

The Burgate School & Sixth Form Curriculum Policy

(Non-Statutory - Advisory)

Reviewed/Approved Trustees' Education Committee: 11 March 2021

Review Cycle: Annually

Review Date: Spring Term 2021/22

Context

The Burgate School and Sixth Form is an 11-18 non-selective mixed comprehensive school. Our vision is for every child to enjoy their learning and feel valued for who they are. Our aim is to provide a broad, balanced and relevant curriculum that meets the needs of all individuals and enables them to progress on to the next phase in their education.

1. The curriculum has been developed to meet the requirements of current national guidelines and we conform to all statutory requirements. We believe in 'choosing for success' and therefore we engage students and parents in decisions regarding their GCSE and their A Levels. Additionally, we provide careers guidance to enable our students to be more informed about the subjects they require for their chosen career paths.

Curriculum Intent:

- Our aim is to provide a broad, balanced, high quality and relevant curriculum that meets the needs of all our students.
- We will only offer courses that are beneficial to our students' personal enrichment and future economic well-being.
- We want our students to be enthusiastic about learning and to have high expectations in the pursuit of excellence.
- We promote spiritual, moral, social and cultural development. We want our students to uphold British values and be able to appreciate other cultures, traditions and values and be respectful to others.
- We want our students to be safe and to be able to make informed choices that effect positively on their own well-being.

Year 7 & 8

On entering Year 7 to aid with the transition to secondary school students are taught in tutor groups and have access to the full curriculum. After half term, using baseline data, the students are split in to x and y and are allocated their chosen modern foreign language. The vast majority of students follow Pathway 1, however those students who are not 'secondary school ready' are placed into Pathway 2. These students follow a Core Skills programme (literacy & numeracy catch up) instead of attending language lessons.

	Core (20)			EBacc (18)			Total (50)		
	8	6	6	6	8	4	2	6	4
Pathway 1	English	Maths	Science	French Or Spanish	Geography History	Computing	RS	Art Music Design Technology	PE
Pathway 2	English	Maths	Science	Core Skills	Geography History	Computing	RS	Art Music Design Technology	PE

Year 9, 10 & 11

The curriculum is designed to ensure that students are challenged in Year 9 to build firm foundations for their further GCSE study in Years 10 and 11. Students therefore make option choices in Year 8. A comprehensive package of advice and guidance is in place to ensure students make choices that are suitable for their future progression.

Pathways 1 and 2 ensure that students with sufficient aptitude are directed towards an EBacc suite of GCSEs. Within this framework there remains an element of open choice.

Pathway 3 students also have the opportunity to study for an EBacc suite of GCSEs should they choose to do so. However, they will study eight rather than nine GCSE subjects and join the Core Skills group in place of an option subject.

All students study core GCSE subjects in English Language, English Literature, Maths and Combined Science and either Geography or History.

The curriculum offer enables students to develop deeper knowledge and understanding of their chosen GCSE subjects and offers breadth beyond the examination specifications. Students are encouraged to enjoy their learning, improve their personal organisational skills and enhance their cultural capital through enrichment opportunities both in and outside the classroom.

All students receive an additional core entitlement to PDL. (One hour a fortnight) This encompasses elements of Citizenship, Life Skills and Religious Education. This is a non - examined unit although some more able students will be invited to take the Higher Project Qualification in Year 10.

All students also retain an entitlement to core PE and Games (Two hours a week)

	Core (16)			Science (9)		Options (20)					(50)
Lessons per two weeks	8	4	4	9		5	5	5	5	1	4
	Qual 1	Qual 2	Qual 3	Qual 4	Qual 5	Qual 6	Qual 7	Qual 8	Qual 9		
Pathway 1 9/10 Qual	Maths	English Lang	English Lit	Triple Science (1)	Triple Science (2)	Geog or History	MFL or Option subject	Triple Science (3)	Option subject	HPQ	PE Games
Pathway 2 9 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)			Option subject		PDL	PE Games
Pathway 3 8 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)		Core Skills	Option subject	Option subject	PDL	PE Games

Option subjects: Triple Science, Computer Science, History, Geography, French, Spanish, ICT, Philosophy & Ethics, Art, Art (Textiles), Art (3D Design), Photography, Hospitality & Catering, Drama, Music, P.E., Business, Media Studies.

