

CURRICULUM POLICY

Committee Responsible:

Curriculum and Achievement

Reviewed by:

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Review Date:

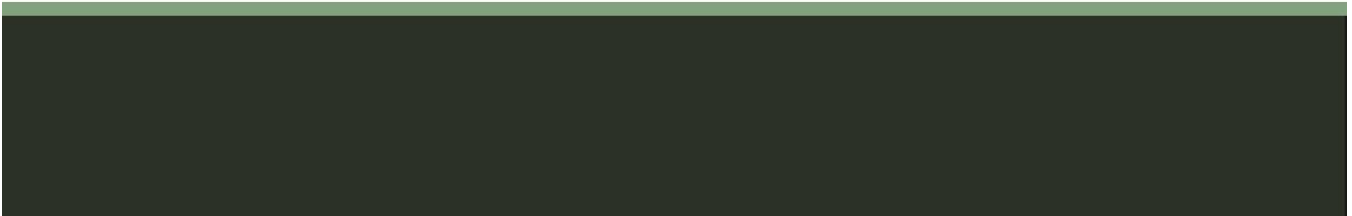
June 2021

Approved by Committee:

15th June 2021

Next Review Date:

14th June 2022



Bentley Wood High School Curriculum Policy

Bentley Wood High School Curriculum Statement

Intent

At Bentley Wood, we have the highest expectations for all students to achieve their best, we achieve this through a highly ambitious carefully sequenced curriculum, delivered from Year 7 to 13. This is based on gaining knowledge and skills that enable all students to achieve and succeed in their future education and employment and underpinned by our CARE values; Communication, Achievement, Respect, Empathy.

Our curriculum reflects and covers the national curriculum and external qualifications, and goes beyond preparing students for exams and tests. Students are well prepared for life in modern Britain and are aware of how they can make a positive contribution to society and understand their local community.

The broad and balanced curriculum provides all students the opportunity to study and achieve well and to develop as confident young women:

- all students are enabled to develop their literacy, numeracy and oracy skills, at an appropriately challenging level, in all subjects across the curriculum
- reading is included as a continuous skill development across all key stages for students of all abilities
- students' oracy skills are developed to enable them to confidently speak and listen
- time is provided for students to practise what they know and deepen their understanding
- intellectual curiosity and artistic appreciation is interwoven across all subjects
- spiritual; moral, social, cultural and physical development are central to our curriculum as part of developing the whole person

Years 7 -11

Students study a broad range of subjects from years 7-11, starting with full coverage of the National curriculum in years 7 and 8 and moving onto a full Ebacc style curriculum in Years 9, 10 and 11. In addition to the core subjects of English, mathematics, science, P.E. and R.E., all students are able to study: art; computing; drama; geography; history; a range of modern languages, music and three technology subjects. At KS4 we add business, Economics, Latin, Health and Social Care and psychology as part of our provision. We are an inclusive community. All students have access to a full GCSE/BTEC curriculum.

We ensure breadth and balance is maintained with GCSE choices and give every student the opportunity to develop their passion and interests as they grow.. All students continue to study the core subjects and select each of the following: a modern foreign language (French, German or Spanish); humanity (geography or history) and a creative subject (art, drama, music, technology). Students then select their own subject choice. The percentage of students studying the EBacc is high, in the top 2% nationally, and students achieve well. Creative and practical subjects continue to be popular at KS4.

Years 12 & 13

At KS5 A level students select four AS levels from over 14 subjects in year 12. This enables them to make an informed choice about the 3 or 4 subjects they want to continue to A2 in year 13. Level 3 BTEC Health and Social Care is offered as a vocational route.

All students have a weekly PSHE curriculum program which includes age appropriate RSE lessons.

Implementation

The curriculum provides a framework for teaching students in school. The overall purpose is to:

- provide parity for all groups of students
- engage students promoting their curiosity and intuitiveness to learn and apply their knowledge and skills in different contexts
- provide students with a rich and detailed understanding of each subject
- challenge all groups of students

At Bentley Wood, we all recognise our responsibility of teaching students well through our curriculum, both through face to face teaching and our virtual school. Teachers reflect carefully about how to share their subject knowledge through clearly presented materials that engage and inspire discussion. Lessons are appropriately scaffolded to ensure that all students can achieve the highest standards.

