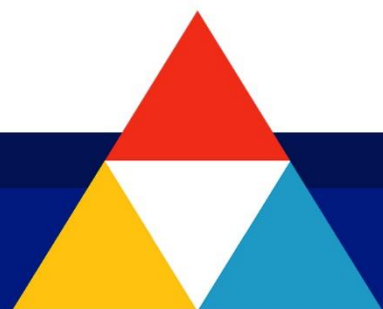


# Curriculum Policy

Date of Policy	June 2024
Date of Next Review	June 2025
Governor/School Policy	School
Statutory	Yes
Staff Responsible	Performance



Barnwood Park

## 1. Curriculum Intent

Our vision for students during their time at Barnwood is that they will enjoy the journey and not see it as a race to the finish. We want students to be inspired to have a love of learning. We want to allow students to discover their passions through the opportunities they receive.

The curriculum at Barnwood Park ensures that a broad and balanced curriculum is provided to its students. Our curriculum is personalised and inclusive, so as to meet the needs of every student wherever possible. We also provide a range of curricular and extra-curricular opportunities. For KS4 students a wide range of subjects is offered to provide students with the most relevant pathway for further study or employment.

Objectives relating to the curriculum aims at Barnwood Park are:

- a) That students should develop their abilities to their maximum potential.
- b) Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- c) That students who have not achieved age-related expectations, rapidly close the gap and catch up with their peers.
- d) That students who leave Barnwood should be articulate, literate and numerate, and have lively, enquiring, independent minds.
- e) That students should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
- f) That all students should be offered a curriculum that has breadth and depth. It must be tailored to each student with high expectations for all and appropriate levels of challenge and support.
- g) That students' spiritual, moral, social and cultural development is supported.
- h) That we support students' physical development and responsibility for their own health, and enable them to be active.
- i) That we foster strong relationships with local workplaces.
- j) That students who leave Barnwood should:
  - have developed a love of learning that will last for the rest of their lives;
  - be adaptable enough to react to the needs of a fast changing world;
  - be confident in their dealings with adults and peers;
  - be able to develop good working relationships with others;
  - have knowledge of a wide range of cultures and through this come to respect the rights and needs of others;
  - be able to make good moral judgements.
- k) That we will promote the fundamental British values of democracy, the Rule of Law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- l) Have a high academic/vocational/technical ambition for all pupils.
- m) Equip pupils with the knowledge and cultural capital they need to succeed in life.

We review our curriculum constantly and update our policy annually.

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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 Department for Education's [Governance Handbook](#).

## **2. Curriculum Implementation: Roles and responsibilities**

*The Headteacher will ensure that:*

- All teachers and subject leaders have strong subject knowledge and deliver high quality curriculum planning.
- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.

*The Governing Body will ensure that:*

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual targets is monitored.
- It contributes to decision making about the curriculum.

*The Deputy Head (i/c curriculum) will ensure that:*

- Overall school and individual subject curriculums show and evidence progression in what students know, can do and understand over time.
- Faculty & Subject Leads are involved in curriculum decision making to ensure subject knowledge and progress can be delivered across all subjects.
- Faculty & Subject Leads are held to account for the knowledge and progress shown in their subject.
- The curriculum is designed to facilitate progress and a depth and breadth to learning.
- Progress in reading and vocabulary will be monitored regularly in KS3 & 4.
- There is an oversight of curriculum structure and delivery within each Key Stage and justifications of sequencing is clear.
- Detailed and up-to-date Schemes of Learning are in place for the delivery of courses.
- Schemes of Learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Heads of Faculty on a regular basis and that actions are taken where necessary to improve these.
- Programmes of study and assessments are appropriate and enable robust data collection.
- Monitoring the curriculum implementation and impact will occur via learning walks, work samples, line management meetings and the QA process.

*Heads of Faculty and Heads of Subject will ensure that:*

- Teachers in their faculty/subject area understand the rationale and sequencing of the curriculum.
- Curriculum planning is high quality and delivers both depth of coverage and knowledge, understanding & skills required in the subject discipline.
- Schemes of learning encourage progression at least in line with national standards.
- Content sequencing is logically organised to support knowledge and progress.
- They communicate to students what progression looks like in their subject, including knowledge and disciplinary knowledge of the subject.
- Long term planning is in place for all courses. Such Schemes of Learning will be designed to contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Effective links are made with primary and post-16 providers to ensure curriculum builds on KS2

knowledge and prepares students for KS5 effectively.

