

Section A Introduction

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.

Section B Statements and procedures

Pupil entitlement

As a fully comprehensive, 11 – 19 school, we are committed to the principle that all students, regardless of ability, race or cultural background 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.

Access

The principle above presents us with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. The curriculum is designed to allow pupils to achieve their full potential. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or becoming demotivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) work, so that they might continue to participate at the most appropriate level for them.

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, and which conform to the requirements of the national curriculum;
- 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, governors review meetings, faculty self review, lesson observations, work sampling and the governors' Curriculum Committee.

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 each day in their Year Assembly or Tutor Group. 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.

Key Stage 3: Years 7, 8 and 9

Pupils follow a common curriculum in line with the National Curriculum comprising;

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

Key Stage 4: Years 10 and 11

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 (dual award GCSE or BTEC), PE, RS, Citizenship & PSHE

They then make four further choices from a wide range of subjects including: Art, Business Studies, Catering, Child Development, COPE, Dance, Drama, Food Technology, Geography, German, French, Graphic Products, History, Music, Performing Arts, Product Design, Separate Sciences, Textiles, PE and ICT, Computer Science.

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 some work based learning.

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.

Section C Additional Information & Guidance 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, ICT, and English. 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. This will involve, at different times, 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. In educational jargon, this approach is known as differentiation.

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, ICT, 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, Citizenship, 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.

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.

Access to ICT

The Lower Site has two designated computer rooms each containing 30 PCs. There is an additional set of 30 portable laptop computers.

The Upper Site has three designated computer rooms each containing 30 PCs. The five designated Maths classrooms also include 15 PCs each. There is an additional set of 30 laptops. Appleton College has two designated computer rooms containing 30 and 10 PCs respectively.

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 national 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 practice skills, acquire new ones and develop good study habits.

Students in Years 7, 8 and 9 should expect homework to be set once a week in most subjects. Homework can, however, take a variety of forms, including reading, research, planning and evaluating and revising 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. Quite often, teachers set homework which extends over more than one week. Homework is set through the Show My Homework portal.

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, Enterprise Days, work experience, awareness-raising (for example through assemblies and tutorial work) and personal management and decision-making skills delivered through the PSHE programme