



'Let your light shine' Matthew 5:16

# Bilbrook CE Middle School

## Curriculum Policy

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### Statement of intent

Bilbrook CE Middle recognises the importance of offering a broad and balanced curriculum that is accessible to all which is underpinned by our shared school vision. Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of pupils. Our curriculum celebrates the diverse nature of society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extra-curricular activities that we organise to enrich pupils' experiences of their lives and education.

Through this policy, the school aims to:

- Put pupils at the centre of all curriculum decisions, putting their needs above that of the school;
- have a curriculum that is fit for purpose, offering differentiation and personalization;
- prepare all pupils for the next stage of their education and for life in modern society;
- first achieve and then exceed national standards in achievement, attainment and progression;
- be committed to excellence and continuous improvement;
- provide courses which meet the needs of pupils;
- nurture the talents of all and celebrate success;
- work with feeder schools to ease transition; and
- involve the stakeholders, including parents, in curriculum development.

**Signed by:**

**Headteacher**

**Date:**

**Chair of governors**

**Date:**

## 1. Curriculum intent

What the curriculum is designed to do:

Our curriculum is designed with pupils' learning and development at the heart of all that we do. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners and provide them with the skills necessary to succeed in life after school. Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

How we intend to deliver the curriculum:

Below, we have outlined how we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular.

- Classroom-based learning: we encourage teachers to focus on learning intentions and the depth that is required over an academic year (39 weeks) rather than a term-by-term approach. There is a focus on interleaving areas of the curriculum. Interleaving is a learning strategy that involves switching between topics and ideas, which has been shown to improve long-term learning relative to blocking study of the same idea or topic. Research by Hermann Ebbinghaus noted that we 'lose' information as time goes on. His research of 1885 showed that we all forget at broadly similar rates over time. Therefore, the curriculum has been designed so that there is spaced repetition as it was concluded by Ebbinghaus that our memory is strengthened if we wait and then repeat. Retrieval practice is used at the start of every lesson so that children retrieve pieces of information from the previous lesson, last week's lesson and last term's lesson. One-to-one teaching and small group sessions are carried out for pupils who require additional support.

- Extra-curricular activities: we provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school. The activities we offer can be found in section 12.

A full list of subjects available to pupils in each year can be found in section 6.

## **How we involve stakeholders in curriculum planning and delivery**

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils receive a well-rounded education if everyone is involved in shaping it. This is why we send pupils and parents questionnaires regularly.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects and embed each project within the curriculum into the relevant subjects.

## **How the curriculum benefits pupils' learning and personal development**

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the ways outlined in 2.2.

### **2. Curriculum aims**

2.1. The overall aims of the curriculum are to:

- Allow children to let their light shine in all that they do;
- enable all pupils to be successful learners and achieve high standards;
- enable pupils to understand the skills and attributes needed to be a successful learner;
- enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers;
- enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills;
- enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning;
- enable pupils to value their learning outside of the curriculum and relate this knowledge to the taught curriculum;
- teach pupils to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness;
- enable pupils to be creative through art, dance, music, drama and design and technology and to develop their own thinking;
- enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle;
- help pupils to develop an independent approach to their learning;
- teach pupils about their ever-changing world, including how the environment and society have changed over time;

- help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference;
- fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE;
- help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all;
- teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- enable pupils to have respect for themselves and others and to be able to live and work cooperatively with others;
- enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics;
- enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks;
- enable pupils to experience playing a musical instrument; and
- teach pupils about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives;
- understanding that failure is part of the road to success;
- being rewarded for academic successes;
- being supported with their next stages in education or training and feeling prepared for life after school;
- becoming responsible individuals who contribute to community living and the environment;
- achieving to the best of their ability;
- acquiring a wealth of knowledge and experience;
- Becoming critical thinkers;
- finding a sense of belonging to the school and its community;
- learning how to cooperate with their peers and respect one another, inside and outside the classroom; and
- developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

### **3. Legal framework**

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004

- Equality Act 2010
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

3.2. This policy operates in conjunction with the following school policies:

- Assessment and Feedback Policy
- Equal Opportunities Policy
- Homework Policy
- More Able Policy
- RSHE Policy
- RSE and Health Education Policy
- Relationships and Behaviour Policy
- SEND Policy

#### **4. Roles and responsibilities**

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The headteacher is responsible for:

- Devising long term plans for the curriculum in collaboration with subject leaders, teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Reporting regularly to the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.

