



# BYRCHALL HIGH SCHOOL

## Curriculum Policy

### Aims

The intent of the curriculum is that it will 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 are available to all students through an appropriate and relevant curriculum that is flexible to meet 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 have 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 maximise achievement and fulfil potential.

### Objectives

- To provide a flexible and balanced curriculum model which supports students to develop a deeper understanding of subject areas, understand their place as global citizens and facilitate learning and progression, while enabling them to develop talents and interests and work 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 knowledge and understanding in option subjects

### **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, to achieve

academic success and for 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 the first two years of following the broad aims of the 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, foster enjoyment, increase the acquisition of knowledge whilst also preparing for academic success in external examinations. The model is designed to be flexible, to ensure there is breadth and balance throughout the 5 years, to give opportunities to develop the core skills, instil values and meet aspirations. The study of the core curriculum of English, Mathematics, Science, PE, Humanities and RE are the fundamental to achieving the school’s mission statement of “Live to Learn (Enjoy and Achieve) and Learn to Live (Now and in the Future)”. In addition to the core curriculum, the model allows opportunities to for all to access Languages, Physical Education, Expressive and Performing Arts, a range of Technology subjects and Computing Studies during the further 3 years.

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 <i>Humanities</i>	3	Option A <i>Humanities</i>	2	Option A <i>Humanities</i>	2
Product Design	2	Product Design	2	Option B <i>Languages or Vocational</i>	2	Option B <i>Languages or Vocational</i>	3	Option B <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, CIAG 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, a further Personal Development Lesson (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. Opportunities are provided for employers to visit the school. The Gatsby Benchmarks provide the focus for the planning of CIAG delivery.

### **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. Support is identified and delivered for those who need it or who have statutory entitlement to it.

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, and to maximise their achievement.

### **Extra- Curricular Programme**

A wide range of opportunities are provided to meet the interests and the needs of students. These 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, and represent the school in sporting fixtures or Performing Arts presentations, and they also welcome students who wish to participate for enjoyment and development. The activities are wide ranging; they include residential opportunities and provide links with the taught curriculum the school offers, as well as introducing new experiences.