CHURCHILL
SCHOOL

Curriculum Policy

The Curriculum

At Churchill every learner is entitled to a curriculum that is rich and varied, challenging and inspiring, which enables every individual to fulfil their potential to the highest possible standard.

At Churchill we recognise that many of our pupils first need to be equipped with the tools to learn, Our curriculum teaches the basic skills such as focusing on a task, tolerating sitting beside another pupil, that are prerequisites to learning.

The curriculum, including the enrichment programme, is designed to meet the needs of our learners so they are developed intellectually, physically, socially and emotionally. We aim to raise aspirations and broaden the horizons.

- The Family Liaison Officer supports engagement with school, promoting good attendance and access to the school or classroom. Relationships between home and school are developed and enhanced.
- Teachers deliver an academic curriculum supported by high quality support staff. Learning is made real, exciting and inspirational.
- Speech and Language Therapists support the development of communication and social skills.
- An Occupational Therapist supports the development of fine and gross motor skills.
- Specialist staff, including the Pupil Support Co-ordinator, assist students with the development of their learning behaviour
- The Life Skills Co-ordinator fosters life skills essential to developing independence

The National Curriculum is followed as appropriate, but with flexibility to meet diverse and individual needs. For some pupils in some subjects, the Programmes of Study will be for their Key Stage. For others, the Programmes of Study for an earlier Key Stage may be more appropriate.

Our schemes of work in each subject are designed to ensure that pupils are able to access and progress through Programmes of Study that are appropriate to their levels of ability.

There is:

- a focus on raising aspiration so that every pupil makes excellent progress both academically and socially, whatever their starting point.
- teaching that engages all pupils so that each one participates, is creative, able to express their views and develops the emotional resilience to succeed even when facing difficulties. Some children, such as those with autism, need a lot of structure and security in order to function well. They need to know exactly what will happen in the day. We use visual schedules in order to help the pupils maintain their awareness of the timetable and use the Meeting Time to go through the day's demands
- a strong drive on improving learning through engaging with carers and the local community values, to support our principles of equality and access, also respect for local people and local culture.
- a strong emphasis on building children's repertoire of communication, spoken and written language so that they become confident and effective communicators, using systems such as visual strategies where appropriate; every interaction is seen as an opportunity to develop language
- personalised planning that enables pupils to access mainstream opportunities.

Organisation

Students are organised into teaching classes of up to a maximum of 11 or 12 students, according to a mixture of age and level of need, each with their own form tutor. During lessons a combination of whole class, group and 1-1 teaching may take place on any one occasion according to the demands

of the task, supported by two or more teaching assistants.

English

KS2

The Primary Writing Project is used in KS2 to develop positive attitudes towards writing and therefore develop students' literacy skills further. Writing is taught through model texts which demonstrate outstanding writing, expand vocabulary and help to establish good reading habits. Guided reading groups help to reinforce the learning connected with the Primary Writing Project. Students experience a wide range of texts and genres which are in place to ensure that they have the skills necessary to be able to access the curriculum in KS3.

KS3

Students study a range of topics throughout the year, integrating both reading and writing skills. Each unit is accompanied by the study of a novel in order to encourage and develop reading skills throughout Key Stage 3. Poetry and Shakespeare extracts are studied at KS3; these are linked thematically to the main novel being studied. Spelling, punctuation and grammar are embedded into schemes of work and revisited throughout each term. All units of work are linked to the GCSE assessment objectives, ensuring students have a good foundation and are as prepared as possible for KS4.

