



Bishop Barrington School

Curriculum Proposals for September 2009

Curriculum Policy and Map

Rationale

All schools are required to provide for **all** pupils a balanced and broadly based curriculum which:

- Provide opportunities for all pupils to learn and achieve.
- Promote pupils' spiritual, moral, cultural, mental and physical development.
- Prepare pupils' for the opportunities and responsibilities of adult life.

Each school has to teach the National Curriculum and Religious Education. Within this context, and that of Government initiatives (for example, the Key Stage 3 Strategy and the 14 – 19 curriculum), Bishop Barrington has created its own distinctive, and unique curriculum which plays to the school's strengths.

Aims

- To improve the quality of teaching and learning, and to raise pupil attainment at both KS3 and KS4.
- To strive for excellence across the whole range of the school's curricular and extra curricular work.
- To strive to offer breadth, challenge and opportunity in the school's work.
- To strive for the highest standards of personal and social behaviour.

Curriculum Priorities and Emphasis

The Key Stage 3 Strategy has emphasised the importance of high standards in the Core Subjects, since a minimum of level 5 provides a sound foundation for GCSE. This emphasis is reflected in time allocation for the Core Subjects. Pupil groupings within these subjects also enable targeted support for SEN pupils, Most Able and Talented pupils and those requiring intervention to secure target levels. However, the school believes that all pupils should achieve to their potential; consequently, learning and teaching strategies at whole school, department and classroom level should challenge and support all pupils (see Learning and Teaching Policy and Making Good Progress Action Plan)

ICT is taught in discrete lessons, in keeping with KS3 Strategy advice, but the school works hard to secure development of ICT across the curriculum (see ICT policy).

In terms of the Foundation Subjects, the curriculum maintains a balance in time allocations to Humanities and The Arts. There is also a balance in time allocation to MFL and Technology subjects. Time allocation to RE is in line with Ofsted recommendation.

The school has increased time for PE lessons, easily meeting government recommendations and in keeping with the School's Specialist Status. This is enhanced opportunities for pupils' to participate in extra – curricular sporting activities.

The programme of study for PHSE/Citizenship/Careers (Personal Development) (Years 7 – 9) is taught in timetabled lessons, with learning supplemented by cross – curricular delivery.

At Key Stage 4, all pupils follow courses in English, English Literature, Mathematics, Science, PE, ICT, RE, and Personal Development, PE, Citizenship and Careers Educations and Guidance. The rest of the KS4 curriculum allows for pupils to make choices suited to their aptitudes, interests and aspirations. Pupils choose to follow one of three pathways.

Pathway 1 includes choices from the range of GCSE courses in the Arts and Humanities, MFL and Technology. Pupils also have the opportunity to follow vocational course in Applied Art and Design, Leisure and Tourism, BTEC PE and BTEC/OCR ICT.

Pupils opting for Pathway 2 are offered a choice of vocational subjects. For example NVQ's in Health and Beauty, Food and Motor Vehicles. Some of these courses are delivered by outside providers and have led to flexibility in the school day for these pupils. A group of pupils also have the opportunity to experience work based learning, to the equivalent of one day per week.

(See Appendix 1 for details of KS4 courses and qualifications).

Clearly, the school recognises the importance of effective KS3/4 transition and careers guidance if pupils are to make informed appropriate choices for their KS4 curriculum. It is also important that the school has robust systems for use of baseline data, target setting and tracking pupils' progress so that appropriate evidence and advice can support pupils in making the right choice. Also, the school must ensure that parents are fully involved in the KS4 option process.

Curriculum Distribution

Bishop Barrington uses flexibility in organising the teaching of the National Curriculum and Religious Education: for example, in the allocation of more time to a particular subject in one year than another. However, we always ensure that the full programme of study is covered by the end of the Key Stage.