- Creating and maintaining an up-to-date curriculum intent statement.
- Updating and maintaining this policy.

#### 4.3. The subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need for the next stage of their education.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within their subject and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

#### 4.4. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson slides that are reflective of the school's curriculum.
- Implementing the curriculum to ensure pupils make progress.
- Creating short-term slides for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson slides in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

- Working to close the attainment gap between disadvantaged and non-disadvantaged pupils.
- Celebrating all pupils' academic achievements.

4.5. The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## **5. Organisation and planning**

5.1. The school's curriculum will be delivered over 190 days and equally throughout the school week.

5.2. Each school day is split into six 50 minute sessions. There is a morning break and a lunch break.

5.3. In collaboration with subject leaders, teachers and other members of the SLT, the headteacher will devise the following plans:

- Long-term plans that deal with the major areas and strands of the national curriculum to be covered across both key stages.
- Medium-term plans that deal with the activities within units of work that are set out termly.
- Short-term slides that are concerned with individual lessons or sessions.

5.4. Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another.

5.5. Teachers will plan lessons which 'teach to the top'. The lessons will be challenging for all pupils.

5.6. A full list of subjects covered in school can be found in section 6 of this policy.

5.7. Pupils who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required.

5.8. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

- 5.9. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 5.10. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 5.11. Any difficulties identified will be addressed once curriculum planning has commenced.
- 5.12. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment.

## **6. Curriculum content**

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will ensure every pupil has access to the following core subjects:

- English
- Mathematics
- Science
- RE
- Relationships and sex education (RSE)

6.3. The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Citizenship
- Computing
- Design and technology
- Modern Foreign Languages
- Geography
- History
- Music
- PE

6.4. Pupils will choose their subjects for their GCSEs in the second half of Year 8.

## **7. RSHE**

7.1. As part of the curriculum, the school will make provision for RSHE where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.

7.2. The school holds RSHE sessions each term. Topics covered within these sessions include the following:

- Anti-bullying
- Celebrating different cultures
- Environmental issues
- Crime and punishment
- British values
- Mental Health and Well being

7.3. All provisions made regarding RSHE lessons will be made in line with the school's RSHE Policy.

## **8. Careers education**

8.1. The school will work to encompass careers education and guidance into subjects across the curriculum.

8.2. The school will ensure that every pupil is exposed to the world of work by the age of 14.

8.3. The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, inviting visiting speakers, with whom pupils can relate to.

8.4. The school will host a Careers Days each academic year, on which pupils can participate in meaningful encounters with employers. These encounters may include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Business games and enterprise competitions.

## **9. Reporting and assessment**

9.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

9.2. Homework will be set in accordance with the school's Homework Policy.

9.3. The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

9.4. Individual pupil performance and progress is regularly monitored and reviewed. Informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

9.5. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

9.6. Evaluations and assessments feed back into future or modified curriculum plans.

9.7. Assessment of pupils with EAL will take into account the pupils' age, length of time in the UK, previous education and ability in other languages.

9.8. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

9.9. All reporting and assessments will be conducted in line with the school's Assessment Policy.

## **10. Equal opportunities**

10.1. There are nine protected characteristics within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

10.2 The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

10.3. Care is taken within all schemes or work to ensure that all pupils have access to the curriculum content.

10.4. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

10.5. When planning and implementing the curriculum, the school will have due regard to the Equal Opportunities Policy at all times.

## **11. Supporting pupils with SEND**

11.1. The curriculum is designed to provide access and opportunity for all pupils who attend the school.

11.2. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

11.3. Pupils with SEND may work with TAs in smaller groups to work on topics covered in lesson to ensure they do not fall behind their peers.

11.4. Pupils with SEND will not be discriminated against in any way.

11.5. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.

11.6. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## **12. Extra-curricular activities**

12.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

12.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays.

12.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

12.4. The following extra-curricular activities are available (list is not exhaustive and subject to change):

Football	Multi-sports
Gardening Club	Tennis
STEM	Homework Club
Coding Club	Art Club
Cooking Club	Bookworms
Basketball	Gymnastics

## **13. Monitoring and review**

13.1. This policy is reviewed annually by the headteacher and the governing board.

13.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

13.3. The scheduled review date for this policy is July 2022.