KS4

It is compulsory for all students to study English Language at GCSE level. We aim to inspire and instil a life-long love of literature in all students. We encourage students to read for pleasure, both at home and at school, on a regular basis as we believe that this will significantly increase their chances of accessing the curriculum and the accompanying examinations. In English Language GCSE, students study how to read competently a range of fiction and non-fiction literary texts. A range of challenging extracts from 19th, 20th and 21st century texts are used to teach students how to infer and analyse the writer's language. Students develop their creative writing and their non-fiction writing, with a strong focus on crafting their work effectively for their audience. Spoken language is also assessed as a separate endorsement at GCSE. Students develop their speaking skills at KS4, focusing on using intonation, expression and pace effectively to engage their audience on a topic of their choice. (Some students may also work towards, and complete, Entry Level English as a separate award to their GCSE English Language.)

Maths

Progression takes the form of an increased knowledge base and a further developed understanding of number and the processes or operations which link it to reality throughout the five main topic areas of study. It is measured, not only through formal assessment but in the way that a student can explain their thinking to demonstrate their understanding to others. We do not have a set expectation of given grades by given times, instead, we have an expectation of measurable progress each term.

Maths lessons most commonly consist of a specific theme and within the lesson we differentiate the bulk of the tasks across at least three levels, although there may well also be additional levels of intervention and extension. At KS4 it is common that at least one student who has already progressed beyond what is required at GCSE foundation level for a topic, will be working on a completely different area to their peers.

The Programmes of Study follow a spiral of learning approach where we revisit topics to reinforce what they have learnt in the past.

Each Key Stage covers Number, Algebra, Ratio and Proportion, Geometry and Probability and Statistics. Every Key Stage starts with Number.

KS2

Mathematics is delivered in a variety of ways. A very strong emphasis is placed on understanding of mathematical ideas and concepts, promoting the use of mental strategies for solving problems and developing a range of calculation strategies. The Primary Framework is used to support teaching and learning across the school. Lessons are planned to allow children experience of all areas of mathematics in practical and everyday situations, to suit a wide range of learning styles. Problem solving and Speaking and Listening skills are integral to this approach and the children are encouraged to make links between areas of learning and discuss both strategies and findings confidently. Catch up Numeracy is utilised to ensure that the key concepts of Maths are securely embedded.

KS3

Students consolidate and extend their mental and written methods of calculation. They develop their understanding of fractions, decimals, percentages and ratios. Students further explore properties of

groups of numbers, such as squares, primes and cubes. In Algebra students develop their ability to manipulate algebraic expressions and solve equations. They explore connections between sequences, functions and graphs. Students discover shape and space and apply angle properties of 2D shapes and parallel lines. They learn how to transform 2-D shapes and calculate areas, perimeters, volumes and
surface areas. Students also increase their understanding of a variety of measures. Students develop strategies for collecting, presenting and analysing data. They also explore theoretical and experimental probability.

KS4

GCSE Mathematics consolidates and builds upon concepts introduced in KS3. We study towards the Pearson, Edexcel GCSE qualification. Students will learn to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Understanding mathematics is an essential life skill. The curriculum and teaching addresses not only the mastery of basic skills and recording but also has a progressive focus on real life mathematics and the more advanced concepts. Mathematics provides a means for organising, communicating and manipulating information. The ability to communicate mathematically is fundamental and students learn how to communicate with others using the language/medium of mathematics.

Science

In Science students are encouraged to develop enquiring minds through exploration and observation of the world around them. Students are given opportunities to make predictions, test their ideas and draw conclusions through a range of practical experiments and theory-based lessons. We have a range of resources available to support the teaching of Science, and the school grounds are used to help develop an understanding of the natural world.

KS2

In Key Stage 2 science is focused on the National Curriculum Programme of Study. The students are taught in a combined class of years 4, 5 and 6 and the subject content is delivered in a way that builds up skills and knowledge in all students throughout the year.

Students will undertake a variety of topics, including:

1. The Biology of Living things and Evolution
2. The Organs of the Human Body
3. Light and Waves
4. Electricity
5. Forces and Energy
6. Introduction to Chemical Reactions

KS3

In KS3 students follow a scheme of work designed to increase their experimental and analytical skills whilst developing their knowledge of specific biological, chemical and physical concepts. Students are encouraged to apply and improve their scientific communication and ICT skills throughout the course. The Key Stage 3 Science units of work are be-spoke for our students' needs and have been developed on site by our Science team.

