

CURRICULUM POLICY

Curriculum Aims

The aims of the curriculum of Bridgewater High School are to enable students to develop as:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

At present the curriculum represents the general requirements of Section 78 of the Education Act 2002. This states that;

'The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which; (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum planning, especially at KS4, has a strong focus on academic pathways, rigour and course integrity. This integrity is of paramount importance and we do not seek to manipulate school performance data by offering courses which are less rigorous.

Pupil entitlement

As a fully comprehensive, 11 – 19 school, we are committed to the principle that all students, regardless of ability, race, cultural background, health and well-being have a right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all;
- appropriate levels of expectation and genuine challenge;
- relevance, continuity and progression in learning; by providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students but also recognizes that some students require specialized alternative pathways to succeed.

Expectations of staff

Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to

- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity in their education
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their children

Curriculum Structure

Quality Assurance of the Curriculum

The quality of the curriculum is monitored through the school self-review process which includes line management, governor's review meetings, peer to peer review, lesson observations, work sampling and the governor's curriculum subcommittee.

The timetable

The school operates a 25 period week. There are 5 periods per day (4 in the morning, 1 in the afternoon), each of which lasts for one hour. In addition, all students spend 15 minutes in their Year Assembly or Tutor Group for four days of the week. One day in each fortnight begins with a 30 minute PSHE lesson – the lessons before lunch are then 55 minutes long; the lesson after lunch is 65 minutes long and there is no Tutor Group time at the end of the day. An Enrichment Curriculum runs every day after school

Key Stage 3: Years 7, 8 and 9

Pupils follow a curriculum in comprising;

Art, Dance, Drama, English, Geography, History, It, Maths, French or German, Music, PE, PSHE, RS, Science and

Technology. The SEN Faculty provides a range of support which can be in-class or in the Teaching and Learning Centre. In addition in Year 7 we offer Route 67 which is a course aimed to bridge the transition from primary to secondary for some of our students. Citizenship is also taught mainly through PSHE, Religious Studies and History although this is supplemented by some cross-curricular days. Personal Learning and Thinking Skills are also taught within each subject and we also have an alternative curriculum week in the Summer term where we concentrate more specifically on these skills and run activities aimed to promote more independent learning. Generally students embark on GCSE courses when they enter Y10. However with the removal of SATs, several core subjects now prepare for GCSE from Year 9. The rationale for this is the need for pupils to become GCSE-ready at the start of Year 10 in terms of resilience, maturity and their awareness and understanding of the increased levels of demand within the new GCSE specifications. Within the Arts, students have the opportunity to take the prestigious Trinity Exam Performance Arts exams.

Key Stage 4: Years 10 and 11

Bridgewater students study their National Curriculum and Option Subjects between the ages of 14 and 16. At the end of the two year course it is likely that they will take examinations in a number of subjects. The examination taken will normally be a GCSE (General Certificate of Secondary Education) or a Technical Award.

As students move into Year 10, it is necessary to reduce the number of subjects slightly to ensure adequate preparation for vital examinations. However, balance and breadth remain important and the curriculum for Years 10 and 11 has two distinct parts to ensure that students have some freedom of choice within a carefully structured programme.

Our curriculum planning, especially at KS4, has a strong focus on academic pathways, rigour and course integrity. This integrity is of paramount importance and we do not seek to manipulate school performance data by offering courses which are less rigorous. It also reflects our belief that all students should study the maximum number of valuable subjects.

Bridgewater recognises this approach results in a large proportion of students taking Ebacc subjects and a potential consequence of this is for the lowest performing Ebbac subject to appear in the Open Pot of the progress 8 summary. This does not adequately reflect the rigour embedded at all levels of KS4. Moving forward, the school is committed to developing alternative courses that best meet the needs of pupils with lower prior attainment whilst also yielding an Open Pot score that more accurately reflects the rigour and quality of teaching at all levels in KS4 as well as the high levels of pupil achievement that characterise Bridgewater

At Key Stage 4, students take courses from a choice within a common core, and four further option choices. The common core comprises: English (most students take both language and literature), Mathematics, Science (Combined Award GCSE), PE, RS & PSHE

They then make four further choices from a wide range of subjects. The option subjects available are Art, Business Studies, Children’s Learning & Development, Dance, Drama, Food Preparation and Nutrition, Geography, German, French, Graphic Products, History, Music, Performing Arts, Product Design, Separate Sciences, Textiles, PE and It. Most courses lead to GCSE examinations or their equivalent on the National Qualifications Framework. Alternative provision is made for students who require it. This includes courses in the Local Authority Alternative Provision programme or Work Based Learning providers.