Year 7 Curriculum Plan

Subject	Number of Lessons	Mixed Ability/Sets
English	7	Sets
Maths	7	Sets
Science	7	Mixed Ability
ICT	3	Mixed Ability
Art/Technology	6	Sets
History	2	Mixed Ability
Geography	3	Mixed Ability
French/German	4	Sets
PE	4	Sets
RE	3	Mixed Ability
Music	2	Mixed Ability
Personal Development	2	Mixed Ability

Year 8 Curriculum Plan

Subject	Number of Lessons	Mixed Ability/Sets
English	7	Sets
Maths	7	Sets
Science	7	Sets
ICT	2	Mixed Ability
Art/Technology	6	Sets
History	3	Mixed Ability
Geography	3	Mixed Ability
French/German	6	Sets
PE	4	Sets
RE	2	Mixed Ability
Music	2	Mixed Ability
Personal Development	1	Mixed Ability

Year 9 Curriculum Plan

Subject	Number of Lessons	Mixed Ability/Sets
English	7	Sets
Maths	7	Sets
Science	7	Sets
ICT	4	Mixed Ability
Art/Technology	6	Sets
History	3	Mixed Ability
Geography	2	Mixed Ability
French/German	4	Sets
PE	4	Sets
RE	3	Mixed Ability
Music	2	Mixed Ability
Personal Development	1	Mixed Ability

The School Day

Period	Time
Registration	8.45 – 9.00
Period 1	9.00 – 10.00
Period 2	10.00 – 11.00
Break	11.00 – 11.15
Period 3	11.15 – 12.15
Lunch	12.15 – 1.20
Period 4	1.20 – 2.20
Period 5	2.20 – 3.20

Leadership and Management requirements of the curriculum.

The school uses the opportunities provided by the recent legislation relating to staffing structures and the national re-modelling agreements, as well as best practice to arrange appropriate leadership and management of the curriculum. In addition to the subject based arrangements outlined above, some additional aspects are outlined below.

Curriculum Enrichment, Study Support and Extended School Programmes

Bishop Barrington goes beyond the statutory requirements of the National Curriculum, by adding to the content of the timetable programmes.

A good range of activities is offered outside normal school hours, for example:

Revision/Booster Classes	School Performances	Summer Schools
Homework clubs	Community Work	Additional GCSE's
Book club	Academic Mentoring	(e.g Humanities)
Sporting Activities	Art Clubs	

We also enhance the curriculum by giving extra opportunities within the school day, for example:

Artists in Residence	Health Day
Educational Visits	Business Ambassadors
Field Work	

(See Curriculum Provision Audit)

Personalising Learning.

All students have access to a broad, balanced National Curriculum. They are encouraged to participate in all aspects of the curriculum and are offered the chance to participate in extra – curricular activities. However, the school recognises that some groups of pupils may need special support, for example, pupils with learning difficulties, most able and talented pupils, pupils with social and emotional problems, disaffected pupils and those who under-achieve.

The school ensures that it follows statutory requirements to meet the needs of these pupils but has also developed strategic planning to ensure a whole school approach to meeting their needs. This approach is reflected in school policies and strategies; for example, the learning and teaching policy, the assessment policy, and school improvement plans SEN policy, MAT policy and Literacy Intervention Strategy.

Pupils of all abilities can 'dip' in their learning when they move from one Key Stage to the next, and are faced with an unfamiliar environment and new styles of teaching and learning.

At Bishop Barrington, Key Stage 2/3 transition is facilitated by good curriculum design, close liaison with schools in feeder and cluster groups, the use of bridging units, cross – phase visits to observe teaching strategies and learning styles, information on pupils' strengths and weaknesses, effective use of pupil data, target setting, tracking pupil progress and monitoring the quality of the curriculum.

Central to effective KS3/4 transition is the recognition that pupils have a right to achieve to their potential since this provides a sound foundation for all KS4 pathways. All of the school's improvement plans and teaching, learning intervention strategies aim to secure maximum pupil attainment at the end of the Key Stage. A key aspect of this key stage is to ensure that all the flexibilities and opportunities

available in KS4 are taken to ensure the maximum engagement and attainment of qualifications at age 16. Equally, progression by our pupils into further education, employment and training should be maximised to increase their life chances.

Subject leaders design post Year 9 lessons to anticipate the style and content of KS4 courses. For example, Year 9 pupils begin coursework in some subjects, or begin portfolio work for BTEC/OCR ICT. The programme of Careers Education in Year 9 also facilitates transition and pupil focus on KS4. (*See making good progress action plan*)

Grouping of Pupils

The school groups pupils in various ways for different purposes. At KS3 and KS4, pupils are set according to ability in English, Maths, Science, and in KS3 MFL. Groups including a high proportion of SEN pupils are kept small to enable targeted support by teachers and teaching assistants.

