



Bishop Fox's

High Standards & High Expectations

CURRICULUM POLICY

No: 201

Date reviewed by Governors: June 2010

Reviewed by SLT Nov 2015

CURRICULUM POLICY

1. Principles

- 1.1 To provide an appropriate and wide-ranging curriculum experience which promotes learning and challenges every student to be independent, enterprising, aspirational, skilled, confident and driven by a sound values system.

In particular this experience should:-

- 1.1.1 Promote continuity both within and across the key stages and into FE/Employment/Training and lifelong learning;
 - 1.1.2 Give all students equality of opportunity and consideration;
 - 1.1.3 Be matched to the needs of individuals by being appropriately differentiated, personalised and relevant;
 - 1.1.4 be largely broad, balanced and coherent in terms of teaching approaches, time allocations and range of content;
 - 1.1.5 Encourage all students to achieve the highest possible standards in keeping with the top 20% of schools nationally.
 - 1.1.6 Provide a variety of teaching strategies to support the different types of learner.
 - 1.1.7 Foster a spirit of enterprise and risk taking in keeping with the schools B & E approach.
 - 1.1.8 Provide positive, well-formed attitudes with an emphasis on personal responsibilities
 - 1.1.9 Deliver high levels of numeracy and literacy skill acquisition.
 - 1.2.0 Deliver effective transition Key Stage 2 – 5.
- 1.2 To meet all statutory requirements.
- 1.3 To provide a range of extra curricular activities which enrich and or extend the formal curriculum.
- 1.4 To enable each student to feel part of and make a full commitment to a caring community and be able to develop and mature.
- 1.5 To provide experiences and opportunities to make informed decisions at 16 about career paths.
- 1.6 To prepare young people for their roles and responsibilities in adult life.

2. Entitlements and Expectations

- 2.1 Students should have a curriculum that helps them to:
- 2.1.1 Achieve outcomes by the end of KS4 in keeping with their FFT20 targets.
 - 2.1.2 Develop lively, enquiring minds, together with a willingness to ask questions and to debate rationally;
 - 2.1.3 Think and act creatively and with imagination;
 - 2.1.4 Gain knowledge, skills, understanding and experience appropriate to a fast-changing world, so they may be self-reliant and adaptable, and able to take an active role in society;
 - 2.1.5 Acquire in particular the enabling skills of literacy and numeracy, Information

- technology, problem solving and working effectively both independently and with others.
- 2.1.6 Grow in confidence and independence, and know the value of working collaboratively and effectively with others;
- 2.1.7 Accept responsibility and recognise the responsibilities of others;
- 2.1.8 Appreciate human achievements and aspirations;
- 2.1.9 Understand the feelings of others, respect their values, and consider thoughtfully their own attitudes, values and beliefs;
- 2.1.10 fulfil their true potential, and take pride in their achievement, while taking pleasure in the achievements of others;
- 2.1.11 Gain appropriate recognition and reward for their endeavours;
- 2.1.12 make informed decision based on reasoned judgments

3 **The Context for the Construction of the Curriculum**

- 3.1 The curriculum offered during the period of compulsory education should be concerned with introducing certain essential 'areas of experience' and increasingly broadening such opportunities through Key stage 4. Such experiences may be provided through formal and informal routes in school and elsewhere.
- 3.2 Each of these areas is of equal importance and is a checklist for the construction and analysis of the curriculum.

3.3

Areas of Experience

aesthetic and creative
moral
linguistic
mathematical
physical
scientific
spiritual
technological
vocational

- 3.4 The Curriculum structure should recognise and satisfy the needs of all learners in keeping with the opportunities provided by a range of provision within the spirit of a school with a Business and Enterprise approach.
- 3.5 The Curriculum structure should enable students to:
 - 3.5.1. Acquire appropriate levels of competence in Numeracy and literacy
 - 3.5.2. Choose between different route ways
 - 3.5.3. Experience acceleration where appropriate
 - 3.5.4. Be taught by high quality subject specialists
 - 3.5.5. Experience immersion in all areas of the curriculum
 - 3.5.6. Achieve accreditation at KS4 in all core areas of the curriculum
 - 3.5.7. Receive support in relation to need.
- 3.6 The curriculum model

