example Field Work days on the Coast.

Literacy across the Curriculum

Ofsted: *"teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject."*

It is requirement of all our teachers that they deliver the literacy that is required in their subject. Each subject has its own language and it's our job to teach this to our students. The *knowledge* of the subject is the *language* of the subject. Expected practice will be when we observe teachers modelling good speaking in whole sentences using formal language. Teachers will use different connectives to extend their ideas. Our teachers will discuss with their students the contexts in which "academic" or "formal" language should be used and when colloquial language can be used. They will expect students to answer using a full sentence and a connective where appropriate. They will encourage students to "say it in a sentence" before they start longer writing tasks to enable students to write fluently and ensure that sentences make sense.

In addition, teachers will model to their students the process of writing well in their subject. They will demonstrate the processes and decisions a writer needs to make and how to incorporate the specialist vocabulary needed. Students will proofread their work before it is handed in. Teachers will model this using a visualizer.



Numeracy across the Curriculum

It is requirement of all our teachers that they deliver the numeracy that is required in their subject. Our teachers will use consistent approaches to teach mathematical concepts across their subject area. Mathematics is relevant in every subject and it is important that our students can identify when and where mathematics is used outside of the maths classroom. Teachers will highlight any numeracy that is being used in their subject and as maths teacher will highlight when it can be used in other subjects.

The specific focus Numeracy Across the Curriculum this year at Coopers will be:

- #NAC: The focus is to highlight when students use numeracy in different subject to make the maths taught more relevant. Students will #NAC whenever they are doing maths in another subject.
- Developing problem solving techniques: Teachers and PD tutors work with students on a range of problem solving puzzles as this is now a major focus in the new GCSE curriculum.
- Standardisation of terminology and the teaching of mathematical concepts: Teachers to follow the maths mats highlighting the method that must be used and the names of different graphs/charts.
- Outreach programme – where the maths faculty will visit the Geography / Science / DT faculty to work on common practice and SOL. There has been an increase in numeracy demands for these subjects and collaboration across faculties will be needed to establish the new curriculum.

These will be the focus of lesson observations, learning walks and book scrutiny at Coopers in 2015-16.

To support our drive on Numeracy, all Year 7 and 8 students will have numeracy based PD once a fortnight of 15 minutes. This will include a problem solving type puzzle that will create discussion and a real life context to mathematics.

Computing / ICT across the Curriculum

Each faculty area has its own ICT facilities specific for its learning. Skills developed in year 7 and 8 specific curriculum are applied across the School to embed these skills.

Years 7 and 8

All our students follow the New National Curriculum from September 2014. In year 7 and 8 students study Mathematics, English, Science, a Modern Foreign Language (French or Spanish), Geography, History, Technology, Computer Science, Art, Music, Drama, Physical Education and Personal and Professional Skills (PSS) (PD). Technology includes Food, Graphics, Electronics and Resistant Materials. The Core and Foundation Pathway are given more time in English and Maths to ensure they meet the National Benchmarking before they progress onto GCSE courses.



