



# BYRCHALL HIGH SCHOOL

## Curriculum Policy

### Aims

The vision for the curriculum is that it should fulfil the school's mission statement of "Live to Learn (Enjoy and Achieve) and Learn to Live (Now and in the Future)" and help to prepare students to be, knowledgeable, successful and fulfilled global 21<sup>st</sup> century citizens. The curriculum covers the entirety of provision in taught time and extra-curricular opportunities.

High standards of achievement should be available to all students through an appropriate and relevant curriculum that is flexible to meets the needs and aspirations of all learners. Developing a broad range of skills in literacy, numeracy, thinking, independent learning, employability and understanding examination techniques, will help prepare students to take responsibility for their own learning, now and in the future. The curriculum aims to provide a broad and balanced experience and a high quality education to enable all to develop a deeper understanding of a range of subject areas, be successful and develop as individuals.

The curriculum experience will build on prior learning, facilitate the acquisition of knowledge, skills and understanding, to maximize achievement and fulfill potential.

### Objectives

- To provide a flexible and balanced curriculum model which supports students to develop a deeper understanding of subject areas, facilitate learning and progression, and enable them to develop talents and interests while working towards achieving their aspirations.
- To maintain engagement and motivation, and to develop a positive attitude to learning.
- To provide independent Careers Information, Advice and Guidance (CIAG) to facilitate progression to Further and Higher Education, then into the world of work, and to develop employability skills and knowledge.
- To provide a suitable curriculum delivery to allow students to develop independent learning skills, reasoning and thinking skills and to foster resilience.

- To provide Personal, Social and Health Education (PSHE), Citizenship, and to support character and personal development.
- To provide a range of extra-curricular opportunities linked to the curriculum, to engage and develop understanding in greater depth, to introduce new experiences, provide opportunities for personal development and to follow personal interests and talents.
- Ensure equal access to learning, with high expectations for every pupil and with appropriate levels of challenge and support.

### **Legislation**

The policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability code of Practice 2014 and Equality Act 2010, and refers to curriculum related expectations of governing boards set out in the DFE's Governance Handbook.

### **General Principles**

Teaching will be given in accordance with:

- The school's mission statement
- SEND Policy
- The Policy for Sex and Relationships Education
- The Policy for Equal Opportunities
- The Teaching and Learning Policy
- The Assessment Policy
- The National Curriculum
- The Locally Agreed Syllabus for Religious Education

### **Responsibilities**

- The Local Governing Body monitor the effectiveness of this policy, ensuring it complies with its Funding Agreement and hold the Headteacher to account.
- The Headteacher is responsible for ensuring this policy is adhered to.
- The policy will be reviewed every 2 years and shared with the Local Governing Body

## Organisation

The Curriculum model and planning is designed to build on the learning and experiences at Key Stage 2 and ensure progression post 16. Each year group has a clear focus:

### Year 7 Transition

- Broad and balanced and meets all statutory requirements
- Progression from Key Stage 2
- Establish high expectations

### Year 8 Development

- Broad and balanced and meets all statutory requirements
- Development of numeracy and literacy skills
- Development of subject specific skills, knowledge and understanding in National Curriculum subjects.

### Year 9 Progression

- Subject skill development, increased depth and breadth of knowledge in the core curriculum
- Flexible choice, equal access and preparation for a broad 14-19 curriculum
- Subject specific key skill development, increased depth and breadth of subject knowledge and understanding

### Year 10 Achievement

- Consolidation and development in skills, knowledge and understanding in core curriculum
- Consolidation and development in skills, knowledge and understanding in optional subjects

### Year 11 Enhancement

- Development, application, extension and support in core curriculum
- Development, application, extension and support in optional subjects

Staff plan 5 year overviews and medium term plans; detailed Programmes of Study and resources are developed that allow for breadth and depth in learning, extension, enrichment and intrinsic enjoyment of the subject. Details of the overview plans can be found in the Year Guides and further details of the Programmes of Study are detailed in Department Handbooks.

## Delivery Model

After two years of following the aims of the KS3 National Curriculum, the students are guided to make some choices for Year 9, and provide a transition to studying a range of subjects in greater depth, and prepare for external qualifications at the end of Year 11. The model is designed to be flexible, ensure the curriculum offer is as broad and balanced as possible through to the end of Year 11. In addition to time for core subjects of English, Mathematics, Science, PE and RE, it will allow opportunities to access Humanities, Languages, Physical Education, Expressive and Performing Arts, a range of Technology subjects and Computing Studies.

