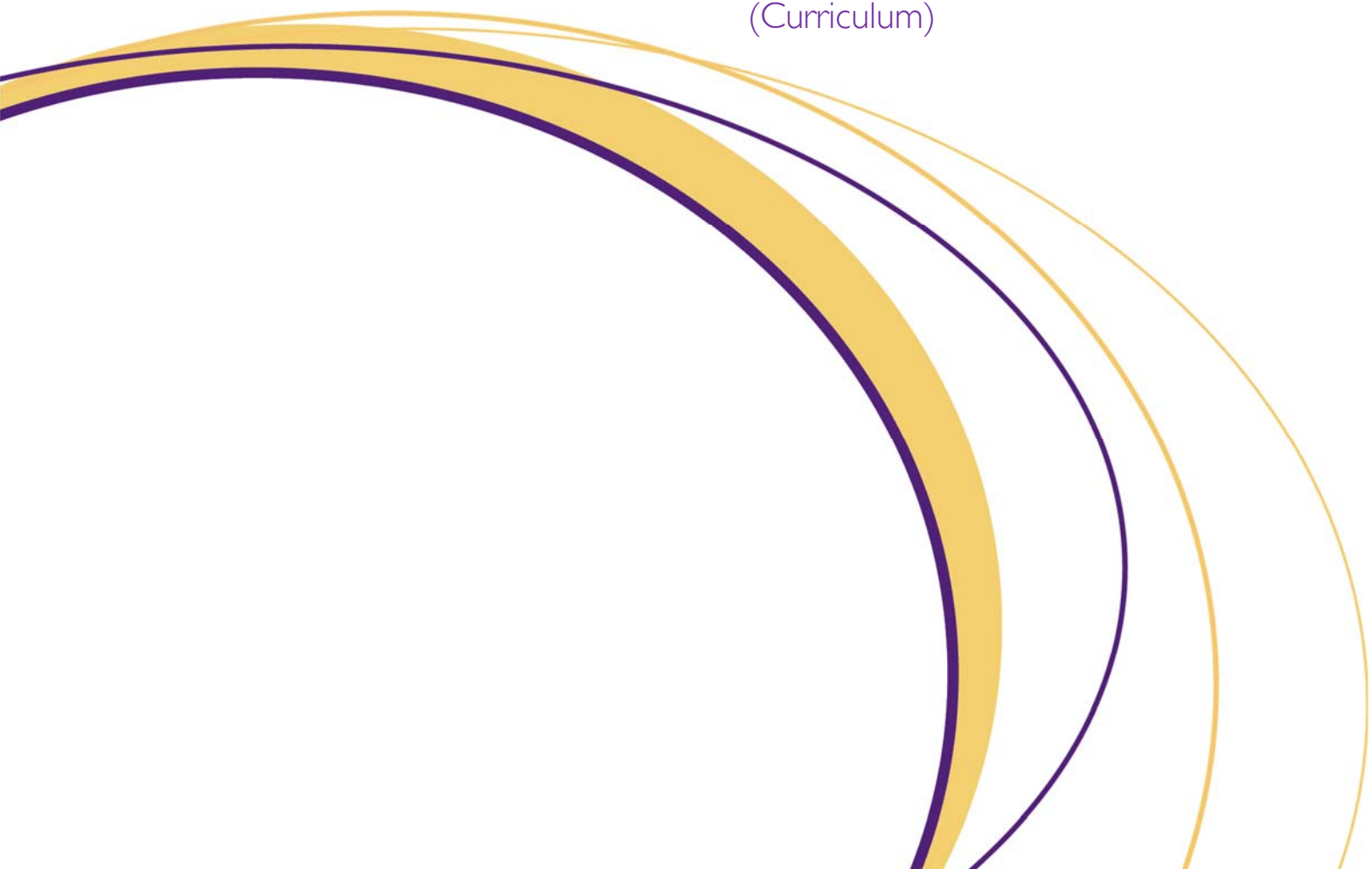




POLICY

Curriculum

REVIEW: Autumn 2019
(Curriculum)



Bishop Barrington School

Curriculum Proposals for September 2017

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 Threshold 1 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, FSM, Pupil Premium, 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 Raising Achievement 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).

Cross curricular opportunities are built in to KS3 SOW for developing, applying and mastering of transferable skills. Reading school strategy is embedded into English KS3 SOW and supported by the rest of the curriculum but with the addition of 2 timetabled periods per fortnight, in year 7 and one period in year 8 for Renaissance reading.

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 Sports College Status. This is enhanced by opportunities for pupils' to participate in extra – curricular sporting activities.

The programme of study for PHSE/Citizenship/Careers (Personal Development) (Years 7 – 11) is taught in timetabled lessons, with learning supplemented by cross – curricular delivery and calendared sessions.