The Sixth Form

There are 5 option blocks at AS and A level which are structured according to past opting patterns. It is expected that students will access the equivalent of up to 4 qualifications in Year 12 with the acceptance that these may drop to 3 in Year 13.

The distribution of the teaching hours over a fortnight between the subjects is given below

Y7	number of lessons	% of lessons	Y8	number of lessons	% of lessons	Y9	number of lessons	% of lessons
English	7	14	English	7	14	English	7	14
Maths	8	16	Maths	8	16	Maths	8	16
Science	6	12	Science	6	12	Science	6	12
History	3	6	History	3	6	History	3	6
Geography	3	6	Geography	3	6	Geography	3	6
MFL	4	8	MFL	4	8	MFL	4	8
ICT	2	4	ICT	2	4	ICT	2	4
PE	3	6	PE	3	6	PE	3	6
RS	2	4	RS	2	4	RS	2	4
Technology	4	8	Technology	4	8	Technology	4	8
Art	2	4	Art	2	4	EPA	8	16
Drama	2	4	Drama	2	4			
Dance	2	4	Dance	2	4			
Music	2	4	Music	2	4			
total	50	100	total	50	100	total	50	100
PSHE 1/2 hour per fortnight			PSHE 1/2 hour per fortnight			PSHE 1/2 hour per fortnight		

Y10	number of lessons	% of lessons	Y11	number of lessons	% of lessons
English	7	14	English	7	14
Maths	8	16	Maths	8	16
Science	10	20	Science	10	20
PE	3	6	PE	3	6
RS	2	4	RS	2	4
A	5	10	A	5	10
B	5	10	B	5	10
C	5	10	C	5	10
D	5	10	D	5	10
total	50	100	total	50	0
PSHE 1/2 hour per fortnight			PSHE 1/2 hour per fortnight		

Y12	number of lessons	% of lessons		Y13	number of lessons	% of lessons
p	8	20		p	9	20
q	8	20		q	9	20
r	8	20		r	9	20
s	8	20		s	9	20
t	8	20		t	9	20
total	40	100		total	45	100

Curriculum Matters

Mixed ability teaching, setting and differentiation

On arrival in Year 7, all students are placed in mixed ability tutor groups and teaching groups. For the majority of subjects Year 7 pupils are taught in their tutor groups. There is setting in Maths, It, English, MFL and PE. We recognize that in all mixed ability classes, sets and broad banded groups, there is a wide range of ability. In addition, individual pupils have preferred learning styles. To take account of these differences and the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of all pupils. Appropriate differentiation could include adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

The timetable

The timetable is organised across two weeks at Bridgewater working as Week 1 and Week 2 for staff and pupils. The timetable runs the same on each day with the exception of Wednesdays and the Friday of week 2

Mondays, Tuesdays, Thursdays & Friday of week 1		Wednesdays		Friday of week 2	
845 to 945	Lesson 1	845 to 945	Lesson 1	845 to 915	PSHE
950 to 1050	Lesson 2	950 to 1050	Lesson 2	920 to 1015	Lesson 1
1050 to 1105	Break	1050 to 1105	Break	1020 to 1115	Lesson 2
1110 to 1210	Lesson 3	1110 to 1210	Lesson 3	1115 to 1130	Break
1215 to (105) 115	Lesson 4	1215 to (105) 115	Lesson 4	1135 to 1230	Lesson 3
(105) 115 to 150	Lunch	(105) 115 to 150	Lunch	1235 to (120) 130	Lesson 4
155 to 255	Lesson 5	155 to 255	Lesson 5	(120) 130 to 205	Lunch
300 to 315	Registration			210 to 315	Lesson 5

To aid the running and provision of lunch at Lower Site Year 7 pupils finish Lesson 4 ten minutes early at 105. To allow for the enrichment Curriculum to take place the school day finishes at 255 every Wednesday – there is no registration. On Friday of week 2 the timings of the school day alter to allow the provision of PSHE as a regular half hour lesson delivered in tutor groups by the relevant form teacher.

