



Bishop Fox's

CURRICULUM POLICY

No: 2.01

Reviewed by SLT Jan 2019

Amended and approved by Governors May 2019

CURRICULUM POLICY

1. Principles

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

Ambition: To provide students with a broad balanced curriculum at KS3 (Years 7 and 8) that allow students to have an experience of all the curriculum areas to enable them to identify their own areas of strength and interest and to provide effective foundation for KS4 through effective student achievement and progress.

Ambition: To provide students at KS4 a curriculum that allows them to follow areas of strength and interest, leading to positive outcomes. A curriculum that encourages students to follow appropriate pathways which reflect their ability and interest, and which lead to positive progress data for the individual and consequently the school. To put student's choice at the heart of the KS4 taught curriculum. To encourage students to consider the EBacc pathway where appropriate and to encourage all students to follow a core curriculum of 5 EBacc subjects.

In particular this experience should:-

- 1.1.1 Promote progress both within and across the key stages and into FE/ employment/training and lifelong learning
- 1.1.2 Give all students equality of opportunity
- 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
- 1.1.8 Provide positive, well-formed attitudes with an emphasis on personal responsibilities
- 1.1.9 Enable students to gain high levels of competence in numeracy and literacy
- 1.2.10 Deliver effective transition Key Stage 2 – 5
- 1.2.11 Deliver positive progress and accountability data
- 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. Provide a wide range of experiences through visits, residential opportunities and activities which all students experience to enrich the 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 about 14, 16 and 18 career choices and pathways working with key partners
- 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 the top 20% of schools nationally
- 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 become 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 Recognise 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 decisions based on reasoned judgments

3. **Roles and responsibilities**

3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational school targets
- The school is teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for students to cover each curriculum area
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- Courses provided for students below the age of 16 lead to qualifications approved by the Secretary of State

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from Year 8 onwards are provided with independent, impartial careers guidance, and this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4 The context for the construction of the curriculum

- 4.1 The curriculum offered during the period of compulsory education should be concerned with introducing and ensuring all students have a full and rich experience at KS3 where students have access to the full range of subjects. The curriculum will ensure a core academic core while increasingly broadening a variety of opportunities through KS4. Such experiences may be provided through formal and informal routes in school and elsewhere
- 4.2 The curriculum structure should recognise and satisfy the needs of all learners in keeping with the opportunities provided by a range of provision which puts student's choice at the heart of the curriculum
- 4.3 The curriculum structure should: enable students to:
 - 4.3.1 Enable students to acquire appropriate levels of competence in Numeracy and literacy
 - 4.3.2 Enable students to choose between different route ways
 - 4.3.3 Enable students to experience acceleration where appropriate
 - 4.3.4 Be taught by high quality subject specialists
 - 4.3.5 Enable students to experience immersion in all areas of the curriculum
 - 4.3.6 Enable students to achieve accreditation at KS4 in all core areas of the

curriculum 4.3.7 Ensure students receive support in relation to need.

4.4 The curriculum model:

Year group	En	Ma	Sc	PE	PB	La	Gg	Hi	RE	Art	Da	Dr	Mu	Pd	Fx	Co	A	B	C	D	Total
7	7	7	6	4	1	4	3	2	2	2	2	2	2	2	2	2					50
8	7	7	6	4	1	4	2	3	2	2	2	2	2	2	2	2					50
9	8	7	9	4	1				1								5	5	5	5	50
10	8	7	10	3	1				1								5	5	5	5	50
11	9	8	10	2	1												5	5	5	5	50

4.5 Bishop Fox's runs a 2-year Key Stage 3 and 3-year Key Stage 4. This provision is reviewed annually and reflects national legislation and the needs of our students.

