



Bridgewater High School

BRIDGEWATER HIGH SCHOOL

ACCESS TO THE CURRICULUM POLICY

Policy Reference Number	A2
Written By	P Jones
Date	19 th January 2022
Approved By	Curriculum Committee
Name	To be approved by the Governing Body (DRAFT)
Signature	
Date	
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Policy Title

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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.

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.

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 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.

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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.

y7	number of lessons		y8	number of lessons		y9	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			

y10	number of lessons		y11	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.

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.

Access to ICT

The Lower Site has two designated computer rooms each containing 30 PCs.
The Upper Site has four designated computer rooms each containing 30 PCs.

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.

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