At Key Stage 4, all pupils follow courses in English Language, 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 four pathways.

Year 11

English Baccalaureate – Pathway 1a

Students following this pathway follow courses in English, Mathematics, Science, ICT, RE and Personal Development, PE, French, History/Geography, Citizenship and Careers Educations and Guidance. Students also choose one option subject from the range of subjects on offer in the school. All students follow a course in ICT.

Pathway 1b students follow courses in English, Mathematics, Science, PE, ICT, RE and Personal Development, History/Geography, Citizenship and Careers Educations and Guidance. Option choices include a range of GCSE courses in the Arts, Technology, PE and Child Development. All students follow a GCSE course in ICT.

Pathway 1c students follow courses in English, Mathematics, Science, PE, ICT, RE and Personal Development, History/Geography, Citizenship and Careers Educations and Guidance. Option choices include a range of GCSE courses in the Arts, Technology, PE and Child Development. All students follow a GCSE course in ICT.

Pathway 2 follow academic courses in English Language, Literature, Mathematics and one Science qualification. These students also choose to follow one humanity subject and ECDL ICT. Students also follow one vocational course in PE and have 2 option choices.

Year 10

English Baccalaureate – Pathway A1

Students following this pathway follow courses in English, Mathematics, Science, ICT, RE and Personal Development, PE, French, History/Geography, Citizenship and Careers Educations and Guidance. Students also choose one option subject from the range of subjects on offer in the school. All students follow a course in ICT.

Pathway A2 students follow courses in English, Mathematics, Science, PE, ICT, RE and Personal Development, History/Geography, Citizenship and Careers Educations

and Guidance. Option choices include a range of GCSE courses in the Arts, Technology, PE and Child Development. All students follow a course in ICT.

Pathway B students follow courses in English, Mathematics, Science, PE, ICT, RE and Personal Development, History/Geography, Citizenship and Careers Educations and Guidance. Option choices include a range of GCSE courses in the Arts, Technology, PE and Child Development. All students follow an accredited course in ICT and have 2 option choices.

Pathway C students follow courses in English, Mathematics, Science, PE, ICT, RE and Personal Development, History/Geography, Citizenship and Careers Education and Guidance. Option choices include a range of GCSE courses in the Arts, Technology, PE and Child Development. All students follow a course in ICT. Students in this pathway follow a vocational PE qualification and have 2 option choices.

(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 ensures 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	Sets
ICT	2	Mixed Ability
Art/Technology	6	Sets
History	3	Mixed Ability
Geography	3	Mixed Ability
French	4	Mixed Ability
Renaissance reading	2	Mixed Ability
PE	4	Sets
RE	2	Mixed Ability
Music	2	Mixed Ability
Personal Development	1	Mixed Ability

Year 8 Curriculum Plan

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

The School Day

Period	Time
Registration	8.30 – 8.45
Period 1	8.45 – 9.45
Period 2	9.45 – 10.45
Break	10.45 – 11.00
Period 3	11.00 – 12.00
Lunch	12.00 – 12.45
Period 4	12.45 – 13.45
Period 5	13.45 – 14.45

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	
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	

Personalising Learning.

All students have access to a broad and balanced National Curriculum. They are encouraged to participate in all aspects of the curriculum and are offered the chance to participate in extracurricular 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 underachieve.

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 teaching and learning policy, the assessment policy, and school improvement plans SEN (Special Educational Needs) policy, MAT (Most Able and Talented) 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 age16. 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. The programme of Careers Education in Year 9 also facilitates transition and pupil focus on KS4.

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, ICT (Y9) and in KS3 MFL, PE and Technology/Art, who study 3 disciplines.

Groups including a high proportion of SEN pupils are kept small to enable targeted support by teachers and teaching assistants.

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 Higher Level Teaching Assistants. To provide consistency to the student, and so that the HLTA can become part of a subject team, they are deployed in specific areas. English, Maths, Science and Technology have the majority of HLTA support. Heads of Department, in consultation with the Assistan headteacher curriculum and Social Inclusion Manager, organise the HLTA timetables. The Social Inclusion Manager 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. Similarly, intervention programmes for students who need a boost in English and Maths skills are organised and delivered by the school’s one to one tuition tutor.

The Achievement Centre manager, one to one tuition tutor and our literacy intervention tutor identify pupils who require the additional support. Their roles, and those of others in their team are explained in the school’s Inclusion Policy.

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.

