

South Bromsgrove High

Curriculum Policy

Approved by Governors
Came into effect
Policy responsibility
To be reviewed

July 2019
September 2019
Deputy Headteacher - Curriculum
September 2021

Curriculum Intent

Our curriculum is rooted in our commitment to provide relevant and challenging learning to all children. Students at South Bromsgrove High will experience a broad and balanced academic curriculum that supports continuity of learning between Key Stages and a rich extra-curricular programme.

We aim to develop polite, well rounded and resilient young people who, through hard work and determination, make excellent progress. In particular we strive to:

- Cater for the needs of individuals of both genders and from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate our students' acquisition of knowledge, and development of skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, resilient, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment including:
Setting suitable learning challenges
Responding to students' diverse learning needs
Overcoming potential barriers to learning and assessment for individuals and groups of students
- Ensure continuity within key stages and progression towards higher education, training and employment
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in learning and achievement
- Encourage students to be adaptable, to become problem solvers in a variety of situations to develop enquiring minds and to be able to work independently and as members of a team.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others
- Develop the ability of students to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Ensure that homework and self-study is appropriate and builds on learning and experiences from lessons. *(there is a separate Homework Policy that outlines the school's approach)*

Implementation

Year 9

The statutory subjects that all students must study in Year 9 are Art, Citizenship, Computing, Drama, Design and Technology, English, French, Geography, History, Mathematics, Music, Physical Education and Science. The teaching of careers education, sex education and religious education is also statutory.

Year 9 is used as a preparatory year for KS4, we aim to provide a broad and balanced offering to ensure students have a solid grasp of core concepts in the subjects offered. Subject leaders plan their curriculum to take in to account the different start points that students have at the start of Year 9. There is a clear route of progression from Year 9 through to Key Stage 4 and beyond.

Key Stage 4

The statutory subjects that all students must study at Key Stage 4 (KS4) are Citizenship, English, Mathematics, Physical Education, Science and a Humanities subject (Computer Science, Geography or History). The teaching of careers education, sex education and work-related learning is also statutory.

Leadership and coordination

- Each curriculum area is led and coordinated by Subject Leaders who are responsible for maintaining a departmental development plan (DDP), schemes of work, and quality assurance processes for their subject area. The DDP aligns to the whole school development plan (SDP) and self-evaluation framework (SEF).
- The Senior leadership team continually review the intent of the curriculum, its implementation and work alongside subject leaders to evaluate the impact and effectiveness of the curriculum.
- The school sets its own standards for learning and progress. These are informed and driven by our exams analyses meetings, target-setting framework, self-evaluation processes and school development planning (SDP), led and managed by the Senior Leadership Team, subject leaders and pastoral leaders. Reviews are carried out by external bodies to supplement and quality assure our evaluations.

Designated curriculum time

The school day comprises:

5 x 1hr lessons

1x 5 min registration period

1x 25 min PSD lesson

1x 20 min morning break

1x 40 minute lunch break

All students in Years 9-11 access timetabled lessons for 55 hours per fortnight.

The number of hours of teaching each fortnight in Years 9-11 is detailed below:

	Ma	En	Sc	French / Tech award	Hi	Ge	Hum E.bacc	DT	RS	IT	PE	Art	Dr	Mu	Opt A	Opt B
Yr 9	8	8	6	4	3	3		4	2	2	4	2	2	2	x	x
Yr 10	7	8	9	5			6				4				6	5
Yr 11	7	8	9	5			6				4				5	6

- Students follow one of three pathways at KS4 and can state preferences from a wide choice of subjects from our option blocks.

Pathway 1	Pathway 2	Pathway 3
English (Language and Literature), Maths, Science and PE	English (Language and Literature), Maths, Science and PE	English (Language and Literature), Maths, Science and PE
French	French	Technical award in Business Studies, Sport or Travel and Tourism
Computer Science, Geography or History	Computer Science, Geography or History	Geography or History*
Triple Science and 1 further choice from the list below.	2 further choices from the list below (GCSE and limited vocational courses)	2 further choices from the list below (A combination of GCSE and a range of vocational courses)
Art Business Studies Drama D&T (Product Design focus) Engineering GCSE Food Preparation & Nutrition Graphic Communication Health & Social Care History Media Studies Music PE GCSE Religious Studies Spanish Triple Science Textiles (Art & Design)	Art Business Studies Drama D&T (Product Design focus) Engineering GCSE Food Preparation & Nutrition Graphic Communication Health & Social Care History Media Studies Music PE GCSE Religious Studies Spanish Textiles (Art & Design)	Art Drama D&T (Product Design focus) Engineering TA Food Preparation & Nutrition Graphic Communication Health & Social Care iMedia Media Studies Music Religious Studies Sport TA Textiles (Art & Design)

*The school may exempt students who have specific learning needs from the requirement to study a Humanities subject in Year 10 so that they can focus on learning in other subjects.

