



Curriculum Policy

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Responsible for Review:	Assistant Head - Curriculum
Committee for Review:	Teaching & Learning
Frequency of Review:	2 Years
Statutory:	No

We are justly proud of the curriculum on offer at Bungay High School. The Ofsted inspections of March 2008 and June 2011 deemed our curriculum to be outstanding. The lead inspector was moved to say, "What more can a rural school offer?"

The Curriculum

A curriculum for the 21st Century needs to combine three essential elements:

1. Subject disciplines as modes of enquiry and thinking
2. Interdisciplinary understanding
3. Transdisciplinary understanding.

Definitions

a) Disciplinary Understanding

Each discipline's unique modes of enquiry (designing and conducting experiments, deriving formulas, or researching primary source materials), enduring questions, conceptual organisers (concepts and principles), symbol systems (numbers and musical notes) and strategies for knowing and making sense of the world influence the nature and quality of minds our children invent.

Deep disciplinary knowledge and ways of knowing are essential for interdisciplinary and transdisciplinary knowing. We cannot connect what we do not know. Yet it is important to be aware of the difference between teaching for disciplinary understanding and teaching for content accumulation and memorisation. Absent deep disciplinary understanding, the fundamental organising principles and concepts of a discipline can easily be lost, and a shallow and naïve mind results. Schools commonly confuse subjects with disciplines. Much teaching then becomes covering content and memorising it. As Howard Gardner once said we should "be emphasising discoverage not coverage".

b) Interdisciplinary Understanding

Interdisciplinary understanding is the ability to think deeply in two or more disciplines. It enables learners to look across, between and within disciplinary boundaries and 'soften' them so they can connect their concepts, symbol systems, forms of knowledge representation, and modes of enquiry. Interdisciplinary thinking enables children to significantly use and transfer concepts from one discipline to another in order to illuminate and deepen understanding and solve complex problems.

We cannot wait for disciplinary mastery before we introduce interdisciplinary work. We must enable our children to become comfortable with interdisciplinary ways of thinking by providing extensive practice for them to connect concepts learned in one discipline to the problem of another.



c) Transdisciplinary Understanding

Transdisciplinary understanding goes even deeper and further by embracing all the ways we come to know: knowing through disciplines, knowing across or between them, and most importantly, knowing beyond disciplinary boundaries.

Student learning is guided by learning enquiries – significant disciplinary and interdisciplinary questions – contained in curricular frameworks, developed by faculty and staff. The Year 7 and 8 curriculum is integrative, enquiry based, centred on significant questions and complex problems, and grounded in specific learning competencies.

Students are immersed in disciplinary, interdisciplinary, and transdisciplinary enquiry. They are learning how to learn, engaging in collaborative problem framing and resolution and creatively using knowledge learned in one discipline to inform the questions raised within others.

An Engaging Curriculum for the 21st Century

1. The curriculum is centred on real-world problems framed by the learner's prior knowledge and lived experiences and the community and the real world's needs.
2. The curriculum is based on enquiry and structured around essential questions embedded in the human experience.
3. The curriculum is integrative – explicitly and continually linking principles and concepts within, across, between and beyond disciplinary domains.
4. The curriculum is based around higher order thinking skills and focused on developing attitudes and dispositions needed to be a lifelong learner.

The curriculum will be informed by the national curriculum framework but not constrained by it.

It will be created by the staff based on the broad principles outlined above and the specific design criteria listed below.

Further coherence across the curriculum will be secured by:

1. Development and use of the 5Rs (Reasoning, Resourcefulness, Resilience, Responsibility and Reflection) pervading all aspects of the curriculum.
2. The use of our learning cycle underpinned by ICT. Assessment for Learning, thinking skills etc.
3. The development of up to half a dozen common 'habits of the mind' consistently used across all curriculum areas. Some examples:
 - a. How do we know this to be true? What is the evidence?
 - b. Are there alternative opinions/viewpoints/theories?



- c. How does this fit into what we already know?
- d. How is it relevant (So what? Why should we care?)

