

Curriculum Policy

Approved by: [Alan Streeter]

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1. Aims

Our curriculum aims to:

Deliver a **broad and balanced** curriculum that provides **challenge, breadth, progression, and support**; that develops **resilience** and **motivates** learning; that provides the **knowledge** and **skills** required in an ever-changing world.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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

3. Roles and responsibilities

3.1 The governing board

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

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)

- All courses provided for students below the age of 16 that lead to qualifications, such as GCSEs and BTECs, are 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
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that 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
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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 board 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.

Please see the main duties of individual staff members who have specific responsibility for the curriculum in their job description, heads of department/faculty, or Directors and Deputy Directors of Learning.

4. Organisation and planning

All students at Beacon High follow the statutory National Curriculum in a two-week timetable with 60 lessons of 50 minute each.

Students in KS3 (Years 7 – 9) study a curriculum which is strongly focused on the core subjects of English, Maths and Science. These subjects take up around half of the total curriculum time.

Students in Years 7, 8 and 9 study Humanities in the form of RE, History, and Geography. The Humanities subjects all form part of the GCSE options that students can choose from for Key Stage 4 (Years 10 and 11).

There is an expectation that students study a Modern Foreign Languages (MFL) at Key Stage 3, with students studying Spanish. In PE, students gain a full range of sporting skills, including swimming. Students study Product Design and Food Technology in smaller groups and the arts in the form of weekly music lessons as well as art and drama.

In Year 9, in preparation for the start of Key Stage 4, students are involved in a process of choosing subjects as options. In Year 9 students study a vocational courses in either Business Studies or additional PE Theory. In Year 10 students are guided to study History, Geography, Computer Science or

a modern language and the core subjects of English, Maths and Science; they are then able to choose up to four other subjects.

Some students in Key Stage 4, may choose fewer subjects enabling them to receive additional support designed to help them to benefit from further literacy and numeracy learning. Students may also choose Land Based Studies and Health and Social Care. Others will be stretched and challenged to study the separate science GCSE option in addition to their other subjects.

Core Subjects

English Language

English Literature

Maths

Science – either Combined Science (worth two GCSEs) or separate sciences (three GCSEs)

Students who do not take separate sciences, are guided to choose an English Baccalaureate subject, either history, geography, computer science or a modern language.

GCSE Option Subjects

History, Product design, Art, Geography, Drama, PE, Spanish, Catering, Business Studies (NCFE), Computer Science, Music, RE, Music Technology, Health and fitness (BTEC), Health and Social Care (BTEC), Land Based Studies

The school places a strong emphasis on the **LORIC character curriculum** - Leadership; Organisation; Resilience; Initiative; Communication. Delivered through House tutor time and assemblies, using PIXL resources.

Please refer to any subject policies and departmental handbooks for specific teaching requirements, specifications and curriculum maps).

PSHCE is fully introduced into the curriculum. All five years have discreet lessons covering all aspects of PSHCE and some elements of citizenship, including explicit British Values lessons.

Separate Policy Documents include:

Relationship and Sex Education

Spiritual, moral, social and cultural policy (including British values)

All students from Years 7-11 participate in careers related learning skills and competencies activities as part of their tutor time activities and PSHCE lessons. From September 2019, they have also been able to undertake accredited modules introduced in tutor time that can be completed as Home Learning through the Be Ready microsite.

All faculties have subject specific careers lessons mapped into their planning, which are delivered to KS3 and KS4. These introduce students to possible careers pathways in each subject.

There are a range of careers related learning experiences offered to students throughout the year, with a focus of encounters with employers at KS4. Work Experience is scheduled for all Year 10 students.

Students in KS4 practise CV writing and interview skills as part of 'Presenting Yourself' day with professionals across a range of workplaces. Year 11 students work with professionals and from MUFU, ASK (apprenticeships) on preparing their post-16 applications.

The school careers leader meets with all KS4 students one-to-one for specialist advice and guidance. She also runs drop-in sessions two lunchtimes a week for Y11.