The curriculum in each subject area is sequenced to ensure that students are able to recall prior knowledge and build upon this making connection within and across subjects. Students will revisit previous learning and be able to show their understanding through activities which require application of prior knowledge. Skills for future learning and employment e.g. team work, listening and speaking, are developed in all areas of the curriculum.

Assessment is at the centre of an effective curriculum. Teachers regularly check work and address misconceptions and gaps in learning to ensure all students' learning needs are met. They direct students to the next steps in their learning through written and oral feedback.

Students complete homework tasks that reinforce the skills and activities already experienced and prepare them for the next steps in their learning.

We support students with our library, which is open from 8am until 5.30pm during the week and on Saturday between 9am and 2pm.

We extend our curriculum further with a rich programme of experiences through trips, additional activities and clubs. There are a wide range of sports teams and clubs linked with subjects like science club and senior and junior choir. Other activities add depth to the curriculum such as debating, mindfulness and digital leading. Weekend and evening pursuits including university access courses, lectures, theatre visits and the Duke of Edinburgh Award. Many trips and visits are organised to support and add breadth to the curriculum such as geography field trips, the A level physics visit to Cerne in Switzerland and the MFL / history trips to Spain and Germany.

We are fully committed and able to deliver all aspects of our curriculum in school in our classrooms and through a virtual platform if needed.

Impact

The effectiveness and delivery of our curriculum is reviewed through our half termly monitoring, evaluation and review (M.E.R.) system.

- all groups of students are able to access the curriculum
- students contribute positively to their learning
- students learn well within and beyond the classroom; attendance/participation in enrichment activities is high
- high rates of progress are delivered by the school for students of all abilities and backgrounds
- students' progress to their next stage confidently and show commitment to lifelong learning
- students develop respect for each other and members of the community and have an understanding of how to stay healthy and safe
- student focus groups consistently feedback about how much they value their teachers

The curriculum will be supported by appropriate continuing professional development for teachers, and the school will endeavour to make available appropriate resources to support effective learning and teaching.

Students at Bentley Wood High School are entitled to experience the curriculum as a positive and enjoyable means of learning.

Responsibilities of Head of Department and responsibility holders within the department:

- To follow the Bentley Wood High School Curriculum Statement 2020/21 outlined above
- To follow the curriculum planning expectations set and agreed by senior and middle leaders (Appendix 1)
- To lead their teams on the implementation of an ambitious inclusive curriculum
- To measure the impact of their curriculum and ensure it meets the needs of all students
- To resource their departments curriculum creatively and effectively
- To review and update documents with their teams at appropriate times through the departments MER cycle and as a response to examination analysis.

Responsibilities of Head of Year / Deputy Head of Year:

- To monitor the implementation and impact of the curriculum across subjects as part of the MER cycle and exam analysis.
- To provide feedback to SLG and Heads of Department where appropriate to support the further development and implementation of the curriculum.
- To follow the Bentley Wood High School Curriculum Statement 2020/21 outlined above in relation to PSHE
- To follow the curriculum planning expectations set and agreed by senior and middle leaders for PSHE (Appendix 1)
- To lead their teams on the implementation of an ambitious inclusive PSHE curriculum

- To measure the impact of the PSHE curriculum and ensure it meets the needs of all students
- To resource their PSHE curriculum creatively and effectively
- To review and update documents with their teams at appropriate times through the pastoral MER cycles.