The KS3 topics taught through classes 2 and 3 include:

Class 2 (Year 7)	Class 3 (Year 8)
Living body/Reproduction	How the body works
Elements, mixtures and compounds	Structure of materials
Energy Resources	Speed
Electricity	Evolution and Inheritance
Habitats and Organization	Chemistry on Earth
Common chemical reactions	Magnetism and Waves
Forces and Motion	Inheritance

KS4

Science is a compulsory subject for all pupils in Key Stage 4. It is a valuable, practical-based and informative subject. Science allows pupils to gain an in-depth understanding of the world around us and beyond. It will give pupils an understanding about the 'how' and 'why' of many different concepts from curing diseases to predicting climate extremes.

The majority of pupils will study the AQA Combined GCSE Science course throughout Key Stage 4. Pupils will study equal proportions of Biology, Chemistry and Physics. Pupils will complete a variety of different practical activities while covering the concepts. Different mathematical concepts and skills are also covered in the course. The pupils will complete external examinations at the end of their course and earn two Science GCSEs.

The Science course covers a wide range of content and students are supported through the course which is planned to reinforce key ideas through each year at school. The content is regularly revisited throughout the course, and links to other subjects are explored thoroughly.

There is a large practical element to the GCSE course, and students work safely in our custom laboratory with trained staff to complete the required practical experiments within the GCSE where it is appropriate and safe to do so.
The topics covered through the course are shown below:

Class 4 (Year 9)	Class 5 (Year 10)	Class 6 (Year 11)
Cell Biology	Infection and Response	Forces and Waves
Organisation	Homeostasis	Chemical changes
Atomic Structure	Energy changes	Bioenergetics
Energy Transfers and Conservation	Particle model	Chemical analysis
Rates of reaction	Inheritance, Evolution and Variation	Energy, work done and springs
Ecology	Organic	Quantitative Chemistry
Using Resources (Chemistry)	Radioactivity	Rates of reaction

Geography

KS2

KS2 Geography aims to inspire students with an interest and fascination about the world and its people. Students are taught about the world around them, including the UK, Europe and the Americas; physical processes and features, including rivers and mountains and land use, including settlements. Students are taught to have a sense of place, why environments are as they are, how settlements are developed and to compare and contrast other localities with their own. Geographical skills are taught and embedded throughout.

KS3

KS3 Geography prepares students for GCSE Geography, which they begin in Year 9. Students begin Year 7 by looking at the key skills and knowledge a geographer needs. This includes using a range of maps, mapping techniques, analytical writing and statistics. This is brought together in a project about the local area. They then move on to study the world's environments with a focus on hot deserts,
rainforests and mountains. Year 7 ends with a look at the development gap, with a focus on China and Lesotho.

In Year 8, students continue to build upon their geographical knowledge and skills by studying a

range of human and physical topics. They begin with a focused study of Japan, looking at both population and then natural hazards, including earthquakes and typhoons. In the spring they further develop their knowledge of physical geography by studying river processes and flooding in different countries. In the summer term, following their study of a range of geographical topics, children consolidate their skills with the 'The Big Melt Down' topic looking at global climate change.

The KS3 Geography course aims to create global citizens as well as practising literacy, numeracy and geographical skills throughout.

KS4

Students begin the GCSE Geography course in Year 9. It is a varied, relevant and exciting course, which provides a balance between physical and human units of study, while making links between them. Through the units of study students will travel the world from their classroom using case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). The course begins with a study of natural hazards, including tectonic hazards, weather hazards and climate change, looking not only at the physical or human elements involved, but also the impact such hazards have on people, economy and environments. Students then build on their knowledge of human geography by studying the management of our natural resources; food, water and energy, before moving on to an in-depth study of the precious resource of water and how to ensure its sustainability for future generations. Moreover, they will investigate the challenges and opportunities faced by the UK and compare this with countries in poorer parts of the world.