Class sizes

In Years 7 – 9, the usual teaching group is around 26-30 students. In some subjects, for example where there are health and safety issues to consider (eg in Technology, PE), smaller groups may be created. Where setting exists, the norm is to create smaller groups for the least able students, so that more

individual attention can be provided. In Year 8 Maths, English, It, Science, History, Geography, RS, MFL and PE all use some form of setting. In Year 9 Technology also uses setting. In Years 10 and 11 English, Mathematics, Science, It, Business Studies, German, French, History, and PE use some form of setting. All other subjects are taught in mixed ability groups. Class sizes vary considerably depending on the subject and the set as appropriate. Where possible class sizes are kept below 30 and in many option subjects are around 20.

MFL

Vision and rationale for MFL

“The Modern Foreign Languages Faculty will be a place where pupils and staff can work together to succeed in learning through enthusiasm, enjoyment and relevance, both in lessons and extra-curricular opportunities. Pupils will leave their language learning at Bridgewater with transferable skills, greater cultural awareness and a sense of achievement.”

The curriculum model which we offer is evolving, but is aimed at making sure that our pupils have the access to languages that provide future openings in terms of careers.

- German and French are the 2 most requested languages by British business and industry. (British Council report 2015)
- A foreign language on a CV is valued beyond the skills which that language can bring – being seen as adaptable, conscientious and hard-working are some of these hidden attributes.
- The top flight of universities value German in particular as an entrance qualification due to its elite status in the country (small numbers of candidates at A-Level) The top ability pupils therefore should have the opportunity to study German to enhance their future ability to access courses at these universities.
- Setting of the pupils who find languages hardest requires greater literacy support, provided through the literacy group created by English and taught as the same group in MFL.
- Broad setting allows the top ability pupils to study 2 languages, the middle ability pupils to have more mixed ability groups and the pupils who struggle with literacy to have a more supportive crossover between their own language and their foreign language.
- The teaching of dual language French and German to top sets will be based on work completed with partner Primary schools as part of Bridgewater’s Primary liaison programme

The learning environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students’ work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good display in their areas and contribute to displays in public areas of the school. It is expected that classrooms are orderly environments where pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, workshops, study rooms and the resource centre with respect.

Schemes of work and lesson planning

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the Bridgewater curriculum and or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by Curriculum Leaders. Schemes of work set out how the content of the course is structured, so that students’ skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. Teachers plan individual lessons, or sequences of lessons, in different ways.

Homework

Bridgewater High School recognises the importance and value of homework as an extension of classwork, and a vehicle to practise skills, acquire new ones and develop good study habits. Homework is set through the website Show My Homework

Students in Years 7, 8 and 9 should expect homework to be set once a week in most subjects. Homework can take a

variety of forms including reading, research, planning, evaluating, revising and using online platforms such as Mymaths and Active Learn as well as the more-familiar written work.

Students in Years 10 and 11 prepare for GCSE examinations and undertake a wider variety of homework tasks. Where appropriate, teachers set homework which extends over more than one week.

The Enrichment Curriculum

Bridgewater offers extended school activities as detailed in the Enrichment Curriculum programme to enhance their learning and educational experience. The Enrichment Curriculum is offered after the normal school day has finished and in certain instances at weekends. The nature and timing of the activities will respond to pupil needs and interests and where appropriate specialist staff will be employed to deliver activities that are outside the field of expertise of the full time staff.

Vocational education

At KS4, students' vocational entitlement is met by a combination of curricular experiences and specific courses.

These experiences include the careers education and guidance programme, work related learning, awareness-raising (for example through assemblies and tutorial work) and personal management and decision-making skills delivered through the PSHE programme