



Bungay High School...

# Curriculum Policy



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## Opportunity and Excellence for All





Bungay High School...

# Curriculum Policy

We are justly proud of the curriculum on offer at Bungay High School. The Ofsted inspection of March 2008 deemed our curriculum to be outstanding. The lead inspector was moved to say, "What more can a rural school offer?"

**Bungay High School has been a Specialist Science College since 2003.** Our mission is to create a Centre of Excellence for Science, where all students and other members of the community have the opportunity to develop scientific and technological skills which will enable them to thrive in the 21<sup>st</sup> century. We are committed to:

- Raising attainment across the whole school.
- Raising standards of achievement in Science and related subjects, for students of all abilities by ensuring our teaching and learning is stimulating, exciting and effective.
- Extending the curricular opportunities in Science, Mathematics and ICT by providing vibrant out-of-hours learning, enhancing industry and business links as well as developing innovative links with other curriculum areas; e.g. STEM Club every Wednesday afternoon.
- Increasing pre and post 16 participation in Science and related subjects by providing challenging, appropriate courses for students of all aptitudes and abilities and expanding the vocational opportunities e.g. North Suffolk Skills Centre and Diplomas.
- Enriching the scientific learning experiences of students across the pyramid of schools by providing opportunities for teachers to share good practice, access high quality learning resources and links with Higher Education and Further Education institutions.
- Maintaining the philosophy of inclusion which is an integral aspect of the ethos of Bungay High School.

This policy seeks to support the school's academic aims but its implementation will also promote the fulfilment of many of the personal aims and social aims. The curriculum policy supports the framework of Bungay High School as being comprehensive, non-selective and demanding. It actively promotes the principles of individual human worth, achievement, equal value, co-operation, openness and respecting differences. This policy expresses a key way in which the school can fulfil its role as a child-centred school - concerned with the whole child - which works at being inclusive.

## Curriculum aims

The aims of the curriculum are to enable students to develop

- A sense of enquiry, the ability to question, solve problems and argue rationally.
- A willingness to apply themselves and an aptitude for learning.
- Knowledge and skills relevant to adult life and employment in a changing world.
- Literacy, numeracy and competence in the use of information technology.
- Creativity, critical awareness, empathy and sensitivity.
- A recognition of their own and others' achievements, in school and beyond.
- Self-esteem, self-worth and self-confidence.
- The skills of working as an individual and as a member of a group or team.
- Appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect.
- An awareness of the pupil's place in the community and opportunities for service to each other and to the community.



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## Curriculum principles

### Pupil entitlement

As a fully comprehensive, 13 - 18 school, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all
- appropriate levels of expectation and genuine challenge
- relevance, continuity and progression in learning

by providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

### Access

The principle above presents us with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or becoming demotivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they might continue to participate at the most appropriate level for them. The responsibility of finding means of access to the curriculum for all is a result of our stated intention to include, not exclude.

### Expectations of staff

### Putting principles into practice

Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to:

- have high expectations of students
- employ a variety of appropriate teaching and learning methods
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements
- develop students' skills to become independent learners
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment



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- work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- keep parents/carers regularly and fully informed about the progress and achievements of their sons and daughters.

## **Cross-curricular Dimensions**

There are seven cross-curriculum dimensions: identity and cultural diversity; healthy lifestyles; community participation; enterprise; global dimension and sustainable development; technology and media; creativity and critical thinking. Students experience these strands in a variety of ways.

Through Focus Days aimed at personal, social, health and economic well-being issues, for example workshops looking at charities, presenting a case as a team as to which charity to support and then choosing a charity.

Enterprise days have been very successful at inculcating an awareness of entrepreneurship. It is very valuable to bring in outside agencies, for example a high powered advertising company to get students to work in teams to design a new chocolate bar wrapper.

Students have at various times set up their own company to fabricate and sell products, for example fridge magnets and key rings, calendars with a local theme.

The mathematics department regularly organises Finance Weeks for example looking at buying and selling houses. The new Study Plus course at Key Stage 4 brings together a variety of themes in order to develop students' literacy and numeracy skills.

These are only intended as examples to give a flavour of the range of activities in which students get involved. Departments are always on the lookout for ways in which students' experience can be broadened and deepened.

## **Curriculum structure**

### **The timetable**

The school operates a 15 period week with a two week cycle. There are 3 periods per day (2 in the morning, 1 in the afternoon) each of which lasts for 100 minutes. This means that teaching time is 25 hours per week, in line with government recommendations for Key Stage 4 and in excess of those for Key Stage 3.