Sixth Form

- Entry requirements for entry to the Sixth Form are published to students and parents well in advance through the “Choosing Sixth Form Courses” booklet and current, students need a minimum of 5 GCSE grades (6-9) to access A Level courses and 5 GCSE grades (5-9) for BTEC level 3 courses.
- It is strongly recommended that students have achieved at least a grade 6 at GCSE in the subjects (or related subjects)
- The majority of students study three subjects at A level. Each subject is allocated 9 hours of teaching time per fortnight. Additional study periods are allocated to students which are scheduled in the Sixth Form study room which a range of directed tasks provided by teaching staff.

In addition to their level 3 programmes the school offers several enrichment pathways:

- Extended Project Qualification
 - Diploma in Financial Studies
 - Core Maths qualification
 - Higher Sports Leadership Award
 - AS Level German
 - AS English
- Students select subjects in Year 12 from four blocks.

	BLOCK A		BLOCK B		BLOCK C		BLOCK D	
A level courses	Art and Design		Biology		Chemistry		Biology	
	Biology		Business		Economics		Business	
	History		Chemistry		English Literature		English Language	
	Law		Computer Science		Film Studies		Geography	
	Physics		English Literature		French		Maths	
	Psychology		Fashion and Textiles		Geography		Psychology	
	Sociology		Further Maths		Maths		Sociology	
	Spanish		History		PE		Theatre Studies	
			Maths		Religious Studies			
		Music						
		Product Design						
BTEC courses	BTEC Business (Double)		BTEC Applied Science (Single)		BTEC Business (Single)		BTEC Engineering (Single)	
	BTEC IT (Single)				BTEC Health and Social Care (Single)		BTEC Health and Social Care (Double)	
	BTEC Health and Social Care (Triple)						BTEC Sport (Single)	

Please note that the option blocks may be subject to change and all subjects are conditional upon staffing and timetabling.

- The Director of Sixth Form may reduce or increase an individual student's curriculum in exceptional circumstances, if it is agreed with parents and the student that this would justifiably be in the student's best educational interests.
- Students who did not achieve a grade 5 at GCSE in maths and/or English Language continue to follow a GCSE course of study with resit opportunities in November and June.

Curriculum Planning

- Curriculum planning is carried out by the Deputy Headteacher with responsibility for the curriculum and timetabling in consultation with subject leaders, and the Director of the Sixth Form. This group evaluates the current curriculum, considers recent legislation and new frameworks, and plans the curriculum for the following two years.
- Curriculum Plans are discussed with the SLT and submitted to the Governing Body for approval.

Equality of Opportunity/Inclusion

- We aim to make the curriculum physically accessible to all students, as far as is reasonably practicable. Details of our Disability Equality Scheme are available on the school website.
- Students are taught in both mixed-ability classes and classes that are set by ability/learning need. Differentiation within lessons ensures that access to the curriculum is available for all.
- Our Learning Support department, which supports students with special educational needs or learning difficulties, offers individual and group support in lessons and in the SEN base.

Careers Education, Information, Advice and Guidance (CEIAG)

- Students in Years 9 - 13 receive independent and impartial careers advice and guidance. A member of the Senior Leadership Team has direct responsibility for careers, employability and work related learning. A detailed overview of our CEIAG provision is available on the school website.
- Sixth Form students receive individual guidance on applications for higher education and training.
- Students wishing to apply to Oxbridge receive additional support through the Elevate programme.

Personal, Social & Health Education

- Personal and Social Development (PSD) is a scheduled learning experience and incorporates aspects of careers work, citizenship, financial awareness and health-related topics as well as covering areas which support emotional development and well being. Some topics are covered by form tutors and others and experienced through a rotation. Students have 5x 25 min PSD sessions per week, one of which is given over to a year group assembly.
- The school provides sex education in the core curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex and relationships policy is available on the school website.

Religious Education

- Religious Education is a component of our core curriculum in Year 9. The course covers elements of ethical, philosophical and religious understanding that prepares students to be religiously literate for the 21st century. Parents have the right to withdraw their children from Religious Education. The

school also has a programme of collective worship involving some whole-school assemblies and tutor group assemblies.

Physical Education

- All students in Years 9-11 are expected to take part in the school's core PE programme.

Extra-curricular Activities

- The school has a wide and varied programme of cultural and sporting activities, which complement the taught curriculum. All students are encouraged to participate in the programme. The school is a national leader in Duke of Edinburgh award with very significant numbers of students in Years 10-13 accessing Bronze, Silver and Gold award each year.
- There are significant opportunities to engage with the performing arts, we offer a range of productions, events and trips available to all students. Details of which are shared on the students' section of the school website.

Concerns and Complaints

- Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the relevant subject leader. If there is difficulty resolving the issue, the next point of contact would be the curriculum Deputy Headteacher.

Impact

- The impact of our curriculum is reviewed on a termly basis at subject leader level, Senior Leadership level and also at Governor level.
- Students are monitored using internal and external data (where available). The Raising Standards Leaders (RSL's) co-ordinate the support of students across the ability range.
- Each Faculty area has a link to a member of SLT who works alongside the faculty to monitor the impact of the curriculum delivery in that area.
- The curriculum offering is reviewed on an annual basis to ensure that we continue to offer a broad and balanced curriculum which provides our students with clear routes to further education, employment or training.
- Outcomes for our learners at Key Stage 4 and Key Stage 5 are published annually on the school website in the parents section.