The course continues with a study of our living world, exploring ecosystems, tropical rainforests and hot deserts, including the impact human activity can have on these environments. Students will then focus on UK landscapes, investigating the processes along the extensive coastlines and river systems and how to manage the challenges our coastlines and rivers face. The course concludes with two human geography units of study: urbanisation, including the issues and challenges associated with urban growth around the world and finally the changing economic world; looking at reasons of uneven economic development around the world and how to close the gap; the impact of rapid economic growth in LICs and NEEs and major changes in the economy of the UK.

There are three GCSE examination papers:

1. Paper 1: Living with the Physical Environment

2. Paper 2: Challenges of the Human Environment

3. Paper 3: Geographical Applications

Students will have the opportunity to experience a fieldwork study. This will involve collection and use of primary and secondary data to formulate into an enquiry and argument based on the data gathered. Moreover, they will also explore a topical issue, related to either a physical or human unit of study and apply a range of geographical knowledge and skills gained from these investigations in the ‘Geographical Applications’ exam.

Useful strategies:

- Take advantage of visual aspects of subject, e.g. maps and timetables
- Let pupils keep a photographic record of a local area or country abroad

- Let pupils use the Internet to find out about different countries and cultures
- Use food technology to develop an understanding of different countries
- Use pictures, artefacts and DVD/video
- Use drama and music to extend knowledge of different cultures.

History

KS2

Students are taught to recognise the difference between the past and the present, that change occurs over time and to have an understanding that the present is affected by the past. Topics taught include: Leisure and Entertainment, The Maya Civilisation, World War 2, The Stone Age and Iron Age, The Victorians, Ancient Egypt, Ancient Greece, The Romans, A Local History study, Ancient Sumer, Early Islamic Civilisation, Britain's settlement by Anglo-Saxons and Scots, Vikings and Anglo-Saxons. Students are encouraged to contrast and compare with the present day and to use artefacts and original evidence.

KS3 (Years 7&8)

During Years 7&8 students will study the following topics: What do we know about the Anglo-Saxons from what they left behind? Why did William win the Battle of Hastings and how did he keep control of England? What was life like in Medieval England? Why does Martin Luther matter and Black History Month, how did life change under different Tudor monarchs? Why was there an English Civil War and

why do people disagree about Oliver Cromwell? How did the Industrial Revolution change Britain? Should we apologize for empire? What should Billy Joel have included in 'We Didn't Start the Fire'? How far can we generalize about the experiences of African slaves? Who was most significant in ending the slave trade? Why did the world go to war in 1914? What makes a source useful to a historian? Who won votes for women? Why was WW1 not the 'war to end all wars'? What was the most significant event of WW2? How best should we remember the Holocaust?

Religious Education

Students have the opportunity to be involved in religious education lessons from KS2 up to Year 8. They learn about different religions and cultures, and are encouraged to show tolerance and empathy for them. Lessons follow the National Curriculum guidance and the Suffolk Agreed Syllabus. At Churchill, religious education is non-denominational in character.

KS2

At Key Stage 2, the RE curriculum aims to introduce students to the six main world religions: Christianity, Judaism, Sikhism, Islam, Hinduism and Buddhism. In line with the Agreed Suffolk Syllabus for teaching Religious Education in schools, our curriculum covers Christianity in greater depth to reflect the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (1996 Act, Ch 56 s375 (3)).

Students are taught about the main beliefs, customs and traditions of each religion and are encouraged to think about and understand the impact that belonging to a religion has on an individual's daily life. By developing pupils' knowledge and understanding of different religions we aim to instil the following four attitudes in our learners:

· Self awareness
· Respect
· Open-mindedness

· Appreciation and wonder

KS3

At Key Stage 3, the RE curriculum builds on the knowledge acquired in KS2 and explores religions in greater depth. Students are encouraged to ask more challenging questions about their beliefs and to develop their own sense of identity and belonging. The curriculum promotes spiritual, moral, social and cultural development through religious education.

