

## Bridgewater Curriculum Intent

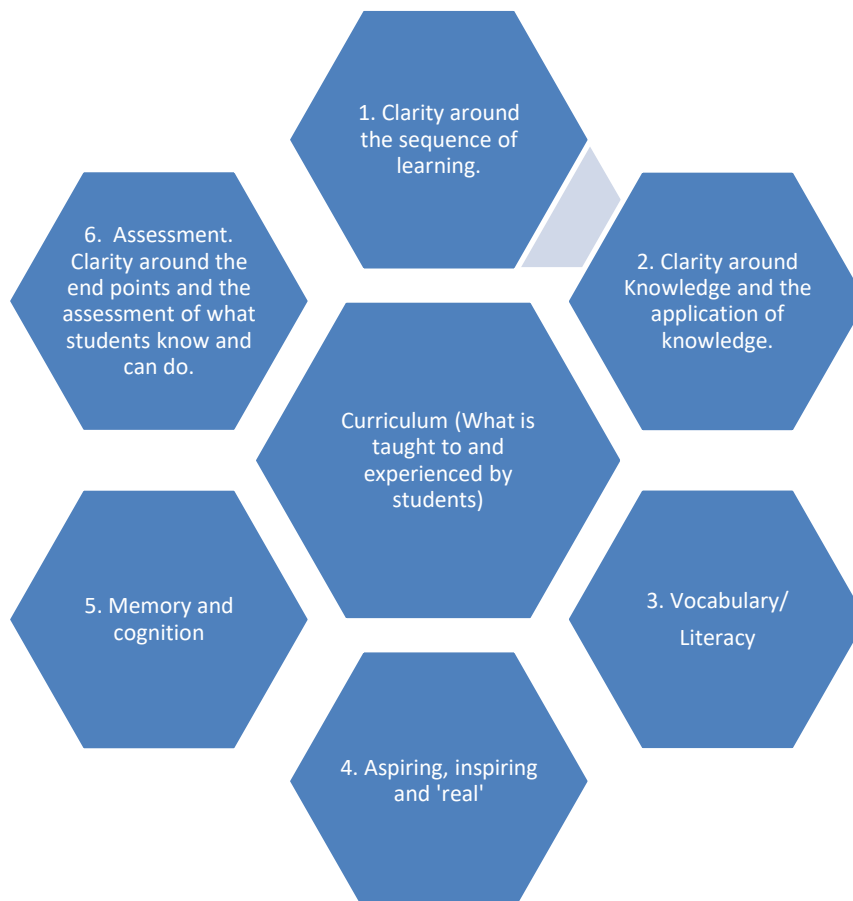
At Bridgewater we are committed to providing a curriculum that is broad, balanced, and challenging, which builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment.

Bridgewater High students join the school with higher than average levels of attainment and the majority move onto A-Levels and University. Our curriculum is designed around making that route accessible for all, through strong Ebacc subject pathways, specific teaching of meta-cognition in all key stages and **bespoke pathways for those students who may be disadvantaged through social or SEND circumstances.**

As an academic school that is inclusive of every pupil, the planned curriculum recognises the value that creative, practical and vocational learning brings to students character and personal development and aims to use this to complement traditional pathways.

*The planned curriculum aims to develop students personally, through planned tutorial programmes and the taught curriculum. It intends to educate students to live safe, healthy and fulfilling lives, who have the confidence to make a positive contribution to society and become responsible citizens. (see Personal Development).*

To enable this to happen our curriculum is planned around the following **6 dimensions**:



1. Clarity around the sequence of learning over 5 years.
2. Clarity around the knowledge and the application of knowledge.
3. Vocab and literacy
4. Subject content which is Aspiring, Inspiring and 'Real World Learning'
5. Memory and Cognition.

6. Assessment. Clarity around the end points and the assessment of what students know and can do.

## **Six Dimensions of the BWH Curriculum**

### **1. Clarity around the sequence of learning over 5 years**

#### **Knowing and understanding more at each stage of the curriculum.**

Teachers and leaders will sequence subject content taking account of what they believe is most suitable for their subjects, so that deep embedded learning takes place. Content will build on prior learning and provide students with the knowledge needed for subsequent learning. KS3 curricula will provide a broad foundation of knowledge, skills and experiences needed to better contextualise KS4 syllabi and to enable students to make links across their learning.

### **2. Clarity around the knowledge and the application of knowledge**

**Explicit teaching of subject knowledge and relevant background knowledge that can be applied to problem solving and is transferable between contexts and subjects.** Subject curricula place a high value on the teaching of a broad and deep range of well-chosen knowledge supported with relevant background knowledge. Leaders and teachers will explicitly identify essential subject knowledge that students will learn at each stage of their progression through the subject. Every unit of work will be supported by a knowledge organiser. Knowledge Organisers are viewed as the starting points of what is to be learnt and will be used as the building blocks for the other dimensions. Leaders and teachers will frequently plan for opportunities for students to practise, embed, extend upon or apply the knowledge they have been taught. Close consideration will be given to the fact that knowledge is generative so supplementary background knowledge that should aid the learning and retention of essential subject knowledge is taught. Bridgewater recognises and values that a truly comprehensive curriculum will go beyond just what is assessed.