Year 12 & 13

The majority of students study 3 A levels with a small proportion studying 4 or 5, especially if they take Further Maths. The curriculum blocks are designed around the students who have free choice. These options are discussed during 'choosing for success' interviews and the number of A Levels they study depends largely on ability. All students sit baseline assessments at the end of September to ensure they are following appropriate courses.

Each subjects is taught over nine hours a fortnight and in addition students also have one hour of timetabled 'directed study' per week. Study support is available once a week for selected students.

All students follow an enrichment programme with one hour timetabled for talks/lectures and they also commit themselves to engage in one 'community' hour and one 'personal enrichment' hour each week. In the summer term all students take part in 'Careers Experience' for one week.

We offer 28 subjects at A-Level:

- Fine Art, Art (3D Design), Art (Textiles), Photography
- Business
- Biology, Chemistry, Physics
- Computer Science, ICT (BTEC)
- Drama & Theatre
- Economics
- English Language, English Literature,
- French, Spanish
- Geography, History, RS (Philosophy & Ethics), Politics
- Mathematics, Further Mathematics
- Media Studies

- Music
- Physical Education (CTEC)
- Psychology, Sociology
- Extended Project Qualification

2. Setting

Students are placed predominantly in mixed ability teaching groups with two high ability sets pre-GCSE to enable rapid progress for more able on entry. In Mathematics students are set according to their ability in every year group. Once the students embark on their GCSE courses the majority of subjects continue with mixed ability teaching, though the core subjects of English, Maths and Science do set their students.

3. Assessments & Reporting

Formal Assessments (Learning Landmarks) are conducted according to our Assessment and Reporting schedule and targets are shared with students and their parents on a regular basis through the termly report. A formal exam week is also built in to the programme for Years 9 to 13.

4. Homework

Homework forms a crucial part of students learning. Research has shown that there is a strong correlation between schools with a rigorous homework procedure and exam success.

In addition to the formal landmark assessments set by all departments, regular homework takes place according to the Homework schedule.

Homework content and marking

Homework enhances the teaching and learning within school and is an excellent way of fostering independent learning.

Homework does not have to be a written task. It can be a 'thinking' task, an on-line exercise, research or pure learning. Teachers utilise the work completed at home and give feedback to the students, either by marking the work or through discussion/feedback depending on the nature of the task.

There are three main types of homework

- Flipped learning (to prepare for the lesson)
- Demonstrating learning (deliberate practice)
- Reflection/response/memory for a test

Feedback on homework is an opportunity for SIR marking, peer or self-marking. For practical subjects this process of feedback and improvement may well be a continuous one over the period of the assessment rather than at the end. Suggested improvements should be challenging and lead to further progress.

The R in SIR is crucial to success; students will be given the opportunity/time to respond to the suggested improvements (in green pen) either during a lesson or as a follow up homework.

Year 7- 8 (30 mins per homework session)

- Core subjects (English, Maths and Science) set homework twice a week
- Other subjects set homework once a week
- Creative subjects with only one period of teaching a week set homework once a fortnight

Year 9 -11 (30 - 60 mins per homework session)

- Science three times per week
- English, Maths and Mfl twice a week
- Other subjects once a week

Year 12-13 (3-4 hours minimum per subject per week)

- In addition to homework all students will have 1 hour of Directed Study in college per subject per week in which to complete independent tasks ie research, note taking etc.

5. Extra-Curricular and Careers

Students are prepared well for the wider social and economic world through extra-curricular activities and enrichment opportunities. Students are able to participate in trips and visits at home and abroad and teachers regularly offer extra-curricular activities ranging from Art to Eco club and STEM to musical productions. (A full list is available on our website). All students in Year 10 and Year 12 undertake work experience and the school hosts a yearly careers event as well as organising trips to local businesses and enterprise fairs. Our students also have access to our independent careers advisor.

6. Student Support

Support for students with Special Educational Needs and Disabilities, and those for whom English is an additional language, is provided in class. All students are provided with opportunities to extend their skills and talents, which includes the provision of additional

classes and clubs and extension opportunities for the most able students, as well as intervention and support provision as required.

The implementation of this policy is monitored regularly through whole school, departmental and pastoral self-review and trustees are consulted on curriculum matters through the Education Committee.

Policy Review

This policy will be reviewed every year.