4.6 The KS4 Core Curriculum and 'EBacc' subjects

All students follow a statutory core curriculum which accounts for 60% of the timetable:

- English (GCSE English and GCSE English Literature)
- Mathematics (GCSE Mathematics)
- Science (GCSE Combined Science). Students taking separate Science GCSEs will study Biology Physics and Chemistry in 'core curriculum' time
- RE Religious Studies GCSE qualification is part of the options, all students follow core RE through to Year 10
- PSHE Citizenship, work-related learning and careers are all continued as part of KS4
- PE – Core PE, contact time reduces in Year 10 and 11 to facilitate more English and Maths contact

4.7 EBacc subjects

In order to ensure that students study a broad range of academic subjects the government has decided that students' progress from KS2 to the end of KS4 will be judged on the basis of their best 8 approved qualifications including 5 EBacc qualifications. For the majority of students 4 of these EBacc qualifications will already be taken in the core curriculum: English, Maths and a minimum of two Science GCSEs.

Most students are required to select at least one more EBacc qualification in their option subjects. Choices available are French, Spanish, Geography, History, Computer Science or Physics. Students may opt for more than one EBacc qualification. A small number, based on individual SEN or learning needs, do not take a fifth EBacc option. Students who would benefit from the full EBacc are encouraged to take both a Humanities and a Language, although we do not make this compulsory where an appropriate range of subject choices better matches a student's aspirations, skills, and abilities.

5. 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 a Deputy Headteacher. In addition to this, there are Curriculum 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

- 5.1 To encourage students 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
- 5.2 To enable students to value others and feel valued, to respect others and be respected
- 5.3 To enable students to be independent and interdependent, encouraging students to behave responsibly and have a concern for justice and uphold the rights of others
- 5.4 To enable students to understand the consequences of their actions and treat others the way they would like to be treated
- 5.5 To give students PSHE 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
- 5.6 To promote student's well-being and self-esteem, enabling them to take responsibility for their learning and future life choices
- 5.7 To create opportunities for our students to explore the concept of Britishness. This is achieved specifically within subject areas, PSHE lessons and Curriculum Days as well as through our school ethos which celebrates every child and marks significant events. We cover aspects of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and belief
- 5.8 Careers education and guidance is an important part of the broad and balanced education we provide. Careers advice begins in Year 8 with support and guidance leading to option choices. In Year 9 we have a full programme of events to support the students to consider choices post-16. Year 10 have a work experience week for students to sample a real working environment. In Year 11 a full range of support and guidance is provided to help students make informed decisions. The full programme is included in the Careers Education and Guidance policy.

6. The 'extra-curricular' curriculum

6.1 Curriculum Days

Bishop Fox's runs four Curriculum 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 students over the 20 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 a number of visits which all students will have the opportunity to participate in, including:

Year 7: Okehampton induction residential trip, Buckfast Abbey and @Bristol Science Museum

Year 8: Eden Project, Cornwall, Team building at Hestercombe and an Enterprise day with Brightfutures

Year 9: Orienteering at Holden Hill, Paulton Park Business and IT visit, Triple Science visit to 'We the Curious', Geography and History GCSE study trips

Years 10 and 11: visits are based on GCSE option subjects which include History, Geography and art trips, plus school-based study skills and revision workshops

6.2 Trip entitlement

Bishop Fox's believes that all students should be entitled to have a wide range of experiences in 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 student's effort, attendance and behaviour record.

6.3 Clubs

Bishop Fox's offers a range of lunchtime and afterschool clubs to enhance the taught curriculum. These clubs include sport and performing arts subjects. Details are available on the school's website.

7. **Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and Articles of Association.

8. **Monitoring and Evaluation**

8.1 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)
- c) Subject line management meetings
- d) monitoring of the conduct and behaviour codes
- e) monitoring of internal assessments
- f) views of governors, staff, parents, students and the wider community
- g) evaluation of "off-site" provision
- h) the school's Team Review process
- i) ERA process
- j) Governors Achievement Committee
- k) Full Governors Committee

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

8.3 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.

8.4 The school's quality assurance systems will also advise and inform this process.