



Bishop Gore School

CURRICULUM POLICY

Date of last review: March 2017

Date of next review: March 2018

Person responsible: Karen Williams

Opening statement

Every maintained school in Wales is obliged by law to provide a basic curriculum consisting of RE and, for pupils of compulsory school age, the National Curriculum.

The 1998 Education Reform Act states that:

Schools must provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school ...
- b) prepares pupils for the opportunities, responsibilities and experiences of adult life.

In *The Learning Country: Vision into Action*, the Welsh Assembly Government sets out its approach to education and lifelong learning within the context of its seven core aims for children and young people. Its vision is that all young people should have 'the opportunity to reach their full potential', that there is 'a fully comprehensive system of learning that serves all ... local communities' and that the revised school curriculum (implemented from September 2008) 'promotes and supports personal development and is responsive to the needs of individual pupils'.

Policy statement on the school's curriculum

- 1.1 The governors of Bishop Gore School recognise their corporate responsibility to provide a curriculum which meets all statutory requirements.
- 1.2 The governing body states in its list of *general aims* those values and attitudes it wishes to promote through the curriculum.
- 1.3 The more specific *educational aims* are listed separately and set out the minimum range of experiences to which all pupils are entitled to have access.

The general aims of the school

Bishop Gore is a school that:

- values diversity and promotes tolerance
- offers opportunity for all to progress and excel
- promotes a culture of achievement
- provides a well-ordered, innovative and stimulating environment within which all can thrive
- develops a sense of belonging and purpose and a responsibility for actions and learning
- develops a full and active partnership with all members of the school community

The educational aims of the school

The school aims to:

- provide pupils with a full and rounded entitlement to learning
- ensure that pupils develop the essential literacy and numeracy skills
- help pupils to develop key/essential skills, including learning skills
- foster pupils' creativity
- promote a healthy lifestyle
- inculcate in pupils a commitment to learning which will last a lifetime
- promote high standards in all learning and teaching
- help pupils to understand the world in which they live and the interdependence of individuals, groups and nations
- encourage pupils to respect and value diversity and to develop tolerance of other races, religions and ways of life
- ensure that pupils achieve their potential and are sufficiently prepared to move on to the next phase in their learning

Equal opportunities

The school is committed to an inclusive, learner-centred curriculum where entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.

In accordance with statutory requirements, the school aims to make the curriculum accessible to all pupils, as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents and carers upon request.

Differentiation

A variety of different teaching and learning methods and resources are employed across the curriculum at all levels to ensure that pupils' individual needs are met.

Subjects offered

At **Key Stage 3**, pupils study the following subjects:

- Core subjects - English, maths and science
- Foundation subjects - art & design, coding, design & technology, geography, history, modern foreign languages, music, physical education (PE) and Welsh.
- Drama
- KS3 follow National Curriculum French or Spanish

At **Key Stage 4**, pupils study the following:

- Core subjects – English Language and English Literature (for the majority), mathematics, mathematics – numeracy, science, PE, Welsh and Welsh Baccalaureate.
- Options – selected from a range of courses which are organised into a number of *Pathways*, as shown below:

Pathway 1 – core subjects, plus 3 GCSE courses

Pathway 2 – core subjects, plus 1 BTEC course and 1 GCSE course.

Pathway 3 – a personalised pathway incorporating a combination of Level 1 and Entry Level courses, together with the core subjects.

At **Key Stage 5**,

A range of A / AS levels and BTEC are offered and all pupils are to study Welsh Baccalaureate at year 12 in addition to their other subjects.

Disapplication

In accordance with the law, the school has the right to respond to individual pupils' needs by modifying the National Curriculum

programmes or by disapplying the National Curriculum for the duration of the key stage, in order to:

- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum
- allow a pupil with individual strengths to emphasise a particular curriculum area
- allow a pupil to participate in extended work-related learning

Decisions about any of the above will be made only after discussion with the pupil and parent/carer.