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## Key Stage 3: Year 9

All students follow a course of general education which covers a wide range of subjects. These currently are as follows:

- English including Drama
- Mathematics
- Physics
- Chemistry
- Biology
- History
- Geography
- Religious Education
- French
- German
- Spanish
- Art
- Information and Communication Technology
- Music
- Physical Education and Games
- Aspiration, Careers and Guidance
- Design and Technology
- Citizenship and Personal, Social and Health Education

The school follows a County approved syllabus for Religious Education. Any student whose religion conflicts with the course can be withdrawn and offered an alternative. Learning Support is offered to students with Special Educational Needs in appropriate circumstances (see separate policy). Sex education is dealt with in our Sex and Relationships policy.

All Year 9 students experience several 'Focus Days' where the timetable is suspended and students engage in a different learning experience.

## Key Stage 4: Years 10 and 11

During Year 9, students are completing the final year of Key Stage 3 in which they have studied a wide range of subjects. In Years 10 and 11, all students will continue to follow the National Curriculum. The principles of the National Curriculum are that:

- the curriculum should have depth, breadth, relevance and differentiation
- there should be technological elements in each student's life
- there should be a balance of knowledge, skills, attitudes and understanding needed for adult life including employment and personal, social and health education
- a variety of teaching styles be adopted including practical, participative and student-centred approaches to learning
- strategies be adopted to avoid gender stereotyping and ensure equal opportunities
- all students must be stretched to their full potential.



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To meet these requirements, students at Bungay High School will take:

- English (both Language and Literature for the majority)
- Mathematics
- Science (which will occupy 20% of their total time and will include elements of Biological, Physical and Chemical Science and lead to two or three GCSE qualifications in Science for all students)
- ICT
- Optional subjects – to occupy the time of four subject equivalents.

In addition, all students will take a two year course in Religious Studies and Physical Education. The Religious Studies course is based on a half GCSE specification and the majority of students opt to take this examination to enhance further their range of qualifications.

We offer a variety of courses at the North Suffolk Skills Centre in Halesworth. This purpose built vocational training centre serving Bungay High School, Sir John Leman High School, Leiston High School and Stradbroke Business and Enterprise Centre students was opened in August 2007 and has proved to be very successful. It provides an even greater range of vocational options for Key Stage 4 students, is conveniently situated, and has superb 'state of the art' modern training facilities.

From 2010, the North Suffolk Partnership (Bungay High School, Sir John Leman High School, Leiston High School, Stradbroke Business and Enterprise Centre and Lowestoft College) is expanding the number of diplomas on offer. In addition to the Engineering and Society, Health and Development Diplomas we are offering two further diplomas, Hair and Beauty and Hospitality. Both are being offered to Year 10 students at two levels: Level 2 equivalent to GCSE grades A\*-C and Level 1 equivalent to GCSE grades G-D. Also both are on offer as NVQ Level 1 qualifications (see the choices grid on page 42). It is important that students are clear that qualifying for a diploma requires *Functional Skills* qualifications in *English, Maths and ICT* to be achieved at the *level of the chosen diploma*.

We also offer Study Plus. This course replaces one GCSE subject and is aimed at students who would gain confidence and benefit from focusing on one fewer GCSE subject and instead develop their study skills through projects built around English and Mathematics dealing with everyday issues. Students are invited on this course.

The courses available for 2010-11 are displayed in the choice grid shown on the next page. Students are asked to choose five course equivalents the fifth choice being their back-up in case it proves not possible to give them their first four choices. Students are given the opportunity to discuss their choices with members of staff.



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## Key Stage 4 Course Choice Grid 2010-11

Subject	Block 1	Block 2	Double Award	Indicate Choice
French				
German – Spanish*				
Science - Triple				
Science - Environmental				
Religious Studies				
BTEC Outdoor Education				
Technology - Food				
Technology - Graphics				
Technology - Product Design				
Technology - Resistant Materials				
Technology - Textiles				
Art and Design				
History				
Geography				
Study Plus (invitation only)				
Hair & Beauty Dip2/1 or NVQ1 (SC)				
Construction NVQ2/1 (SC)				
Hospitality Dip2/1 or NVQ1 (SC)				
Engineering Level 2 (SC)				
Motor Vehicle Skills NVQ1 (SC)				
Asdan				