The teaching time available is 25 periods per week. Periods last 60 minutes.

| Year 7                 |           | Year 8                 |           | Year 9                                     |           | Year 10                                    |           | Year 11                                    |           |
|------------------------|-----------|------------------------|-----------|--|-----------|--|-----------|--|-----------|
| Art, Drama, Music, PE  | 5         | Art, Drama, Music, PE  | 5         | Option A<br><i>Humanities</i>              | 3         | Option A<br><i>Humanities</i>              | 2         | Option A<br><i>Humanities</i>              | 2         |
| Product Design         | 2         | Product Design         | 2         | Option B<br><i>Languages or Vocational</i> | 2         | Option B<br><i>Languages or Vocational</i> | 3         | Option B<br><i>Languages or Vocational</i> | 2         |
|                        |           |                        |           | Option C                                   | 2         | Option C                                   | 3         | Option C                                   | 2         |
|                        |           |                        |           | Option D                                   | 3         | Option D                                   | 2         | Option D                                   | 2         |
|                        |           |                        |           |  |           |  |           |  |           |
| ICT                    | 2         | ICT                    | 2         |  |           |  |           |  |           |
| Science                | 3         | Science                | 3         | Science                                    | 5         | Science                                    | 5         | Science                                    | 5         |
| Maths                  | 4         | Maths                  | 4         | Maths                                      | 4         | Maths                                      | 4         | Maths                                      | 5         |
| English                | 4         | English                | 4         | English                                    | 4         | English                                    | 4         | English                                    | 5         |
| MFL                    | 2         | MFL                    | 2         | PE   | 1         | PE   | 1         | PE   | 1         |
| Geography, History, RE | 3         | Geography, History, RE | 3         | RE   | 1         | RE   | 1         | RE   | 1         |
|                        |           |                        |           |  |           |  |           |  |           |
| <b>TOTAL</b>           | <b>25</b> |                        | <b>25</b> |  | <b>25</b> |  | <b>25</b> |  | <b>25</b> |

## Personal, Social and Health Education and Citizenship (PSHE and C)

This is delivered through Community and Self Progression Programme (CASP), Personal development Lessons (PDL), RE, Enrichment Days, assemblies, form time and integrated into subject areas.

This incorporates:

- Personal values and attitudes
- Personal and collective responsibility in society

Entitlement includes:

- Sex and relationship education
- Spiritual, Moral, Social and Cultural development(SMSC)
- Health and drug education
- Environmental issues

- Careers and vocational guidance
- Industrial and economic understanding
- Financial Management
- The role of Law
- The political system
- British Values

CASP is delivered on a weekly rolling period, PDL takes place half termly, and Enrichment Days are allocated throughout the year for delivery of additional aspects of the CASP programme.

### **Sex and Relationship Education (SRE)**

The SRE programme is not delivered as a discrete subject on the timetable, but is included in the broader programmes of CASP, Science and Religious Education. Outside agencies also provide additional support when necessary. The aim is to provide correct information and hence reduce any anxieties and guilt providing an appropriate environment for discussion. Students are encouraged to have regard to moral considerations and the value of family life

### **Equal Opportunities**

Education in schools is bound by legislation which is designed to ensure equal access to educational opportunities for both sexes. The school is committed to freedom from discrimination on the grounds of:

- Gender
- Race
- Sexuality
- Disability
- Religion
- Culture
- Class
- Age

Careful consideration has been given to eliminate any discrimination in terms of:

- Curriculum content
- Option choices
- Examination entries
- Extra-curricular opportunities
- School organisation

## **Careers Information, Advice and Guidance (CIAG)**

Impartial advice on careers education is delivered via a partnership between students, parents, school, further education colleges, training providers and external services and employers. The purpose is:

- Prepare students for transition from school to further education and then onto higher education or employment
- Prepare students for academic and vocational education
- Make appropriate career decisions
- Develop a working partnership between school and industry

This is delivered through CASP, Enrichment Days, assemblies, form time, interviews with staff and independent advisers, vocational options and interview preparation days. Contact with employers and employees, from a range of industries, is encouraged.

## **Inclusion**

On entry to the school students are grouped based on Key Stage 2 SATS results, KS2 teacher assessments, Cognitive Ability Tests (CATS) and base line assessments. Sets are created for teaching groups in core subjects, ICT and Humanities. Broad ability groupings are used for Expressive Arts and Product Design. Mixed ability groups are created in Physical Education.

Assessment data is used to set achievable aspirational target grades. Teachers set high expectations for all students and plan challenging work for all groups of learners, including:

- More able students
- Students with low prior attainment on entry
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language(EAL)

The progress of students is monitored as they move through the school and groupings/sets are changed as appropriate. Extensive use is made of internal and external performance data.

The curriculum design and grouping arrangements allow for the needs of individuals to be met. There are a wide range of subjects, courses and qualification types to meet the needs of all students, to enable the needs of all students to be met to maximise their achievement.

## **Extra- Curricular Programme**

A wide range of opportunities are provided to meet the interests and the needs of students. These will include support and intervention, curriculum link activities, clubs and visits. These provide for all students, whether it is for those who want to perform at the higher levels, but they also welcome students who wish to participate for enjoyment.