Religious education

Whilst Religious Education is not a core or foundation subject, it is a statutory requirement laid down in the Education Reform Act of 1988. It must be provided for all pupils in maintained schools, although parents have the right of withdrawal.

The governing body will ensure that Religious Education is provided for all pupils, except for those withdrawn by their parents, in accordance with the locally-agreed syllabus drawn up by the Standing Advisory Council for Religious Education (SACRE).

Collective worship

All pupils up to Year 11 are expected to take part in daily collective worship. The worship is mainly of a broadly Christian character but it is not distinctive of a particular Christian denomination.

The school has a programme of collective worship involving a fortnightly house assembly and a fortnightly year group assembly as well as collective worship in the form of *Thought for the Day* during tutor time.

From 2006, sixth formers have been enabled by legislation to make their own decisions about attending collective worship.

Parents have the right to withdraw their children from acts of collective worship. Where they wish to exercise this right, parents should inform the headteacher in writing.

Sex education

The school provides sex education in the basic curriculum for all pupils, by means of which pupils are encouraged and guided by moral principles and are taught to recognise the value of family life.

A full statement of the school's sex education policy is available from the school.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils but parents may withdraw their children from any other part of the sex education programme provided by the school.

Personal and social education (PSE)

PSE forms part of the basic curriculum for all 11-16 year olds in maintained schools in Wales. It is also a component of the Learning Core entitlement for all 14-19 year olds.

Learners are given the opportunity to:

- promote their health and emotional well-being and moral and spiritual development
- to become active citizens and promote local and global citizenship and sustainable development
- prepare for lifelong learning

All pupils in the school have access to regular PSE days throughout the year. This is delivered by a member of the Senior Leadership Team as well as outside agencies.

Political education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are considered in a number of courses and are presented in a balanced manner.

Physical education (PE) and Games

All pupils in years 7-11 are expected to take part in the school's PE and games programme. Pupils may be excused from the programme on medical grounds, for which a note from parents will suffice, or on account of other reasons agreed with the school.

Extra-curricular activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in this programme.

Homework

The school will set homework as appropriate. As a general outline, pupils should on average spend the following amount of time consolidating and developing their learning outside of lesson time:

Years 7 & 8	45-90 minutes per day
Year 9	1-2 hours per day
Years 10 & 11	1-2 hours per day
Years 12 & 13	between 2–3 hours per day

Cross-curricular aspects to learning

In order to ensure that the curriculum provided for pupils is as broad and balanced as possible and prepares them well for active citizenship and lifelong learning, all pupils will have access to the following:

- regular development block experiences in key stage 3
- key skills development

Special educational needs

The school has a special educational needs policy for statemented and non-statemented pupils. The school will determine the appropriate courses in consultation with the parents and pupils concerned.

Curriculum delivery

The curriculum is underpinned by the following principles:

- all teachers within the school are expected to take account of **how** pupils learn, as well as **what** they learn
- pupils will be encouraged to progress at their optimum pace

- teachers will employ a wide range of classroom approaches to help pupils achieve planned objectives
- the curriculum will be differentiated in terms of the level of work or tasks set for pupils and the pace of teaching; at times, differentiation will also be seen by outcome from common tasks
- all pupils, including those with additional learning needs, will be progressively challenged by the activities provided
- to ensure that the delivery is successful, a systematic record of pupils' achievement is maintained, with intervention strategies implemented, where appropriate

Concerns and complaints

Where parents have concerns about any aspects of the curriculum, they should contact the relevant progress manager, or the assistant headteacher, in the first instance.

If the issue is not resolved, parents should make an official complaint in writing to the headteacher.

Monitoring and review

This policy will be monitored by the assistant headteacher, who will report to the headteacher on its implementation on a regular basis.

The headteacher will report to the governing body's curriculum committee on the progress of the policy and will recommend any changes.