### **3. Vocab and Literacy**

#### **Vocabulary: Explicit teaching of vocabulary at all stages of a subject.**

Subject curricula plans the explicit teaching of essential vocabulary. Teachers and leaders will understand that the size of a student's vocabulary has a direct impact on their academic success.

At a subject level planning will identify specific vocabulary to which teaching time will be allocated so students are able to understand and access the content being taught. This will be a combination of key subject terminology and command words to improve cognition.

At a whole school level the use of Lexonics is used to enable students to employ and transfer meaning across subjects.

Structures to extended writing are taught across all years e.g. PEEL for paragraphs etc, to allow commonality and confidence for students

### **4. Subject content which is Aspiring, Inspiring and 'Real World Learning'**

Subject content should inspire student's love of learning by immersing students in "the best which has been thought and said". Curricula content, particularly at KS3 provides authentic links to the real world to contextualise learning and improve the linking of knowledge across subjects.

### **5. Memory and Cognition**

Curriculum and lesson planning is structured to include spaced retrieval strategies, low stakes testing of knowledge and understanding, cognitive load and an interleaved approach to curriculum structure. A whole school approach to the teaching of command words and memory/revision strategies will take place and students have an understanding of why this is important.

## **6. Assessment: Desired outcomes and how they are measured.**

*The assessment of knowledge and understanding is planned throughout all subject curricula in the form of a range of both formative and summative strategies. Subject curricula planning identifies what is to be assessed at each stage. Teachers and leaders understand that progress means students knowing more and understanding more at each stage the curriculum. The planned curricula plans timely assessment strategies, which follow a sensible flow of assessments which are manageable and meaningful,*

*Assessment at Bridgewater aims to:*

**i) Promotion of Learning**

**ii) Informs teaching**

**iii) Is both formative and summative**

**iv) Recognises student progress and achievement**

### **Class Level.**

*At class level students are assessed through the following strategies:*

- *Daily recap quizzing*
- *Targeted questioning. (no hands up)*
- *Hinge questions*
- *Low stakes testing*
- *Peer to peer quizzing*
- *Self-quizzing*
- *Multiple choice questions*
- *Quality Mark Assessment (Application tasks)*

### **School Level**

*Whole school/year assessment points are planned as the best fit to support learning, in a manner which is year group specific. Whole school assessment is not tail wags the curriculum dog.*

*KS4 Formal standardised pre-public exams twice a year.*

*KS3 Formal examination style testing based on retrieval of information throughout the key stage.*

## **6. Assessment: Desired outcomes and how they are measured.**

The assessment of knowledge and understanding is planned throughout all subject curricula in the form of a range of both formative and summative strategies. Subject curricula planning identifies what is to be assessed at each stage. The planned curricula implement timely assessment strategies, which are both manageable and meaningful, and relevant to the particular skill or knowledge being tested.

Assessment at Bridgewater aims to:

**i) Promote learning**

**ii) Inform future teaching (addressing gaps in knowledge)**

**iii) Be both formative and summative as appropriate**

**iv) Recognise student progress and achievement**

**(in relation to AWoL targets at KS3, towards GCSE/BTEC targets at KS4)**

### **Class Level**

At class level students are assessed through a wide range of strategies including:

- Formal written tests
- Low stakes testing
- Recap quizzing (e.g. “Quick Fire Five”)
- Targeted questioning (no hands up)
- Hinge questions
- Peer to peer quizzing
- Self-quizzing
- Online quizzes
- Exit questions

### **School Level**

Whole school/year assessment points are planned as the best fit to support learning, in a manner which is year group specific. Whole school assessment is “not tail wags the curriculum dog”.

- KS4 Formal standardised pre-public exams twice a year.
- KS3 Formal examination style “Knowledge Tests” based on retrieval of information from Knowledge Organisers throughout the key stage.

## **Pupil entitlement**

As a fully comprehensive, 11 – 16 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
- provide opportunities for home-learning which meaningfully add value to pupil progress and understanding

## **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 Quality of the Curriculum subcommittee.

### **The timetable**

The school operates a 25 period week. There are 5 periods per each of which lasts approximately one hour. In addition, all students spend 25 minutes in their Tutor Group for two days of the week where they follow the school's Personal Development Curriculum

### **Key Stage 3: Years 7, 8 and 9**

Pupils follow a curriculum comprising of; Art, Dance, Drama, English, Geography, History, It, Maths, French, Music, PE, Personal Development, RS, Science and Technology. In addition, we offer German to selected pupils. In Year 9, within the Arts, students have the opportunity to take the school's BEE Award. Through KS3 we aim for our Curriculum to :-

- deepen pupils' knowledge, understanding and skills across all subjects
- address pupils' gaps in knowledge, understanding and skills across all subjects
- develop a love of learning and metacognition skills
- build on high levels of literacy and numeracy
- promote behaviour, attitudes and personal development

### **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 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 appropriate 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 of core and option subjects.

