

Curriculum Policy

Bohunt School is a learning environment at the heart of its community. Our ethos is Enjoy, Respect, Achieve and we expect high standards in all aspects of School life.

Our aim is to meet the needs of young people who attend Bohunt School preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Bohunt School recognises that:

- The world of 2020 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation but more.
- 18+ year olds will still be at an early stage of learning.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Bohunt's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

Curriculum

1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make excellent progress (beyond expected).
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 16 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.

2. The curriculum outcomes

Bohunt School's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education.

- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities at the school.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of KS3 and KS4.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing students' choice during their academy career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live. .
- Develop a specific curriculum for key stage 3 (years 7, 8 and 9) which will focus on the core skills of numeracy and literacy.
- Design a key stage 4 curriculum which meets the needs of students, parents and wider society.

3. Roles and responsibilities

The headteacher will ensure that:

- All statutory 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. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The governing body will ensure that:

- It considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

Heads of Faculty will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate key stage assistant principal informed of proposed changes to curriculum delivery.

- All relevant information/data is shared with the relevant data teams. This includes meeting deadlines related to exam entries.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality internal professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it. 4. Monitoring, evaluation and review

The governing body will receive an annual report from the headteacher on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.
- The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Teaching groups, class sizes and grouping by ability:

In year 7 students are placed in tutor groups of approximately 28 and work in these groups for all subjects other than maths, English & Languages (in the spring term) where students are grouped by ability to allow for appropriate support and challenge. In addition students are taught in mixed groups for Design and Technology in groups which do not exceed 24 students.

In year 8 students in Maths, English, Science, PE & Languages are grouped on ability. In all other subject areas they are taught as a tutor group.

In year 9 students in Maths, English, Science, & PE are grouped on ability. In Expressive Arts and Languages students are able to state a preference in the subjects that they study. In all other subjects they are taught as a tutor group. In Key Stage 4 (Year 10 & 11) students are grouped on ability for English, Maths and Science. For all other subjects they are taught based on their preferences made in Year 9.

The school day is as follows:

Monday, Tuesday & Wednesday	Time	Thursday & Friday	Time
AM Registration	8:40 - 9:00	AM Registration	8:40 - 9:25
Period 1	9:00 - 9:55	Period 1	9:25 - 10:15
Period 2	9:55 - 10:50	Period 2	10:15 - 11:05
Break	10:50 - 11:10	Break	11:05 - 11:25
Period 3	11:10 - 12:05	Period 3	11:25 - 12:15
Period 4	12:05 - 13:00	Period 4	12:15 - 13:05
Lunch	13:00 - 13:40	Lunch	13:05 - 13:45
Period 5	13:40 - 14:35	Period 5	13:45 - 14:35
Period 6	14:35 - 15:30	Period 6	14:35 - 15:30

Key stage 3

Year 7: Currently years 7 students have the following number of periods per subject per week:

Subject	Periods
English	4
Maths	4
Science	4
Physical education	3
Languages*	3
History	1
Geography	1
PSRE	1
Art	1
Drama	1
Music	1
Technology	2
IT	1
New Technology	1
Stem (Science, Technology, Engineering and Maths)	2

*- Students study a first language from French, Mandarin or Spanish for two lessons per week. For the third lesson they will experience the other two languages on a rotation basis.

Year 8: Currently years 8 students have the following number of periods per subject per week:

Subject	Periods
English	4
Maths	4
Science	4
Physical education	3
Languages*	4
History	2
Geography	2
PSRE	1
Art	1
Drama	1
Music	1
IT	1
Stem (Science, Technology, Engineering and Maths)	2

*. Students study two languages from French, Mandarin or Spanish

Year 9:

Subject	Periods
English	4
Maths	4
Science	6
Physical education	3
Languages*	2
History	2
Geography	2
PSRE	1
Expressive Arts**	3
IT	1
Stem (Science, Technology, Engineering and Maths)	2

*. Students choose 1 language to study in year 9 from French, Mandarin or Spanish

**-. Students choose 2 subjects from Art, Dance, Drama, Music or Design & technology

Key stage 4

Student follow a set of core courses all leading to a potential qualification. This core will be supported by a range of optional courses which includes some offsite Vocational provision.

Years 10 (September 2015 onwards):

Subject	Periods
English Language and English Literature	5
Maths	5
Science (Triple or Double Science)	6
Physical education	2
Option A	3
Option B	3
Option C	3
Option D	3

*-PSRE is delivered via specific Focus Days and during AM Registration on a Thursday or Friday

Year 11 (from September 2015 only):

Subject	Periods
English Language and English Literature	5
Maths	4
Science (Triple or Double Science)	6
Physical education	2
PSRE	1
Option A	3
Option B	3
Option C	3
Option D	3

Option Subjects

Subjects which are offered to students include:

Subject	Subject
Art	Horticulture
Computer Science	IT
Business Studies	iGCSE in Global Perspectives *
BTEC Creative Digital Media Productions	Mandarin
BTEC Sport	Media
Dance	Music
Drama	Photography
Design & Technology – Resistant Materials	Physical Education
Economics*	Philosophy and Ethics
Food Technology	Spanish
French	Statistics & Further Maths *
Geography	Textiles Technology
German	Offsite Vocational Qualifications
History	

*- These subjects have entry requirements in order to study them.

The running of all option subjects is subject to a viable numbers who wish to study the course.