Subject	Block 3	Block 4	Double Award	Indicate Choice
History				
Geography				
Technology - Resistant Materials				
Technology - Product Design				
Spanish – German*				
Drama				
Music				
PE (GCSE)				
ICT Full Course				
Art and Design				
Media Studies				
Society, Health & Development				
Hair & Beauty Dip2/1 or NVQ1 (SC)				
Construction NVQ2/1 (SC)				
Hospitality Dip2/1 or NVQ1 (SC)				
Countryside Studies				
Engineering Level 1 (SC)				
Motor Vehicle Skills NVQ1 (SC)				



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## Key Stage 5: Years 12 and 13

### Advanced Level Courses

Level 3 courses all require a good performance at GCSE. AS/A2 courses require at least 5 GCSE's at grade C or above. Level 3 vocational courses have similar requirements but sometimes a good record with coursework can allow us to be more flexible. All level 3 courses prepare students for Higher Education at University or College or employment.

### AS/A2 Courses (Level 3)

These are traditional academic courses. The majority of assessment is normally by external examination, with coursework contributing about 30% of the total marks. Students can combine subjects from the five different timetable blocks to produce their own timetable. AS/A2 subjects can also be combined with vocational subjects.

### Level 3 Vocational Courses (OCR National/Diploma)

These two year courses are equivalent to two 'A' levels and can be combined with AS/A2 courses or work experience. They give students a vocational focus to their work yet can still be used for a wide range of career options including Higher Education. Students are assessed on coursework and have no external tests. The students learn to take responsibility for their own work and produce assignments which are assessed as the students progress through the course, so each student is aware of the standard they are working at and what they need to do to improve their grades.

### Advanced Level Course Subjects

- Art
- Art: Textiles/Fashion
- Business Studies
- Design and Technology: Product Design
- Design and Technology: Graphics
- Drama
- English Language and Literature
- English Literature
- Media Studies
- General Studies – AS
- Geography
- Society, Health and Development (Diploma)
- History
- Information and Communications Technology (Diploma)
- Mathematics
- Further Mathematics
- Modern Languages – French and German
- Music



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- Psychology
- Philosophy and Ethics
- Sciences – Biology or Human Biology
- Sciences - AQA Applied Science
- Sciences – Chemistry
- Sciences – Physics
- Level 3 National Diploma in Engineering
- Level 3 National Certificate in Sport
- Level 3 National Diploma in Sports Performance
- Level 3 National Certificate in Travel and Tourism
- Level 3 National Diploma in Travel and Tourism

## **Level 2 Vocational Courses**

These one year courses are designed for those who have not yet achieved 5 GCSE's at grade C or above. They have no specific entry requirements but a candidate's suitability will be discussed at interview and will include an interest in their chosen vocational area and a determination to succeed. Successful completion of the course will enable students to progress to Advanced Level qualifications or into employment.

### **One Year Courses**

- BTEC First Diploma Level 2 in Sport and Outdoor Education
- National Certificate Level 2 in Travel and Tourism

### **Additional Courses**

- Adult Numeracy
- GCSE Use of Mathematics
- Re-sit GCSE Mathematics
- Re-sit GCSE English



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## Year 12 Blocks

AB	CD	EF	GH	IJ
Chemistry	Business Studies	Art	Biology	Biology
Further Mathematics	Drama A	Chemistry	English Literature	Product Design
Graphics	English Literature	Geography	Society, Health and Development A	French
English: Language & Literature	Geography	History	ICT	German
Psychology	Human Biology	Music	Physics	History
Textiles	Mathematics AS (2 groups)	Media Studies		Society, Health and Development B
Engineering C*	Engineering A*	Engineering B*		Mathematics AS
Hospitality C*	Hospitality A*	Hospitality B*		Physics
Hair & Beauty C*	Hair & Beauty A*	Hair & Beauty B*		Psychology
				Philosophy and Ethics
Sport (2 year) A		Travel & Tourism (1 year) a	Sport (2 year) B	Sport (Level 2) B
Sport (Level 2) A	GCSE Use of Mathematics	Travel & Tourism (2 year) A	Travel & Tourism (1 year) b	GCSE Use of Mathematics
	Applied Science (1 A-level)	Applied Science (2 A-levels)	Travel & Tourism (2 year) B	

\* These courses are done through Lowestoft College and actually take up the time of two A-levels over two days per week. The remaining A-level equivalent of the three choice blocks is study time.

Adult Numeracy is also available.

Students doing diplomas must also do Functional Skills level 2 in English, Maths and ICT.



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## **Curriculum matters**

### **Mixed ability teaching, setting and differentiation**

On arrival in Year 9, all students are placed in mixed ability tutor groups and teaching groups. In most subjects, this is the normal pattern throughout. Some departments, however, choose to place students into ability sets or broad bands at some point during Year 9, in order to target work more precisely. These departments include mathematics, languages and science. The grouping of students is reviewed regularly – parents and students are informed of any possible changes.