KS3 Technology/Art is taught to mixed ability groups who study three disciplines. All other subjects are taught in mixed ability tutor groups.

Supporting particular classes, groups or individuals

Students with special educational needs are supported, wherever possible, in the mainstream classroom, by a team of both Higher Level Teaching Assistants and Teaching Assistants. To provide consistency to the student, and so that the TA can become part of a subject team, they are deployed in specific areas. English, Maths and Science have the majority of T.A support with other curricular areas bidding or support where available. Heads of Department, in consultation with the Deputy Head and SINCO, organise the TA timetables. The SINCO monitors pupils' access to additional support and its quality, to ensure that they receive their entitlement within their Audit Bands. Some students who have significant special education needs are withdrawn from classes to follow individual or small group support. Literacy Intervention Programmes are organised and delivered by the school's Literacy Intervention Tutor.

The Achievement Centre manager and two literary intervention tutors identify pupils who require the additional support. Their roles, and those of others in their team, and strategies are explained in the school's Inclusion Policy.

The Connexions Advisor supports students from age 13 upwards, working with individuals and small groups to actively engage more challenging and hard to reach students. The Connexions careers adviser(s) supports SEN student and ensures that the Transition Plans decided at the Year 9 Annual Reviews are supported.

The School's Improvement Plan also describes the school's strategies for pupil support and mentoring.

Pupil Voice.

The direction education is moving in encourages learners to be more involved in their own education. Giving pupils a voice and motivating them to take decisions about their own education - through guidance and increased choices - will engage them and enable them to take responsibility for their own education as well as teach them to think independently. This aspect is an area for increased development.

Monitoring the Curriculum

The quality of the curriculum is judged in terms of standards of attainment and the evaluation of teaching and learning. This requires consistent application of the school's (and departments') self-evaluation policies. Effective monitoring and evaluation of the curriculum is crucial to planning for sustainable improvement.

PATHWAY 1 LESSON ALLOCATIONS (GCSE 2009)

The numbers show the number of lessons allocated to each subject per fortnight.

Compulsory

English	AQA	8
Maths	AQA	8
Science	OCR/BTEC	8
Personal Development		3
PE		4
ICT	OCR/BTEC	4

All Option Blocks are allocated 5 lessons per fortnight. Please note that blocks are not yet confirmed.

Option 1 Choices

History	OCR
Geography	AQA
RE	EDEXCEL
Drama	AQA
Graphic Products	AQA
Construction	BTEC Diploma

Option 2 Choices

BTEC PE	EDEXCEL
BTEC ICT	EDEXCEL
Leisure & Tourism	AQA
Music	AQA
Applied Art & Design	EDEXCEL

Option 3 Choices

Resistant Materials	AQA
Food	AQA
Applied Art & Design	EDEXCEL
German	AQA
French	AQA
Construction	BTEC Diploma

QUALIFICATION AUDIT - PATHWAY 1 (GCSE 2009)**CORE**

Subject	Qualification
English	GCSE
English Literature	GCSE
Maths	GCSE
Literacy/Numeracy	ALAN Test 2 x ½ GCSE
21 st Science/BTEC CERT	Dual Award
PE	Core + BTEC Option Groups
ICT	GCSE or BTEC (with option time)
Personal Development	½ GCSE RE
	½ GCSE Citizenship and Careers qualification
Functional Skills	OCR/AQA

OPTION BLOCKS

Please note that blocks are not yet confirmed

Subject	Qualification
Geography	GCSE
RE and Humanities	2 GCSE
History	GCSE
Drama	GCSE
Graphic Products	GCSE
Construction	BTEC (4 GCSEs equivalent)

Subject	Qualification
BTEC PE	BTEC (4 GCSEs equivalent)
BTEC ICT	BTEC (4 GCSEs equivalent)
Leisure & Tourism	2 GCSE
Music	GCSE
Applied Art & Design	2 GCSE

Subject	Qualification
Applied Art & Design	See Above
History	GCSE
Resistant Materials	GCSE
Food	GCSE
German	GCSE
French	GCSE
Construction	BTEC (4 GCSEs equivalent)

PATHWAY 2 LESSON ALLOCATION (GCSE 2009)