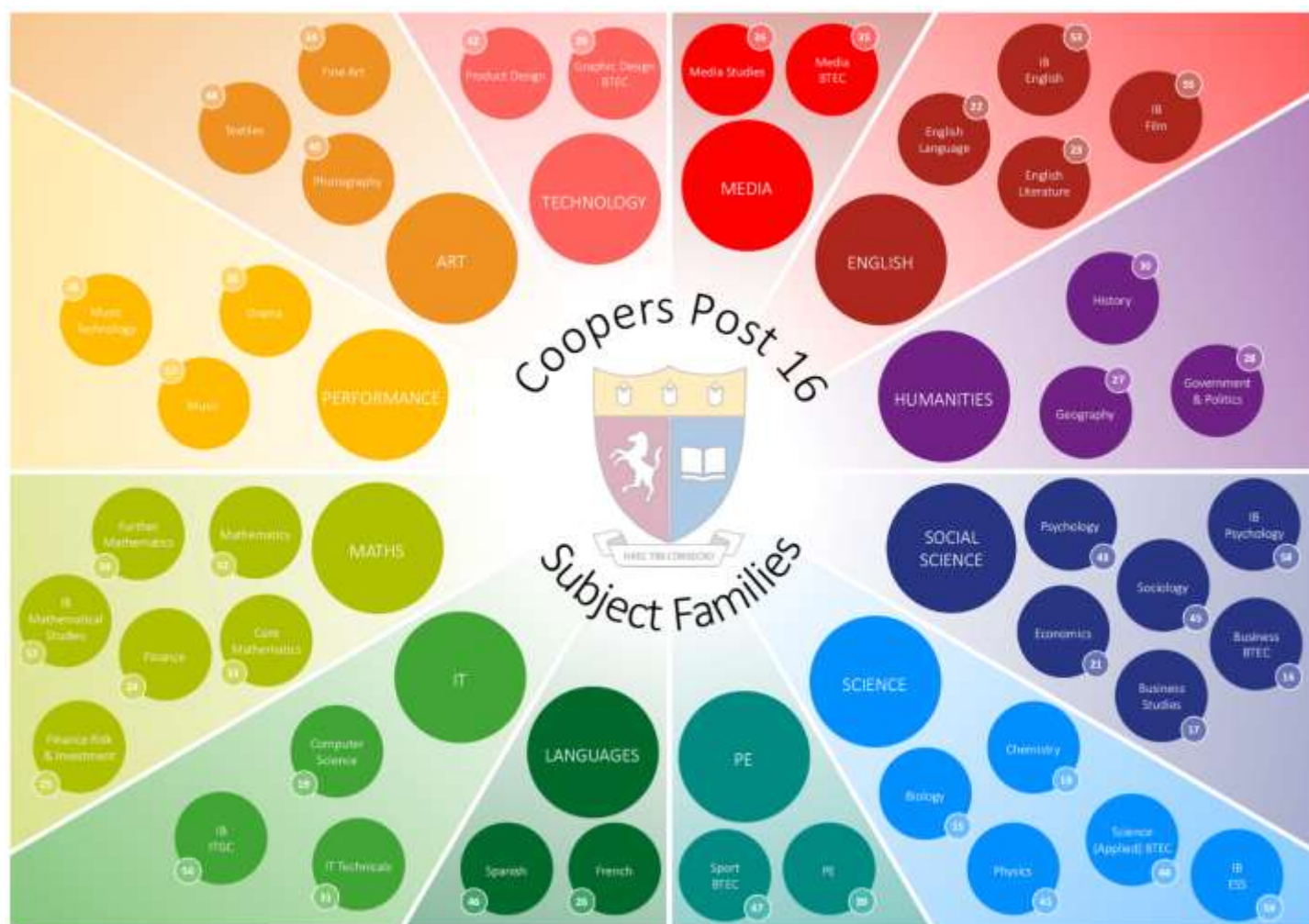
Years 12 and 13

We are an 11- 18 School and therefore work to the belief that the majority of our students will stay with us beyond 16. Our Guidance Programme gives advice to all students to enable them to make the best decision for their future. Again, our curriculum is innovative and looks at progression Post 18. At Coopers we:

- Have academic and vocational courses at Level 2 and 3
- We have a dedicated IAG / Active Citizenship slot for all our sixth formers
- All participate in a Wednesday afternoon enrichment programme to ensure students have options to develop their wider skills

The full details of our Sixth form provision can be found on our Website.

We offer a variety of subject choices, illustrated in subject families below. All courses run subject to uptake. We are currently reviewing our provision for September 2017 entry. We will continue to offer the full A Level suite of subjects as well as the International Baccalaureate Careers Related Programme for those that wish to take a more vocational pathway. This will be set up as specific career related pathways, offering BTEC qualifications alongside IB Diploma subjects and an Extended Project. This creates a specific pathway for vocational students and helps prepare them for either FE courses, Apprenticeships or the world of work.