Our aim is to provide students with the opportunity to not only learn about religions and beliefs but also to learn from religions and beliefs.

These two aims will:

- help students develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religion and belief
- enhance their spiritual, moral, cultural and social development.

Parents may, if they wish, withdraw their child from the arrangements for Religious Education. They will need to put their request in writing addressing it to the Headteacher.

ICT

ICT (Computing) is taught throughout the school and in all year groups. Students have a weekly lesson timetabled in the ICT suite but laptops are available for use in other lessons to ensure that ICT is cross-curricular.

KS2

At Key Stage 2, the ICT curriculum primarily focuses on Information Technology to teach students basic functional skills in programs such as Word and Paint. The curriculum gives the students the opportunity to use the tools within word processing and drawing programs to present a range of data and information creatively.

Our intent is to equip students with the key skills, such as touch typing, mouse control and being able to access publishing and editing tools so that they can become confident and competent computer users.

Our curriculum also aims to teach students how to use technology safely, respectfully and responsibly therefore online safety is taught every term. Students are taught to recognise acceptable and unacceptable behaviour and ways to report concerns.

Students are also given the following Computer Science and Digital Literacy opportunities:

- to design, write and debug programs that accomplish specific goals with the intention of introducing them to the world of coding.
- to send and receive emails to see how technology can be used for communication
- to learn about the inside of a computer and how a network works to offer collaborative working

KS 3

At Key Stage 3, the ICT curriculum is intended to build on and develop the skills learnt in KS2. Students continue to further their skills in programs such as Paint and Word but are also introduced to Excel and PowerPoint. The aim is to increase the students' knowledge of a range of software and begin to think about which software to use for an intended audience and/or purpose. As in KS2, we aim to instil the importance of online safety in our pupils so every term they are taught about digital citizenship. Our intention is that students are shown how to be responsible when using social networks, technology and other online tools.

Students are also given the following computing and digital creativity opportunities:

- to learn about binary letters and numbers so they have a greater understanding of how a computer works
- to develop their coding skills by creating a website using HTML script and experimenting with Python
- to further their understanding of how a computer works by identifying input and output devices and learning about software, hardware and operating systems

KS4

At Key Stage 4, students complete coursework tasks for their IT User Skills qualification provided by TLM. This qualification is intended to provide students with basic functional IT skills so that they can efficiently use technology to improve their productivity and work in all subject areas thus equipping them for further study or the world of work.

Students complete the following units of work:

- Unit 1 – Improving Productivity Using IT
- Unit 4 – IT Security for Users
- Unit 8 – Using the Internet
- Unit 10 – Presentation Software
- Unit 13 – Using Email

These units have been specifically chosen to meet the needs of our learners.

Our aim is for all students to leave Churchill with the following skills and attributes that can be used in their everyday lives and in the world of work:

- how to be a safe and responsible computer user
- how to use IT effectively to improve productivity
- knowledge of how the internet works, is used and impacts on our lives
- able to use email proficiently
- able to create and present PowerPoints for an intended audience and purpose

Art

KS2

Art and Design encourages students to develop their creativity and imagination and allows for freedom of expression. Students are given opportunities to explore the art forms of different times and cultures and to focus on the work of a variety of different artists, craftspeople and designers. Through this they develop their critical awareness. Students are taught specific skills enabling them to feel confident using different media and processes to create work in 2 and 3D. Students are encouraged to express their ideas and feelings through observation, imagination and memory and to think about the impact of their – and others'- artwork on the environment.

KS3

In Key Stage 3 students develop the important skills in order to improve technique. They do this by studying art around the world as well as exploring and employing techniques used by a range of famous artists. For example, students research Aborigine art and look at Picasso's blue period. The artistic
styles students develop include portrait painting, Pop Art, surrealism and still life. Art has proven to be an effective way to help improve both fine and gross motor skills as well as to express ideas and feelings in a creative way.

