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**CURRICULUM POLICY**

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| 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 |  |
| Policy Last Updated | 30.08.2022 |
| 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.

* The School will ensure that members of the school community are not discriminated against with regard to the protected characteristics and that the curriculum allows for all students to learn, to understand about different beliefs and backgrounds.

**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. In particular, departments will ensure that Schemes of Work provide opportunities to develop skills suited to the workplace of 2030 at outlined in the Future of Skills research conducted by Pearson / Nesta.

• 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.

* Take every opportunity to explore subject specific careers opportunities and ensure that Schemes of Work fulfil the Gatsby benchmarks.
* Take the opportunity to explore Spiritual, Moral, Social and Cultural issues in an appropriate manner
* Promote Equity, Diversity and Inclusion.

The curriculum is reviewed annually by the Heads of Department and overall checks by 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 or Spanish, 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 (Third, Fourth and Fifth Form)**

Students in the **Third Form** study Mathematics, English language and literature, French or Spanish, Biology, Chemistry, Physics, History, Geography, Religious studies, Physical Education, Technology and PSHE. In addition, some pupils choose to continue to study 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 their language and there will be an additional charge for this specialist provision.

In the **Fourth and Fifth Form~~s~~** 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 in the 4th Form 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 to prove their proficiency in English when they move on or back to schools in their home countries.

**Sixth Form Curriculum**

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. Entry onto Post-16 courses will be at the discretion of the Deputy Head Curriculum and the Headmaster.

Most students begin three A-level subjects alongside an enrichment option (the Extended Project Qualification, a mini-MBA (in conjunction with Buckingham university), the mini MAPP (Positive Psychology) or the Bloxham Independent Project. A small number of students will take four A-levels.

In addition to A-level courses there are three alternative Post-16 options. BTEC Sport, BTEC Hospitality and CTEC Business. Students will normally be expected to meet the Sixth Form requirements as outlined above. However, final entry will be at the discretion of the Deputy Head Curriculum and / or the Headmaster.

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 “UCAS examinations” will be undertaken. Students achieving a low grade will require support from the subject teachers / HoD to continue into the Upper Sixth year and will be required to resit papers with improved results in the September of the U6th year.

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.

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

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

**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.’

The Broader Curriculum programme provides a wide range of opportunities for students to enhance their studies and to help develop character. For example, participation in minor sports, wider creative and academic interests, community service and for the opportunity for student leadership.