Homework @ Coopers

Homework Guidelines

It is recognised that homework can make an important contribution to the learning process and contributes to the development of sound study habits. This is clearly understood and requested by the vast majority of our parents. All homework set must be set on SIMS so that parents can access the work set. Homework will also be accessible through our new web technologies which are due to be launched in September 2017.

Homework is valuable for the following reasons:

- It can help students to make more rapid progress in learning.
- It can allow students to develop the practice of working on their own without the constant presence of the teacher or other students.
- Work at home can provide the quiet and private conditions needed for work of all kinds.
- It can allow valuable practice of skills learned in the classroom
- It can allow students to use materials and other sources of information that are not always available in the classroom.
- It can involve parents and others in the students' work for their mutual benefit.
- It can give opportunities for long term research and other work.
- It can form an important part of the student's notes.
- It gives students valuable experience of working to deadlines.

Year 7 and 8

- Homework from all subjects should be set each week
- Students will be expected to complete the three termly compulsory cross-curricular Extended Learning Projects. (*See additional guidance*).

Year 9, 10 and 11

- Homework from all subjects should be set each week.

Year 12 and 13

5 hours of work a week should be set as a minimum for each subject. This is across each subject so needs to be split amongst teachers delivering each course. This will represent approximately 2-3 hours every day with all the subjects together. Sixth Form students will receive information on study skills through the tutorial programme. This should be consolidated by advice from subject staff throughout the year.

Sixth form students need as much guidance on the work set as year 11 students. Please be explicit in your expectations. Students are encouraged to extend their academic experience beyond the syllabus, particularly in areas related to potential university applications or career choices.

Recommended minimum homework

| | |
|-------------------------|---|
| Year 7 and 8 | 45 minutes per subject per week + 3 Extended Learning Projects per year |
| Year 9 / 10 / 11 | 1 – 1½ hours per subject per week |
| Years 12-13 | 5 hours per subject per week. |



Extended Learning Projects – Year 7 and 8

In Year 7 and 8 students will be asked to complete three Extended Learning Projects (ELP) per year (one per term).

Guidelines for faculties running the Extended Learning Projects (ELP)

To ensure students have the same experience and support for each project it is key that faculties leading each project ensures:

- *Quality time is spent with the entire year group introducing the Extended Learning Project. This could be through a whole year group assembly or through a dedicated lesson.*
- *A letter must be sent home at the start of each project [with students, copy on the website and text sent directing parents attention to the letter].*
- *The learning objectives, success criteria and mile stones must be clear and transparent to students and parents.*
- *The students absent for the launch are given the materials to complete the ELP when they are next in school / or sent home to parents in the post.*
- *Students must be made to write the mile stones in their planners at the start of the project. Reminders should be written in each week by the students.*
- *Students are monitored at least twice during the project to ensure they understand the expectations and are on task to complete the work on time [lower ability sets could be set further mile stones to ensure they have the support to complete the project]*
- *Students are tracked and those completing the project on time are rewarded and those failing to hand in the completed project are chased.*
- *Class teachers/tutors must also complete the 'Completion sheet' in full at the end of each project with as much detail as possible in order to be analysed across the school and for the DOL to be able to put rewards and consequences in to place.*
- *The aim of the year 7 ELPs will go towards the student's diploma at the end of the year students will gain a pass through to gold certificate. This will continue into year 8 to complete their KS3 graduation from a bronze to platinum certificate.*