Year group	En	Ma	Sc	Pe	Pb	La	Gg	Hi	Re/It	Ar	Da	Dr	Mu	Pd	Fx	Co	Bs	A	B	C	D	Total
7	7	7	6	4	1	5	2	2	2	2	2	2	2	2	2	2						50
8	7	7	6	4	1	5	3	3	2	2	1	1	2	2	2	2						50
9	7	7	6	4	1	5	3	3	1	1	1	1	1	3	2	2	2					50
10	7	7	10	3	1				2									5	5	5	5	
11	7	7	10	3	1				2									5	5	5	5	

Bishop Fox's runs a 3 year Keys Stage 3 and 2 year Key Stage 4. This provision is reviewed annually and subject allocations and approach reflect national legislation and the needs of our students.

4. The PSHE Curriculum

The PSHE course is a broad and balanced programme designed to interest and stimulate students to raise their confidence and help them to develop interpersonal skills, social skills and communication skills, all of which are vital for preparing students for adult life. The programme includes the statutory content already outlined in the National Curriculum and statutory guidance on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. It is delivered once every two weeks by Form Tutors with the support of Year Heads and Deputy Headteacher. In addition to this, there are Curriculum Immersion days, in which topics of local and national relevance to students are covered in detail. This is further supplemented by the use of workshops on issues including anti-bullying and drugs education. The programme underpins the school pastoral system and supports the school aims.

Aims

4.1 In school, students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community.

4.2 To enable students to value others and feel valued, to respect others and be respected.

4.3 For students to be independent and interdependent, encouraging students to behave responsibly and have a concern for justice and uphold the rights of others.

4.4 To enable students to understand the consequences of their actions and treat others the way they would like to be treated.

4.5 PSHE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, allowing them to build meaningful relationships.

4.6 It also promotes student's well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

5. The 'Extra – curricular' Curriculum

5.1 Curriculum immersion days

Bishop Fox's runs 5 curriculum immersion days throughout the school year to give students the opportunity to study a range of subjects in depth during the day and to participate in a range of trips and other experiences which are difficult to facilitate in a normal school day.

The programme has been carefully put together to enable a students over the 24 curriculum days they experience over the 5 years to access a wide range of experiences covering a full range of curriculum areas and visits. There are number of visits which all students will have the opportunity to participate in including in Year 7 Okehampton induction residential, Buckfast Abbey and @Bristol Science museum. Year 8 curriculum days includes a trip to Eden project, Cornwall and Techniquet Science and Maths museum in Cardiff. In Year 9 students visit The Big Pit mining museum and Holden Hill for orienteering while in Year 10 and 11 visits are based on GCSE option subjects.

5.2 Trip entitlement

Bishop Fox's believes that all students should be entitled to have a wide range of experiences inside and out of school. We believe it is important that all students have the opportunity to visit the following areas of curriculum at no charge or at a substantially subsidised rate.

Residential trip
Museum or gallery
Sporting occasion
Place of worship
Performance of music or drama
Business environment
Coastal environment
Forest environment
Environmental project

Students who qualify can apply for up to 50% of the cost of any trip, visit or residential. The value of the award is based on students' effort, attendance and behaviour record.

6. **Monitoring and Evaluation**

5.1 The principles, entitlements, expectations and contexts will be reviewed annually by the Senior Leadership Team in the light of changed educational circumstances both locally and nationally and taking into account value added outcomes through;

- a) KS3 results;
- b) Key Stage 4 results (GCSE/BTEC/OCR etc)
- c) monitoring of the conduct and behaviour codes;
- d) monitoring of internal assessments;
- e) views of governors, staff, parents, students and the wider community.
- f) evaluation of "off-site" provision.
- g) the schools Team Review process

5.2 The curriculum will be audited against each of the agreed principles to identify priorities and realistic time scales for development within the known constraints.

5.3 The school's cycle of meetings at different levels will be used to monitor, on a regular basis, the effectiveness of the curriculum in meeting our aims and values in order to review their appropriateness for all students in the school.

5.4 The schools Quality Assurance systems will also advise and inform this process.

Amended 23 January 2009
Reviewed by Governors June 2010