Responsibilities of the class teacher:

- To be fully skilled and informed to deliver their department curriculum effectively
- To ensure they follow all the schedules maintaining consistency across the team
- To feedback and develop the curriculum with their teams

Responsibilities of the parent carer:

- To take an interest in all aspects of the school curriculum and positively encourage full commitment to the curriculum on offer

Responsibilities of the student:

- To engage fully in all aspects of the school curriculum

Important Documents to refer to:

This policy should be read in conjunction with:

- Careers Guidance and Inspiration policy
- Relationships and Sex Education Policy
- Learning and Teaching Policy
- Assessment Policy- Assessment Handbook
- British Values Policy
- EAL Policy
- Feedback and Marking Policy
- Homework Policy
- SMSC policy
- Curriculum Website documents
- Curriculum Plan – Key Stage 3 to 5
- Planning for curriculum change
- Year 7 welcome pack
- KS4 GCSE selection booklet
- Bentley Wood 6th form prospectus
- Harrow Collegiate 6th Form Brochure
- School Improvement Plan- MER schedule
- OFSTED research document: An investigation into how to assess the quality of education through curriculum intent, implementation and impact

Appendix 1 – Expectation for an ambitious curriculum

Short term: Schemes of learning	Medium term: Term/half term	Long term: Key Stage	Curriculum map: Parent/Student
<p>What do we mean by a short-term plan?</p> <ul style="list-style-type: none"> • <i>Lesson by lesson plan for a unit of learning</i> 	<p>What do we mean by a medium term plan?</p> <ul style="list-style-type: none"> • <i>A coherent plan that outlines the sequence of learning across a half term/term</i> 	<p>What do we mean by a long - term plan?</p> <ul style="list-style-type: none"> • <i>A plan that shows an aspirational curriculum progression across a key stage</i> 	<p>What do we mean by a curriculum map?</p> <ul style="list-style-type: none"> • <i>A plan that show the 'learning journey' of a student from KS2-5 within that subject</i>
<p>Expectations</p> <p>Short term planning includes</p> <ul style="list-style-type: none"> • lesson intent & success criteria • stretch & challenge- teaching to the top & scaffolding down • pedagogy planning • explicit teaching of memory-techniques • teaching key words/technical terms • addressing misconceptions • specific reading opportunities <p><i>Each lesson/SOL available on the shared drive within a separate folder</i></p>	<p>Expectations</p> <p>Medium term planning includes:</p> <ul style="list-style-type: none"> • An overview of the unit with skills and knowledge to be developed • Key topics identified with clear intent linked to SOLs • Evidence of <u>interleaving</u> across the term • Clear planning of stretch & challenge with scaffolding for SEND • homework • reading • assessment and follow up plans • character development opportunities • enrichment 	<p>Expectations:</p> <p>Long term planning includes:</p> <ul style="list-style-type: none"> • overview of the course clearly demonstrates how knowledge and skills are developed coherently across a key stage • shows how interleaving of topics will be planned • planned assessments • enrichment mapping • links to careers/ advice • homework intentions • references to syllabus • promoting CARE values 	<p>Expectations:</p> <p>Curriculum mapping includes:</p> <ul style="list-style-type: none"> • an overview demonstrating elements of progressions from one key stage to another • clearly demonstrates how knowledge and skills are developed coherently between key stages • enrichment opportunities
<p>What is the purpose of short term plans?</p> <ul style="list-style-type: none"> • <i>evidence of an ambitious curriculum being implemented</i> • <i>supports collaborative planning and reduces workload</i> • <i>supports induction and subject specific CPD</i> 	<p>What is the purpose of medium term plans?</p> <ul style="list-style-type: none"> • <i>evidence of a well-planned ambitious curriculum</i> • <i>supports joint departmental planning / subject specific CPD</i> • <i>supports induction</i> • <i>ensures consistency for a team to keep on track with their teaching</i> • <i>shows clearly when to assess</i> • <i>supports student and teachers in preparing for formal assessments</i> 	<p>What role do the long term plans play?</p> <ul style="list-style-type: none"> • <i>demonstrates how skills are developed across the key stage</i> • <i>supports the review of the implementation of the curriculum</i> • <i>departments can plan coherently how skills and knowledge will be interleaved between topics over time</i> • <i>links between concepts can be seen across a key stage</i> • <i>features on the school website – parent and student friendly language</i> 	<p>What role does a curriculum map play?</p> <ul style="list-style-type: none"> • <i>shows how key skills and knowledge will be built, consolidated and developed between key stages</i> • <i>features on the school website – parent and student friendly language</i>