| DATES SET AND DUE IN | YEAR 7 PROJECTS 2017-2018 | FACULTY |
|---|---|----------------|
| <p>Autumn Term</p> <p>Issued w/c Mon 25th September</p> <p>Presented/ assessed w/c Mon 6th November</p> | <p><u>STEM: Floating Garden Challenge</u></p> <p>Floods affect over 1 million people in Bangladesh and other countries and last longer each year. During the monsoon season, many families lose their crops and the vegetables they were growing to feed their families.</p> <p>The problem: The land where crops used to grow now gets regularly flooded.</p> <p>The challenge: Design and build a model of a structure that farmers could grow their crops on even when it floods.</p> <p>What should you consider? For crops to grow on flooded land they need to be planted on a raft like structure, or ‘floating garden’ so make sure your model floats.</p> <p>You can use any recyclable materials but consider ones that could be available in poorer countries. Think about making your raft stable, the top of your model should be fairly flat so you could grow your own garden on top of it. How can you water the crops without the garden sinking? Your model must not be wider or longer than 23 x 30 cm, but can be as deep as you like. The winning entry will be the one whose raft holds the most weight before it sinks. You will need to be able to present your model to the class – give it a name. Whether your model works or not, you will meet the challenge if you can tell the class about your design and why your model did or didn’t work.</p> | <p>Science</p> |
| <p>Spring Term</p> <p>Issued w/c Mon 8th January</p> <p>Presented/ assessed w/c Mon 5th February</p> | <p><u>Communication - Let's play!</u></p> <ul style="list-style-type: none"> - To design a game (board game, card game...) in the language studied in class (French, Spanish or German) - Best games will be "played" with in lesson to choose the class winner. - The aim of the ELP is to develop creativity, language skills and organisational skills. - Students will be guided through the preparation process in lessons. | <p>MFL</p> |
| <p>Summer Term</p> <p>Issued w/c Mon 16th April</p> <p>Presented/ Assessed Mon 21st May</p> | <p><u>Environmental campaign</u></p> <p>The students will research the environmental campaigns of the artist Hundertwasser and Greenpeace to create their own environmental posters. Best examples will be displayed on Cooper’s website and exhibited in the CAB Gallery.</p> | <p>ADT</p> |



| DATES SET AND DUE IN | YEAR 8 PROJECTS 2017-2018 | FACULTY |
|---|---|-------------------------|
| <p>Autumn Term</p> <p>Issued w/c Mon 25th September</p> <p>Presented/ assessed w/c Mon 6th November</p> | <p><u>Careers Project</u></p> <p>While doing the Year 8 Careers ELP students will learn about different jobs and careers and why they are attractive to some people and not to others. There are 2 aspects to this project:</p> <ul style="list-style-type: none"> - Students will explore and research a REAL JOB OR CAREER that they think they might like to do when they are an adult. Students should find out about qualifications needed, how people in this type of job progress, training they might need or get, salary, usual hours, other benefits etc. They should explain why this career would be good for them and why they think they would be good at this particular job. - They will suggest a DREAM JOB that would they would love to do if they could do anything they wanted in the world! Students need to outline the qualifications, skills and experience they would need to achieve this dream. Students could give examples of real life people who do this dream job and who they look up to. Students should explain why they look up to these people so much and why they think they would like to do this job or have this dream career. <p>The project will be set by the year tutor and there will be a whole PD week devoted to carrying out these careers presentations so the tutor can grade them. Content is as important as presentation skills</p> | <p>PPS/ careers</p> |
| <p>Spring Term</p> <p>Issued w/c Mon 8th January</p> <p>Presented/ assessed Mon 5th February</p> | <p><u>The Alun and Joy Jones Award</u></p> <p>This local competition with the Chislehurst Society requires students to research and create a project on an aspect of the local community. More details of the competition will be given to students nearer the time when the 2018 topic is released. This year the ELP will be run in by the History Department.</p> | <p>History</p> |
| <p>Summer Term</p> <p>Issued w/c Mon 16th April</p> <p>Presented/ Assessed Mon 21st May</p> | <p><u>Learning to Learn</u></p> <p>Students will create a leaflet or PowerPoint (at least 6 slides) about EITHER:</p> <ul style="list-style-type: none"> - Different learning styles (what the styles are and what this means about how different people learn and remember information) and examples of activities which help particular learning styles. - Memory techniques (suggestions for how to learn and remember information, different types of activity or technique which other students could use) <p>Students should hand in their leaflet or deliver their presentation to their PPS tutor, who will give them a mark for their effort, content and, if appropriate, delivery of presentation.</p> | <p>PPS</p> |