In all mixed ability classes, sets and broad banded groups there is a wide range of ability. In addition, individual pupils have preferred learning styles: some work well in groups while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class all staff have a responsibility when planning work to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. In educational jargon, this approach is known as differentiation.

### **The learning environment**

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good display in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, workshops, study rooms and the resource centres with respect.

### **Schemes of work and lesson planning**

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by heads of department. Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. Departments also have marking policies which all staff follow. Teachers plan individual lessons, or sequences of lessons, in different ways.

The school does not prescribe a single method for short-term or long-term planning. It simply



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expects that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential. Each department has an agreed method for the recording of lessons and homework.

## **Spiritual, moral, social and cultural development**

Students are encouraged to reflect upon their own attitudes and values, in both religious education and other lessons. In some subjects, notably perhaps art, drama, music and English, students explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral development is promoted through the tutorial programme (including praise and rewards); in many subject areas (e.g. history, religious education and drama); through consistent application of the code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong. We seek to promote good relationships throughout the school community and genuine respect for and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Social development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as the School Council, Year Councils, working groups, representing the school at meetings, work in support of charities, and assisting at parents'/carers' evenings, performances and events. Students offer valuable support to their peers through participation in the Student Advice Service (SAS). The community dimension of the school also presents opportunities for positive interaction between students, adult users of the school and the community in general.

Cultural development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, drama and dance workshops and performances, art exhibitions, events such as the annual reading festival and regular visits from theatre companies and artists-in-residence. Students also take part in a wide range of visits and trips to museums, galleries, theatres and foreign visits and exchanges. The range of cultures represented in the school is valued and celebrated, with regular educational displays of cultural artefacts and explanations of traditions.

## **Monitoring, review and evaluation**

### **The Central Planning Team**

The Central Planning Team meets approximately once per term to consider matters concerning the curriculum and assessment regarding

- planning;
- monitoring and reviewing;
- responding to school and external developments;
- sharing experience and practice.



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## **Governors' Teaching and Learning Committee**

The Teaching and Learning Committee meets approximately once per term. This committee considers developments and initiatives in the curriculum and assessment and monitors the effectiveness of curriculum provision, in order to ensure that the school meets its statutory requirements. The committee receives regular updates on the work of departments. The committee reports to, and makes recommendations if appropriate to the full governing body termly.

## **Governor links**

A number of governors are 'linked' to departments and other areas of the school's work. The purpose of these links is to become better informed about the successes and constraints experienced by departments; to support and encourage, and where appropriate, to advise. The insight gained by governors in this process contributes to full and informed curriculum discussions at meetings of the governing body.

## **Heads of Department/Learning Leaders**

Heads of department (and Learning Leaders in relation to the PSHEE programme) are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them, and the maintenance of appropriate standards. They are responsible for providing appropriate in-service training for staff to improve the quality of provision in the classroom. They are expected to monitor the quality of teaching in the department, and to take steps to improve weaknesses. They are also expected to monitor students' standards of achievement and develop strategies to improve them. Heads of department sample teachers' marking and reports to parents/carers. They are expected to ensure common standards and expectations and to lead the department's work in standardising assessments. Heads of department have a crucial role in quality assurance in relation to the curriculum and its delivery.

## **The mentoring system**

Each subject department (along with other aspects of the school's work) has a link drawn from the senior leadership team. The link acts as a 'critical friend'. This role involves supporting, helping, informing and advising on the one hand, and a quality assurance role on the other. SLT links meet heads of department regularly and focuses for their discussions during the year will typically include

- reviewing examination results
- progress on achieving development plan targets
- curriculum planning and development
- examinations and specifications
- the development of schemes of work
- homework
- student progress and expectations.



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## **Curriculum complaints procedure**

The 1988 Education Reform Act requires the governing body to have in place procedures for the consideration of complaints that the school is failing to meet its statutory obligations in relation to the national curriculum and various other matters. Full details of the curriculum complaints procedure are obtainable from the school. In summary, parents/carers may make representations if they feel that either the LA or the governing body are failing to

- provide the national curriculum in the school or for a particular child;
- follow the law on charging for school activities;
- offer only approved qualifications or syllabuses;
- provide religious education and daily collective worship;
- provide the information that they have to provide;
- carry out any other statutory duty relating to the curriculum
- or, are acting unreasonably in any of the above cases.

April 2010