

Date: September 2022
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Responsibility: MW/KB/AB

Bishop Challoner School



Curriculum Policy



CURRICULUM POLICY

This policy should be read in conjunction with the EYFS Curriculum Policy, SEND Policy RSE and SMSC Policy.

AIMS

The curriculum at Bishop Challoner School aims to:

- Foster a love of learning, creativity, enjoyment, innovation and continuous improvement
- Create an environment where quality learning and progress leads to successful outcomes
- Provide pace, differentiation and enrichment
- Provide encouragement, inspiration, excitement, challenge and self-motivation
- Ensure that each pupil's education has continuity and progression at each transition stage
- Effectively prepare pupils for the opportunities, responsibilities and experiences of life in British Society and all pupils for a successful adult and working life in a 21st century global society
- Ensure extra-curricular opportunities are available
- Promote and not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Ensure opportunities are available to link with the wider community
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, mentally, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident, prepared to take risks and considerate members of the community.
- Promote an atmosphere of mutual respect between staff and pupils which fosters learning
- Nurture the talents of all and celebrate success
- Challenge and inspire pupils

In addition to our Nursery provision, all pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996) are in full-time education and are supervised in lessons and during breaks as appropriate to their age and statutory requirements where applicable. Older pupils are encouraged to work independently in the library, form rooms or sixth form area unsupervised but there is always a member of staff who is readily contactable. Any pupil who may be above compulsory school age will have a programme of activities appropriate to their needs.

Bishop Challoner School recognises that all pupils, irrespective of race, creed or social background, are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance. We strive to ensure that each pupil has equal opportunity to learn and make progress (Equality Act, 2010). The progress of each is regularly monitored and reported to parents. (Refer to Equal Opportunities Policy)

The School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. A copy of our Accessibility Plan is available to parents on request. As a Catholic School our curriculum provides for RE throughout. The School aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

Breadth

A broad curriculum will bring pupils into contact with the elements of learning – knowledge, skills, concepts and attitudes – and the areas of learning experience – aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual, ethical, citizenship and technological.

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to others and to the whole curriculum.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience and contribute to overall progress and achievement. We encourage a joined-up approach with collaboration and coordination between subjects.

Relevance

A relevant curriculum will take account of the previous learning of pupils and their readiness for new experience.

Differentiation

Differentiation involves matching tasks to pupils, balancing challenge with likelihood of success for each pupil across the ability ranges and therefore it implies a need for variation in teaching approaches and classroom organisation. At each Key Stage, subject matter is appropriate for the ages and aptitudes of the pupils, including those pupils with an EHC plan or statement, where appropriate, and policies are in place to cater for pupils with SEND and for those who are Advanced Performers. Where a pupil has a statement, the education provided will fulfil its requirements.

The curriculum provides for pupils with statements, EHC Plans or additional needs. Pupils with a SEN are identified and reviewed at the beginning of each academic year and monitored by the Learning Support Coordinator (SENCO) through the production of pupil profiles. Pupils with EAL are given support to access the curriculum. Where a pupil has a statement of special educational needs, this is reviewed annually. The School assists with this process and provides for the required curriculum and support as set out in the statement.

The MidYIS assessment in Year 7 highlights those who need extra support or challenge. Ongoing monitoring is in place in year 7 and 8 and in year 9 some pupils are further screened. More able pupils are identified, partly by screening and partly by individual subject performance.

Progression

There is a planned and logical development of teaching and learning through each stage of the curriculum. Communication between the Junior and Senior parts of the school is encouraged by regular meetings between appropriate staff.

We want the pupils to be able to make informed and realistic choices at all stages. We aim to develop their understanding and assessment is a useful tool for charting progress and diagnosing difficulties. We aim to help them develop an informed perspective about the role of the individual in the community, society and the world of work. We hope that their enjoyment of our curriculum will encourage them to take up the challenge of lifelong learning and enable them to cope with future changes in society, technology and career patterns.

Bishop Challoner places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining pupils' progress and achievement. To this end we seek to develop shared experiences between teachers and learners. We also recognise the importance of shared experience between learners themselves and the value of the non-formal learning situations and encourage independent learning.

The schemes of work developed by departments provide subject matter appropriate for the ages, needs and abilities of the pupils. Differentiation by task is used in all departments. The curriculum is supported by extension material for the very able and extra help for any pupils who are struggling.

Confidence in speaking and concentration while listening are encouraged in all lessons and there is a strong emphasis throughout the school on speaking, listening, literacy and numeracy skills.