- They keep the Deputy Headteacher informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the Examinations team. This includes meeting deadlines related to exam entries, etc.
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- They attend relevant national, regional or local opportunities to be at the cutting edge of new developments in their subject areas and share best practice with colleagues.
- Where possible, they will have examiners in their subject within their department.
- Students are entered for the correct exams.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of all of our students and that they are entered for the correct exams.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- High quality summative assessments are in place where appropriate.

*Teaching staff will:*

- Ensure that the school curriculum is implemented in accordance with this policy.
- Ensure they have strong subject knowledge in order to contribute to subject curriculum planning and effective delivery.
- Keep up to date with developments in their subjects.
- Share and exchange information about best practice through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.

*Students will:*

- Be treated as partners in their learning, contributing to the design of the curriculum through involvement with Student Parliament.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at the Year 9 Options phase and in preparation for the next phase of their learning at the end of Year 11 and beyond.

*Parents and carers will:*

- Be informed, via the website and through parents' evenings, about the curriculum and rationale.
- Be informed about their children's learning and their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.

### **3. Inclusion**

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our SEN policy.

### **4. Key Stage 3 Curriculum**

We have a three year KS3 to ensure students have a wide curriculum for longer, to make well-reasoned decisions about future studies at KS4. We believe that their increased maturity and knowledge of subjects will help better decisions be reached, and ensure all students have well rounded and broad knowledge across the curriculum. All students have access to all subjects, so that talents in and love of subjects can be discovered by all students.

In KS3 all students follow the National Curriculum subjects:

- English
- Mathematics
- Science
- Modern Foreign Languages –Spanish or French.
- History
- Geography
- Religious Education
- Physical Education
- Computer Science
- Personal and Social Development

All students study a range of subjects using ‘carousels’ across Key Stage 3 which gives them learning opportunities in different subjects including:

- Performing Arts (Music, Dance and Drama)
- Creative Arts (Art, Food Technology and Textiles)
- Technology (Design Technology and Digital Art Technology)

All students in Key Stage 3 study 8 different Art and Technology subjects through a yearly carousel of 4 rotations. This gives them a wide variation of practical and academic learning opportunities. Two carousel subjects are followed each week for a 9-10 week rotation, and these include Fine Art, Textiles Art, Digital Art, Food Technology, Resistant Materials, Music, Drama and Dance.

Literacy is a key focus during form time at KS3 and this includes both fiction and non-fiction reading. Over the course of the academic year, students engage with whole form reading with the form tutor of a fiction novel and develop their reading comprehension skills. The Literacy sessions are designed to improve students’ oral and written confidence and competence.

A small number of students at Key Stage 3 may have additional English lessons instead of Languages in order to strengthen their English progress and their ability to succeed in other lessons.

Students in Key Stage 3 are organised into mixed ability classes, and can be set in Maths. A small group of students needing additional English are set in English. Students are taught in mixed ability classes for all other subjects.

Students choose their option subjects for Key Stage 4 in Term 3/4 of Year 9. Students in Year 9 receive detailed information, advice and guidance about their KS4 subject choices. Parents are fully involved in this, including through Parents' Evening and Options Evening.

## 5. Key Stage 4

At Key Stage 4 (Years 10 and 11) we offer a wide range of courses to ensure that all students have the opportunity to study subjects about which they are passionate, and to encourage a love of learning. Our focus in KS4 curriculum development is on quality and choice. We review our KS4 offer each year, and we evaluate the success of all courses regularly during the academic year.

All students study **Maths**, **English Language** and **English Literature** at GCSE. Most students will also study and be examined in GCSE Statistics too. All students study **Science** at Key Stage 4: some students will study for three GCSEs in Physics, Chemistry and Biology, some will study for two GCSEs in Combined Science. The head of science and science teachers will talk to students about the course which is right for them. All students will take core PE, and will study a programme of Personal and Social Development. Students will be set in Maths.