The numbers show the number of lessons allocated to each subject per fortnight

Compulsory

English	AQA	8
Maths	AQA	8
Science	OCR	5
Personal Development/RE		2
		2
PE BTEC	EDEXCEL	6
ICT	OCR NATIONAL	9

Choices

10 periods per fortnight

Food and Art	Food (College)/AQA (Art)
Construction/RM	(City & Guilds) AQA
CACHE Child Care	CACHE

QUALIFICATION AUDIT - PATHWAY 2 (GCSE 2009)**CORE**

Subject	Qualification
English	GCSE English (Year 10)
English Literature	GCSE English Literature (Year 11)
Maths	GCSE
Science	Single Award
Literacy/Numeracy	ALAN Test 2 x ½ GCSE (EDEXCEL)
PE/	BTEC Certificate (2 GCSE)
ICT	OCR National
Personal Development	½ GCSE RE (EDEXCEL)
RE/Citizenship	½ GCSE Citizenship and Careers qualification (EDEXCEL)
Functional Skills	OCR/AQA

OPTION BLOCKS

Subject	Qualification
Childcare	CACHE (3 GCSE equivalent)
Food	NVQ Level 1 & Level 2 (5/6 GCSE equivalent)
Art	GCSE
Construction	NVQ L1 (3 GCSE equivalent)

PATHWAY 1 LESSON ALLOCATIONS (GCSE 2010)

The numbers show the number of lessons allocated to each subject per fortnight.

Compulsory

English	AQA	8
Maths	AQA	8
Science	OCR/BTEC	8
Personal Development	AQA	3
PE		4
ICT	OCR/BTEC	4

All Option Blocks are allocated 5 lessons per fortnight.

Option 1 Choices

History	OCR
Geography	AQA
Drama	AQA
French	AQA

Option 2 Choices

BTEC PE	EDEXCEL
Music	AQA
BTEC ICT	EDEXCEL/OCR
Applied Art & Design	EDEXCEL

Option 3 Choices

French	AQA
Graphic Products	AQA
Resistant Materials	AQA
Food	AQA
Applied Art & Design	EDEXCEL

QUALIFICATION AUDIT - PATHWAY 1 (GCSE 2010)**CORE**

Subject	Qualification
English	GCSE
English Literature	GCSE
Maths	GCSE
Literacy/Numeracy	ALAN Test 2 x ½ GCSE
ICT	OCR or BTEC (with option time)
Personal Development	½ GCSE RE
	½ GCSE Citizenship and Careers qualification
Functional Skills	OCR/AQA

OPTION BLOCKS

Subject	Qualification
Geography	GCSE
History	GCSE
French	GCSE
Drama	GCSE

Subject	Qualification
BTEC PE	BTEC (4 GCSEs equivalent)
BTEC ICT	BTEC (4 GCSEs equivalent)
Applied Art & Design	2 GCSE
Music	GCSE

Subject	Qualification
French	GCSE
Applied Art & Design	2 GCSE
Graphic Products	GCSE
Resistant Materials	GCSE
Food	GCSE

PATHWAY 2 LESSON ALLOCATION (GCSE 2010)

The numbers show the number of lessons allocated to each subject per fortnight

Compulsory

English	AQA	8
Maths	AQA	8
Science	OCR	5
Personal Development		4
PE/ BTEC	Edexcel	6
ICT OCR National	OCR	9

Choices

10 periods per fortnight

College (Food)	NVQ 1
College (Motor Vehicles)	NVQ 1
College (Hair)	NVQ 1

QUALIFICATION AUDIT - PATHWAY 2 (GCSE 2010)**Core**

Subject	Qualification
English	GCSE English (Year 10)
	GCSE English (Year 11)
Maths	GCSE (Year 10 – upgrade Year 11)
Science	Single Award
Literacy/Numeracy	ALAN Test 2 x ½ GCSE (EDEXCEL)
PE	BTEC Certificate (2 GCSE)
ICT	OCR Certificate (2 GCSE core and option time)
Personal Development	½ GCSE RE
	½ GCSE Citizenship and Careers qualification
Functional Skills	OCR/AQA

Option Blocks

Subject	Qualification
College (Food)	NVQ 1/NVQ 2
College (Motor Vehicles)	NVQ 1
College (Hair)	NVQ 1

Policy approved by Governors on: 09th November 2010
(Curriculum Committee)

Policy review date: November 2011