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.

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 & Personal Development

They then make four further choices from a wide range of subjects. The option subjects available are Acting, Art, Business Studies, Computer Science, Dance, Food Preparation, Geography, German, French, Graphic Products, History, I Media, 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.

<b>y7</b>	number of lessons		<b>y8</b>	number of lessons		<b>y9</b>	number of lessons
english	7		english	7		english	7
maths	8		maths	8		maths	8
science	6		science	6		science	6
history	3		history	3		history	3
geography	3		geography	3		geography	3
mfl	4#		mfl	4#		mfl	4
ict	2		ict	2		ict	2
pe	3		pe	3		pe	3
rs	2		rs	2		rs	2
technology	4		technology	4		technology	4
art	2		art	2		epa	8
drama	2#		drama	2#			
dance	2#		dance	2#			
music	2		music	2			

<b>y10</b>	number of lessons		<b>y11</b>	number of lessons
english	7		english	7
maths	8		maths	8
science	10		science	10
pe	3		pe	3
rs	2		rs	2
a	5		a	5
b	5		b	5
c	5		c	5
d	5		d	5

### Curriculum matters

#### Mixed ability teaching, setting and differentiation

On arrival in Year 7, all students are placed in mixed ability tutor 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 Monday and Wednesday

Monday and Wednesday			Tuesday, Thursday & Friday		
8.40-8.45	Start of day		8.40-8.45	Start of day	
8.45-9.10	Reg/Tutorial				
<b>9.13</b>	<b>Buses Upper &amp; Lower</b>				
9.15-10.15	P1		8.45-9.50	P1	
<b>10.12/10.17</b>	<b>Bus Upper/Lower</b>		<b>9.47/9.52</b>	<b>Bus Upper/Lower</b>	
10.15-11.10	P2		9.50-10.55	P2	
11.10-11.30	Break		10.55-11.15	Break	
<b>11.13</b>	<b>Buses Upper &amp; Lower</b>		<b>10.58</b>	<b>Buses Upper &amp; Lower</b>	
11.25	Movement Bell		11.10	Movement Bell	
11.30-12.25	P3		11.15-12.20	P3	
<b>12.25</b>	<b>Lunch</b>	<b>P4</b>	<b>12.20</b>	<b>Lunch</b>	<b>P4</b>
<b>7</b>	<b>12.25-13.05</b>	<b>13.05-14.00</b>	<b>7</b>	<b>12.20-13.00</b>	<b>13.00-14.00</b>
<b>8</b>	<b>12.55-13.30</b>	<b>12.25-12.55 &amp; 13.30-14.00 (split)</b>	<b>8</b>	<b>12.55-13.30</b>	<b>12.20-12.55 &amp; 13.30-14.00 (split)</b>
<b>9</b>	<b>1.20-14.00</b>	<b>12.25-13.20</b>	<b>9</b>	<b>1.20-14.00</b>	<b>12.20-13.20</b>
<b>10</b>	<b>1.20-14.00</b>	<b>12.25-13.20</b>	<b>10</b>	<b>1.20-14.00</b>	<b>12.20-13.20</b>
<b>11</b>	<b>12.25-13.05</b>	<b>13.05-14.00</b>	<b>11</b>	<b>12.20-13.00</b>	<b>13.00-14.00</b>
12.25-1.20	P4		12.20-1.20	P4	
1.20-2.00	Lunch		1.20-2.00	Lunch	
<b>1.23</b>	<b>Buses Upper &amp; Lower</b>		<b>1.23</b>	<b>Buses Upper &amp; Lower</b>	
1.55	Movement Bell/Bus		1.55	Movement Bell/Bus	
<b>2.00-3.00</b>	<b>P5</b>		<b>2.00-3.00</b>	<b>P5</b>	
3.00-3.20	KIT		3.00-3.20	KIT (except Friday)	
<b>3.03/3.08</b>	<b>Buses Upper/Lower</b>		<b>3.03/3.08</b>	<b>Buses Upper/Lower</b>	



### **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 Years 10 and 11 English, Mathematics 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.

### **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. They support the delivery of the Curriculum map and the overall Roadmap for each subject. Schemes of work are structured to support pupils in knowing more and remembering more by curricular design. 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 Mathswatch and GCSE Pod 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. Teachers may 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. 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.