Reviewing the Curriculum

Each subject is expected to create a short, medium and long-term curriculum map as well as a Learning Journey which can be updated throughout the year depending on curriculum changes and planning.

Long-term plans should cover the academic year, outlining which units of learning will be covered by each class and at what time in the year. Each subject will have completed them before the Autumn term begins and are usually based on a whole-school curriculum 'map'. This will usually be based on the national curriculum requirements if you are in a maintained school. All subject teachers must familiarise themselves with the national curriculum for their subject and each year group. Alongside the subject specifics, there should be inclusion of Assessment Objectives linked to the GCSE specifications (% weightings of each AO); literacy (PiXL Unlock) and numeracy links; careers in the curriculum; assessment details (both formative and summative); specified timelines for the teaching of each unit of learning.

Medium-term plans are for the academic term or, more usually, half term, setting out what specific aspect of the curriculum will be covered in week-by-week format. Subjects will be required to complete at least one of these for each unit of learning; this should be prepared alongside the long term plans. Medium-term plans should include, as examples: more specific details about the key words to be taught each week (PiXL Unlock); titles of assessments (both formative and summative); clear sequencing of learning across the unit of learning; specific modelling examples including model answers and texts to be deconstructed (I Do, We Do, You Do).

Short-term plans are completed by the class teacher for groups of, or a sequence of, lessons rather than lesson-by-lesson, although this may happen, on occasion. Short-term plans allow teachers to task-adjust the medium-term planning to suit the needs of the students in their own classes. They can vary in the level of detail, but the school has provided a lesson planning outline, as well as a 4-Step Plan and a 5-Minute Lesson Planning Proforma bespoke to our FACE domains: Feedback, Autonomy, Challenge, and Engagement. Lesson planning should also help the class teacher provide evidence towards meeting the Teachers' Standards.

A key part of the curriculum planning process is to not forget to evaluate lessons: what went well? What went not so well? What would you do differently next time? Are there any children who exceeded expectations? Any who did not meet them?

The quality of our cultural curriculum is enhanced by links to outside organisations such as the 11 by 11 programme.

11 by 11 is a commitment organised by the Islington Cultural Enrichment team to make available 11 outstanding **free** cultural experiences by Year 11 for all children and young people attending Islington schools. 11 by 11 Activity Menu is an extensive programme of free creative and cultural activities for local schools – from events and experiences like **free concert tickets and backstage theatre tours, to school assembly talks about the creative industries.**

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- *More able students*
- *Students with low prior attainment*
- *Students from disadvantaged backgrounds*
- *Students with SEN*
- *Students with English as an additional language (EAL)*

Teachers will plan lessons so that students with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through the Beacon High Committee and the Achievement Committee.

The effectiveness of the curriculum is monitored by-

- **external results** represent progress against national expectations, and **moderated internal assessments** represent progress against targets (challenging, of course). The tracking, over several years, of performance at cohort, subject and individual teacher level is important to demonstrate how things are improving.
- **the quality of education**, based on honest and robust assessments, is used developmentally. In good schools, the learning ethos is reflected in the collective desire to improve pedagogy by learning from each other, and an understanding of what 'outstanding' looks like. The best schools make a clear link between teacher outcomes, the quality of teaching, performance management and professional development.
- evidence about learning also comes from **systematic work scrutiny** [incl. book audits], **student voice feedback and focused learning walks**. Leaders know what students' day-to-day experiences are in their area of responsibility, and not just the potentially rose-tinted view that an occasional set-piece observation may present.
- where whole-school self-evaluation is concerned, occasional **external moderation** by suitably experienced colleagues is a useful check and helps the school to know itself.

See the Self Evaluation Documentation.

Heads of department/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher / SLT and the governors' Achievement and School committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching, Learning and Assessment policy (including Remote Learning Policy)
- SEND policy and information report
- Equality information and objectives