KS4

The Art and Design course follows a Fine Art route leading to a GCSE in Art and Design. This allows students the freedom to explore many different types of art specialisms whilst on the course and choose their own direction of study. This enables us to build a personal curriculum around the interests of each individual student and at the same time rapidly develop with them high order technical and creative skills to guarantee they achieve very high standards.

Strategies that help can include:

- Visual details of the sequencing skills required to construct a model or carry out an activity
- Keeping a portfolio of work to boost self–esteem and to encourage discussion and interaction with others.
- To instil a sense of pride and achievement, students' work will be promoted in high profile art displays around the school.

Design Technology

KS2

At Key Stage 2 Design and Technology offers pupils the opportunity to develop their designing and making skills. Students are encouraged to explore and evaluate existing products and structures and to

plan and create designs of their own. Through this subject, students will be acquiring and refining their practical and creative skills – working safely with materials, components, tools and processes – as well as applying cross-curricular skills such as questioning and explaining, interpreting and evaluating, fair testing and measuring. Students will also develop their use of ICT, using controls to make things happen and handling data.

KS3

At Key Stage 3, students build on the skills they acquired during Key Stage 2 and will study Design and Technology alongside Food and Nutrition. In each subject area they will design, make and evaluate their own products. In Design and Technology pupils develop skills in all areas of the design process and learn to value the world they live and work in, one that considers sustainable designing and making. They are taught to consider real problems and how the design process can help them in analysing, researching, designing, modelling, developing and evaluating possible solutions to problems. In Food and Nutrition students follow basic recipes with increasing independence, learn about a range of cooking processes such as selecting and preparing ingredients, using utensils and electrical equipment. They learn about the importance of healthy eating and the basic principles of nutrition.

KS4

At Key Stage 4 students follow the GCSE Food Preparation and Nutrition scheme of work. A wide range of skills are taught to cover all basic food preparation skills such as fruit and vegetable preparation, meat preparation and cookery, up to more advanced skills such as sauces, pastries, enriched bread dough making and shaping. This will allow students to be able to independently produce a range of dishes both sweet and savoury.

Performance Arts (Music and Drama)

KS2 and 3

In Music, students have the opportunity to develop a variety of skills focusing on both practical and theoretical aspects of music. They learn to play a variety of different percussion instruments as well as develop their skills on the keyboard. Through the practical elements they also learn about some of the more technical aspects of music, including composition, and develop a growing musical vocabulary.

Drama and Music lessons feature on the weekly timetables for students at Key Stage 2 and 3. During these sessions students are engaged in a variety of different activities from music appreciation to music

production, using and performing with play scripts, to learning to use the lighting/sound desk for a performance and creating props/costumes and scenery.

Physical Education

Students at Churchill have 2 lessons of PE a week and are able to access a range of sporting activities. These are

- Pop lacrosse
- Tri golf
- Dance
- Gymnastics
- Health Related Exercise (HRE)
- Invasion games such as netball, tag rugby, basketball and hockey
- Striking and fielding – cricket and rounders
- Net games – tennis, badminton, volleyball
- Athletics
- Outdoor Adventurous Activities (OAA)
- Fitness & Circuits
- Boccia
- New Age Curling

Within these sports, students are taught the main skills for each sport before participating in any team games.

Another important aspect of the PE programme is opportunity to engage in therapeutic programmes, based on advice from the school's Occupational Therapist, to improve students' fine and gross motor skills.

Life Skills

KS2

In Key Stage 2, students follow a bespoke AQA Unit Award Scheme programme, Skills for Life, written specifically for our students by our Life Skills Coordinator.