From 2024-25 students are able to choose 4 option subjects to study at GCSE. Currently the subjects are:

<i>GCSEs</i>		<i>BTEC/NCFE*</i>	<i>WJEC/Cambridge National**</i>
<i>Fine Art</i>	<i>Business Studies</i>	<i>Dance</i>	<i>ICT Technical Award</i>
<i>French</i>	<i>Computer Science</i>	<i>Health &amp; Social Care</i>	<i>Retail Business</i>
<i>Geography</i>	<i>Design &amp; Technology</i>	<i>Travel &amp; Tourism</i>	
<i>History</i>	<i>Drama</i>		<i>Sports Studies**</i>
<i>Music</i>	<i>Food Preparation &amp; Nutrition</i>	<i>Childcare &amp; Development*</i>	
<i>Spanish</i>	<i>Photography</i>		
<i>Statistics</i>	<i>Physical Education</i>		
<i>Textiles</i>	<i>Religious Education</i>		

All subjects are GCSEs except those indicated, which are a vocational equivalent of GCSEs.

Some students will also be able to choose additional lessons in English and Maths as one of their option choices to boost their progress in these key areas.

We also support some students to achieve Level 1 qualifications in these vocational course to meet their needs, and Functional Skills in English and Maths (in addition to GCSEs) where appropriate.

All students are able and encouraged to choose a combination of subjects to achieve the English Baccalaureate (English, Maths, 2 Sciences, a modern foreign language and one of Geography and History). We also encourage students to choose at least one of Spanish, French, Computer Science, History and Geography. This is not compulsory as students need to be able to choose the right courses for their interests and future.

In Year 10 all students undertake **work experience** in a wide range of placements to match their different interests and abilities.

We provide support for students to continue their studies when they leave Barnwood Park. All students receive one-to-one **careers** interviews, and we have strong links with sixth forms and colleges to help each of our students continue their learning successfully.

## **6. Extra-Curricular Opportunities**

Extra-curricular opportunities at Barnwood Park include Sports and Fitness clubs and representative teams across a range of sports, Computer Science Clubs, Maths Clubs, Writing Group, Dance clubs, Glee (Performing Arts) Club, Choir, Book Clubs, Textiles & Design club and Duke of Edinburgh Awards. A Study Support club also runs after school every day (except Friday) to support students in their homework or other learning.

Extra-curricular activities are an integral part of the ethos of Barnwood Park and all students are encouraged to participate. These activities provide students with a wide range of opportunities to enhance their personal development and grow in self-confidence. They add to the reputation of Barnwood Park in the local community and help students develop their skills and passions.

Clubs and activities are planned and published each term and details are available in school and on the website. Some extra-curricular opportunities - for example, involvement in a school production, or a Robotics challenge – may be advertised separately in school.

Students also have the opportunity to represent the school through their roles as Prefects, House Captains and as Head and Deputy Head Students. Students apply to be Prefects and Head and Deputy Head students and are selected after a rigorous process. They will represent and speak on behalf of the school at a variety of events both inside and out of school.

Students are also able to go on a wide variety of trips and visits. These include visits to theatres and shows, to castles and museums, to places of scientific or geographical interest and importance, and visits to universities to raise and widen aspirations. There are also residential trips abroad, including to Spain, France and for skiing, as well as for charity work: recently this has included volunteering in Romania and Tanzania.

Students also take part in a range of charity work in school. Each of our three houses has their own house charity, which is decided by the students every year. A wide range of fun events are organised by the houses to raise money for these charities each year, including for example cake sales with which all students get involved.

## **7. Curriculum Impact: Monitoring, evaluation and review**

The impact of the curriculum should be evident in the outcomes for all students, and the governing body will receive regular reports from the Deputy Headteacher – progress and data on:

- The standards reached in each subject at the end of KS4 compared with national and local benchmarks.
- The standards achieved at the end of each phase taking into account any important variations between groups of students, subjects, courses and trends over time.
- The numbers opting for subjects at the Year 9 Options phase at the end of KS3.
- The destinations of students at the end of KS4.

The curriculum of each subject will be reviewed each year, as part of the QA plan with Deputy Heads.

*The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.*