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 1a, 1b and 1c LESSON ALLOCATIONS (GCSE 2018)

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

Compulsory

English	AQA	7
Maths	Edexcel	7
Personal Development		2
PE		4

Pathway 1a Only		
ICT	Edexcel	5
Science	Edexcel	9
French	AQA	5
History*	AQA	5
Geography*	AQA	5
<i>*Choice of History OR Geography</i>		

Pathway 1b Only		
ICT	TLM	4
Science	Edexcel	10
History	AQA	6
Geography	AQA	6
<i>*Choice of History OR Geography</i>		

Pathway 2 Only		
ICT	TLM	3
Science	Edexcel	9
History*	AQA	6
Geography*	AQA	6
<i>*Choice of History OR Geography</i>		

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

Option 1 Choices

Graphics	AQA
Music	AQA
PE	Edexcel/NCFE
Child Development	AQA
Drama	AQA

Option 2 Choices

Art	AQA
PE	Edexcel/NCFE

Triple Science (1a Only)	Edexcel
Food	AQA
Photography	AQA
Computer Science	OCR

QUALIFICATION AUDIT - PATHWAY 1a,1b & 1c (GCSE 2018)

CORE

Subject	Qualification
English	AQA Cert
Maths	GCSE
Combined Science	Dual Award
PE	Core
ICT	GCSE/TLM Cert
Personal Development	Short Course GCSE RE

OPTION BLOCKS

Please note that blocks may not yet be confirmed

Option 1 Choices

Subject	Qualification
Graphics	GCSE
Food	GCSE
PE	GCSE/VCERT
Child Development	GCSE
Art	GCSE

Option 2 Choices

Subject	Qualification
Art	GCSE
PE	GCSE/VCERT
Food	GCSE
Photography	GCSE
Triple Science (1a Only)	GCSE
Computer Science	GCSE
Drama	GCSE

PATHWAY 2 LESSON ALLOCATION (GCSE 2018)

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

Compulsory

English	AQA	7
Maths	Edexcel	7
Science	Edexcel	6
Personal Development/RE	Edexcel	2
PE VCERT	NCFE	6
ICT	TLM	3
History	AQA	6
Geography	AQA	6

QUALIFICATION AUDIT - PATHWAY 2 (GCSE 2018)

CORE

Subject	Qualification
English	AQA Cert
Maths	GCSE
Science	GCSE Dual Award
ICT	TLM
Personal Development	
RE/Citizenship	
PE	VCERT

PATHWAY A1, A2, B and C LESSON ALLOCATIONS (GCSE 2019)

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

Compulsory

English	AQA	7
Maths	Edexcel	7
Personal Development		2/3
PE		4/5

Pathway A Only		
ICT	TLM	5
Science	Edexcel	9
French	AQA	5
History*	AQA	5
Geography*	AQA	5
<i>*Choice of History OR Geography</i>		

Pathway A2 Only		
ICT	TLM	5
Science	Edexcel	10
French	AQA	5
History*	AQA	5
Geography*	AQA	5
<i>*Choice of History OR Geography</i>		

Pathway B Only		
ICT	TLM	4
Science	Edexcel	10
History*	AQA	5
Geography*	AQA	5
<i>*Choice of History OR Geography</i>		

Pathway C Only		
ICT	TLM	3
Science	Edexcel	9
History*	AQA	5
Geography*	AQA	5
<i>*Choice of History OR Geography</i>		

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

Option 1 Choices

Graphics	AQA
PE	Edexcel/NCFE
Child Development	OCR
Food	AQA
Art	AQA
3D Design	AQA

Option 2 Choices

PE	Edexcel/NCFE
Triple Science (1a Only)	Edexcel
Food	AQA
Photography	AQA
Computer Science	OCR
Drama	AQA

QUALIFICATION AUDIT - PATHWAY A1, A2, B and C (GCSE 2019)

CORE

Subject	Qualification
English	GCSE
Maths	GCSE
Combined Science	Dual Award/Triple Sci
PE	Core
ICT	TLM
Personal Development	Short Course GCSE RE

OPTION BLOCKS

Please note that blocks are not yet confirmed

Option 1 Choices

Graphics	GCSE
PE	GCSE/Vcert
Child Development	GCSE
Food	GCSE
Art	GCSE
3D Design	GCSE

Option 2 Choices

PE	GCSE/Vcert
Triple Science (1a Only)	GCSE
Food	GCSE
Photography	GCSE
Computer Science	GCSE
Drama	GCSE

PATHWAY 2 LESSON ALLOCATION (GCSE 2019)

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

Compulsory

English	AQA	7
Maths	Edexcel	7
Science	Edexcel	9
Personal Development/RE	Edexcel	2
PE Vcert	NCFE	5
ICT	TLM	5
History	AQA	5
Geography	AQA	5

QUALIFICATION AUDIT - PATHWAY 2 (GCSE 2019)

CORE

Subject	Qualification
English	GCSE & Cert
Maths	GCSE
Science	GCSE
ICT	TLM
Personal Development	
RE/Citizenship	
PE	Vcert