Personal, Social, Health and Economic Education

Personal, social and health and economic education are an important part of the curriculum and reflects the school's aims and ethos. It is delivered as timetabled lessons for pupils in years 1 to 11, with the exception of those in years 12 and 13 when it is delivered during registration periods. Pupils in EYFS have a PSED session for one period per week.

It encourages awareness of related issues and an understanding of personal development, opportunities, responsibilities, and respect for other people in particular regard to the protected characteristics set out in the Equality Act 2010. Form tutors mentor and support pupils when required.

School assemblies address spiritual, moral, social and cultural issues of the day.

All aspects of Citizenship will be delivered through curriculum areas. Enrichment Activities are also offered to broaden and enhance the learning experience.

Careers Guidance

Appropriate careers education is presented in an impartial manner to our pupils. Our mission statement and aims underpin a balanced curriculum responsive to and supportive of all needs and aspirations.

Careers Education and Guidance is provided by external speakers in years 11-13. Year 9 has advice through the PSHE programme. There is comprehensive support for pupils in the lead up to option choices, to assist in the transition between key stages. Careers guidance enables pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

Carousel

At Bishop Challoner School we ensure life lessons are also delivered within our curriculum. We offer a six-week programme for all Year 7 to 9 pupils to participate in. Sessions include Wellbeing, Italian, Careers, Public Spiking and Personal Finance, for example.

KEY STAGE 1 & 2

Pupils consolidate and extend basic skills broadly following the National Curriculum and beyond in a warm and friendly environment. We use the framework of the National Curriculum, to plan our work. However, we also include extra activities from outside the National Curriculum. To enrich our planning and teaching, a range of learning opportunities are provided, from the more formal to the more practical and creative. Pupils in Key Stages 1 & 2 study all curriculum subjects, including a Modern Foreign Language. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain standards in line with, or better than, their prior attainment. Pupils are taught in class groups with some children being given extra support with a Teaching Assistant.

Learning takes place in a stimulating environment supported by a variety of experiences including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After school clubs

- Peripatetic music lessons

- Visits

- Residential visits

- Visiting workshops

The Head of Preparatory Department oversees the work of the Subject Co-ordinators and ensures that the curriculum has progression and appropriate coverage. The Subject Co-ordinators liaise with class teachers and

keep a careful watch over the content and delivery of the units of work. They evaluate and monitor standards in their subject. Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. When appropriate they plan collaboratively to ensure parity across the year group. The Head of Preparatory Department ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

KEY STAGE 3, YEARS 7-9

Pupils broadly follow the National curriculum. Subjects are taught in mixed ability groups and in Mathematics pupils are set during the Autumn Term in Year 7. The humanities, creative and technological subjects are taken by all pupils at Key Stage 3. French, Spanish and Latin are taught to all pupils from Year 7.

KEY STAGE 4, YEARS 10-11

In addition to the core subjects of English, Mathematics, RE, Science, PSHE, PE, other options are chosen. Options include MFL, Art, Music, Performing Arts, Computing, Geography, History, Latin, Business Studies and Economics.

The pupils are given a free choice of subjects and the blocks are arranged so that as many of those choices can be accommodated. Pupils are encouraged to take subjects that they enjoy and are good at.

Pupils are set in Maths and Science.

POST-16 - YEARS 12 AND 13

Pupils can choose from a range of A level subjects. Year 11 pupils have a programme of events which help them make their decisions, which include taster lessons and interviews with their parents, to discuss their future career options.

The pupils are encouraged to take an independent approach to their studies. Guidance is given to pupils when applying for higher education or employment. Sixth Form pupils have support in making their UCAS or other applications and are provided with the opportunity for interview practice. There is an enrichment program for all the sixth form pupils.

KS5 have many outside speakers visiting school as well as attending university trips and sessions to broaden and enhance their knowledge of options available to them after they leave Bishop Challoner.

Monitoring and Evaluation

SLT are responsible for ensuring that long term planning is in place. In the Senior School, Schemes of Work should be given to the Deputy Headteacher and in the Preparatory Department to the Head of Preparatory. Subject Coordinators in the Preparatory Department are responsible for compiling the schemes of work in consultation with the class teacher. Levels of attainment and progression are monitored regularly with an 'assessment week' taking place during each half term across the whole Senior School. A new lesson plan format is in place to ensure all aspects of each subject is covered including EDI. This demonstrates consistency in planning across the school.

Subject teachers are up to date with developments within their subjects and undertake regular CPD.

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