KS3

In Key Stage 3, students follow the ASDAN Key Steps programme, which is a comprehensive programme of activities in a range of topic areas covering Citizenship, PSHE, Environment Education, Personal Finance Education, Enterprise, and Internationalism. Activities are presented in the form of personal challenges and encourage students to develop their personal skills and take responsibility for their own learning, earning the students up to three certificates.

KS4

In Key Stage 4, students follow ASDAN's Personal Development Programmes (Bronze, Silver and Gold) which offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All three programmes link to nationally recognised qualifications.

ASDAN courses motivate and enhance learners' confidence, self-esteem and resilience. In addition, learners develop core skills in teamwork, communication, problem solving, research and self-management.

Both programmes are structured courses that promote active learning and progression and reward achievement.

Relationships, Sex and Health Education (RSHE)

The RSHE programme is designed to support students to develop the skills and attitudes they need to make positive decisions outside of the classroom. The three key areas taught in each year are health and wellbeing, relationships and living in the wider world.

As part of this subject, students will have opportunities to understand, concepts that they may find difficult to understand, such as developing and maintaining relationships and understanding personal space, and gain a better understanding of others and how their actions can impact those around them.

Careers Education and Work Experience

The Careers programme is designed to prepare our pupils for adulthood and working life, enabling them to take their place in society as responsible independent citizens. Careers is taught across the school from Class 1 to Class 6.

The curriculum is designed to follow the guidance published by the Careers Development Institute where learning outcomes are designed to support the Gatsby Charitable Foundation's benchmarks. These aim to widen pupils' horizons, challenge stereotypes and raise aspirations and provide students with the knowledge and skills necessary to make successful transitions to the next phase of their life.

Further information about Careers Education within Churchill can be accessed via the school website.

Specialist information and advice can be accessed through our partnership with Samuel Ward Academy. The schools are advised by the New Anglia Local Enterprise Partnership for Norfolk and Suffolk.

Enrichment

We believe that enrichment opportunities are an essential part of our pupils' education. For three afternoons a week at the end of the school day from 2:50pm to 3:40pm there are opportunities for pupils to access a programme of curriculum enrichment activities.

Post 16

What is offered at Churchill?

If students decide to stay at Churchill they will be able to follow one of three pathways. These are outlined below.

Pathway 1

This is for students who wish to study the most academic A levels at Haverhill Community Sixth Form. They will study largely independently but with some support from Churchill to meet objectives listed in their EHCP (Educational and Health and Care Plan). They should have at least a grade 6 in the subjects they choose to do at A Level.

Pathway 2

These students will study less traditional A and AS Levels at Haverhill Community Sixth Form. They will study largely independently but with some support from Churchill to meet objectives listed in their EHCP (Education, Health and Care Plan). Students would need an average of grade 5 and this must include English and Maths. Students should again have at least a 6 grade in the A Level subjects they choose.

Pathway 3

This is the BTEC route and contains applied or vocational courses that can be studied at Haverhill Community Sixth Form. They will study largely independently but with some support from Churchill to meet objectives listed in their EHCP (Education, Health and Care Plan). Students would usually have at least 4 GCSEs 9-4 and these should include Maths **or** English at grade 4 or above.

Beyond Churchill

Students may decide that their needs are best met at another college because the course they wish to study is not offered here and is local to where they live. Below is a list of colleges that our students can attend.

- West Suffolk College
- Cambridge Regional College
- Abbeygate Sixth Form
- Impington Village College – Cambridge
- Suffolk New College
- Suffolk One
- Otley College – Suffolk Rural
- Colchester Institute
- Chelmsford College
- Saffron Walden County High School
- Harlow College
- Long Road 6th Form Cambridge
- Colchester Institute – Braintree Campus
- Market Fields College - Essex

Review

This policy will be reviewed in line with the school's policy review programme.

Author	**Date**	**Frequency of Review**
Chris Komodromos	Summer 2021	Three Yearly
Reviewed Date: Signed	**Reviewed** Date: Signed	**Reviewed** Date: Signed