

Bloxham School



2a CURRICULUM POLICY

ISI	Part 1. Quality of Education Provided
NMS (if applicable)	N/A
Policy Owner (SLT)	MAB
Governor Responsible	N/A
Next Gov Annual Review Due	12.07.2019
Policy Last Updated	21.04.2020
Website	Yes

Aims:

The purpose of the curriculum is to help students to take their effective place in British society as informed, confident, tolerant and responsible citizens. To fulfil this outcome the curriculum will focus on the pillars of a Bloxham education, namely to:

- Develop a **passion for learning** which fosters creativity and the capacity for dynamic, independent and critical thought.
- Provide a **balanced curriculum** which provides a challenging academic programme which is complemented by a broader curriculum which inspires curiosity, rigor and ambition.
- Develop **character** through the promotion of responsibility, resilience and imagination.
- Develop **Christian values** which nurture a compassionate spirit and encourage spiritual and moral curiosity and a respect for shared values, other cultures, religions and ways of life

Main Principles

- The School will ensure that students will have access to learning that encompasses the following areas: aesthetic and creative, human and social, political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual, and technological.
- The School will ensure that the curriculum will have the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- The School will ensure that students have access to accurate, up-to-date Careers guidance which is on offer to students throughout their time at the school. This guidance will be presented in an impartial manner. The specifics of this guidance are outlined in the Careers Policy but the aim is to enable students to make informed choices about the broad range of career and educational options available and encourage each student to fulfil their potential. This will include timely advice to help students choose GCSE and post-16 courses.
- The School will provide a PSHE programme which reflects the School's aims and ethos and encourages respect for other people. The specifics are outlined in the PSHE policy and Schemes of Work.
- The School will provide opportunity for the Spiritual, moral, social and cultural development of students. The reality is that these are fulfilled in all manner of ways but might be summarized as being an active and engaged member of the Bloxham community.

Teachers and departments will provide and implement written policies, plans and schemes of work which:

- Promote knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes
- At all levels to provide subject matter appropriate for the ages, aptitudes and needs of all pupils, including those with additional needs. Produce schemes of work which plan for continuity and development of subject knowledge and skill acquisition across year groups.

- Allow students to acquire the knowledge, understanding and skills relevant to adult life and a world of rapid and continuous technological change.
- Allow students to develop an understanding of the world in which they live and the interdependence of individuals, groups and nations and to appreciate human achievements and aspirations.
- Provide the opportunity to develop sound speaking, listening, numeracy and literacy skills.
- Provide the opportunity for **all** students (including those with learning difficulties, EAL and the most able) to learn and to make progress.
- Do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs, sexualities or disabilities.

The curriculum is regularly reviewed by the Heads of Department, The Academic Management Team, the Senior Leadership Team but ultimately the Deputy Head Curriculum.

Lower School Curriculum

Students study a broad range of subjects that provide a breadth of education. The vast majority of students will study Mathematics, English Language and Literature, French, Biology, Chemistry, Physics, History, Geography, Religious Studies, Art, Music, Technology, Latin, Physical Education, Personal, Social, Health and Economic Education (PSHE). Skills in information and communication technology are delivered in Digital Literacy lessons and consolidated in a cross curricular manner.

Middle School Curriculum

Students in the **Third Form** study Mathematics, English language and literature, French, Biology, Chemistry, Physics, History, Geography, Religious studies, Physical Education, Technology and PSHE. In addition most pupils choose to study one of Spanish or Latin. There are discrete lessons ensuring that all students develop a shared set of computing and ICT skills. These skills then become the foundation for embedding ICT across the curriculum.

Pupils requiring English as an Additional Language (EAL) lessons to support English language skills and improve access to subject specific language within their other lessons will have this provision timetabled instead of the second language and there will be an additional charge for this specialist provision.

In the **Fourth and Fifth Forms** most students follow a compulsory curriculum that leads to GCSEs in English language, and English literature, Mathematics, French or Spanish, Physics, Chemistry and Biology (or double award science).

Alongside the compulsory curriculum, students can choose three other optional GCSEs from Art, Business studies, Design & Technology, Drama, Food, French, Geography, History, Latin, Music, Physical Education, Religious Studies (Theology) and Spanish.

All students will follow a taught course in Personal, Social, Health and Economic Education (PSHE) and will also have practical Physical Education lessons.

In addition, overseas students who do not have English as a first language will have supporting EAL lessons where they will be supported in their language development enabling them to access the curricula more fully as well as working towards the First Certificate or Cambridge Advanced ESOL exams enabling them

Sixth Form Curriculum

Most students begin 3 Post-16 courses (the vast majority studying 3 A-level subjects) alongside a variety of enrichment opportunities, such as the EPQ, PSHE and a mini MBA. A small number of students will take four A-levels which usually includes Further Maths.

Entry to the sixth form is subject to a positive end of school testimonial and the securing of a minimum of six GCSE's, including Maths and English, at grades 9-5 (or grade equivalent). Students should achieve a grade 6 or above in those subjects they wish to study for Post-16 study (and a grade 7, if studying mathematics or the sciences). For subjects with no associated GCSE, the grades achieve in other subjects will be taken into consideration.

For overseas students that have no GCSE equivalent qualifications entry onto Post-16 courses will depend upon references and reports from existing schools. Entry onto courses will be in discussion with and at the discretion of the Deputy Head – Curriculum.

At the end of the Lower Sixth year a series of internal progress examinations will be undertaken. Students achieving a low grade will require support from the subject teachers / HoD to continue in the Upper Sixth year.

Post-16 courses are currently available in the following subjects:

Biology	Chemistry	Physics
Maths	Further Maths	Music
English	French	Spanish
Geography	History	Physical Education
Politics	Psychology	Business
Design Technology	Computer Science	Drama
Economics	Art	Photography
Theology (Religious Studies)	BTEC Hospitality	BTEC Sport
CTEC Business		

Overseas students who have English as an additional language will have supporting EAL lessons and will work towards their IELTS enabling them to enter universities that offer tuition based in English.

Games and Activities Programmes

In addition to the academic curriculum a wide range of sporting opportunities are available with a strong fixture list for all age groups. For boys the major sports are Rugby, Hockey, Cricket and Athletics whilst for girls the major sports are Hockey, Netball and Tennis. Within the sporting curriculum the aim is to promote physical development, emotional resilience and strength of character. Where enjoyment and achievement are encouraged, and life-long sustainable habits are learned.'

An activities programme provides a wide range of enrichment opportunities for participation in minor sports, wider creative and academic interests, for community service and for the opportunity for student leadership to occur.