Design Criteria

The following criteria have guided and should guide the suggested 11-14 structure and its implementation:

1. The facilitation of blocks of time for students to become more deeply engaged in learning.
2. Developing the relationships between disciplines, areas of learning (inter-disciplinary) and transdisciplinary understanding and the development of skills, competencies and dispositions.
3. Increasing learning time by requiring less student movement around the school.
4. Taking into account the 'less is more' principle i.e. balancing the amount of content covered with opportunities for deeper essential learning.
5. Allowing time to make explicit the connection between different aspects of learning.
6. Enabling teachers across disciplines to work in teams for planning purposes (Learning Areas).
7. Developing an understanding of vocational choices.
8. Developing connections between what is being taught and hypothetical and real life experiences including work-related, vocational and community learning.
9. Relating what is being taught to learners' experiences and interests.
10. Developing the essential skills, dispositions and competencies needed by learners for their future well-being and success.
11. Allowing for greater student choice and personalisation of the curriculum.
12. Underpinning learning with information and communication technology.
13. Flexible use of timetable to facilitate in-depth experience and exploration of important themes.
14. Planning takes account of attitudes, skills, knowledge and experience.

Characteristics of an Enquiry Based Classroom

- Learning is based around a question to be answered or a problem to be solved.
- Students are encouraged to generate questions of their own.
- Learning can be 'messy', does not always go in a 'straight line'.
- Students are involved in active exploration and research.
- Students may have some choice over what, how, and with whom they learn.
- Students do the thinking – teacher does not do it for them.
- Questions can be complex with multiple possible solutions.
- Students will get it wrong sometimes.
- Teacher is facilitator/resource/critical friend/architect of the learning experience.



- Learning outcomes are focused on process as well as content.
- Students present their learning to an audience.
- Debriefing the 'what' has been learned and the 'how' did we learn it is absolutely vital.

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.

Curriculum principles

Pupil entitlement

As a fully comprehensive, 11 - 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
- 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 Early Bird programme incorporates a range of cross-curricular activities including careers, entrepreneurship and personal development.

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. In the main school (Years 7-11) 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. In the Sixth Form, there are also 3 periods per day but with timings adjusted so as to facilitate movement of staff and to fit in with the school buses. Each period has within it a flexible break of 15 minutes.

Key Stage 3: Years 7 - 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
- Personal, Social, Health and Economic Education and Citizenship

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.

Where deemed expedient and effective, Year 7 - 9 students experience '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.

To meet these requirements, students 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)

- Optional subjects – to occupy the time of four subject equivalents.

Significantly more teaching time is given over to both English and Mathematics teaching, five periods a fortnight as compared with three periods for a single GCSE option subject. This reflects the importance of these subjects and the fact that literacy and numeracy are in so many ways the gateway to the acquisition of knowledge, skills and understanding in other subjects.

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 choose to take this examination to enhance further their range of qualifications.

There is an evolving plan through Ofqual regarding GCSE qualifications. This encompasses the range of subjects available and the details of each subject's specification. At Bungay High School, we are keen to preserve as much breadth and variety of choice as is feasible so that we can continue offering an outstanding curriculum to our students.

The courses available for 2016-7 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, especially at the KS4 Presentation of Courses Evening in January.



Key Stage 4 Course Choice Grid 2016-17

Course	Block 1	Block 2	Block 3	Block 4	Preference
Art and Design					
BTEC Sport					
BTEC Information & Creative Technology					
Child Development					
Drama					
French*					
German*					
Geography*					
Health & Social Care					
History*					
Media Studies					
Music					
Physical Education (GCSE)					
Philosophy and Ethics					
Science – Triple*					
Technology - Food					
Technology - Graphics					
Technology - Textiles					
Technology - Resistant Materials					

An Asdan course will be provided for certain students by invitation only and will be either in Block 1 or Block 2.

Most students will choose at least one of the * subjects to fulfil the English Baccalaureate and to maximise Progress 8 & Attainment 8 performance.



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 GCSEs 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

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. 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: Graphic Products
- Design and Technology: Resistant Materials
- Drama
- English Language and Literature
- English Literature
- Media Studies
- General Studies – AS
- Geography
- Health and Social Care (Single and Double A-level)
- History
- Leisure Studies
- Mathematics



- Further Mathematics
- Music
- Psychology
- Philosophy and Ethics
- Sciences – Biology
- Sciences – Chemistry
- Sciences – Physics
- Leisure Studies
- Level 3 National Certificate in Sport (including Football Academy)
- Level 3 National Diploma in Sports Performance

Level 2 Vocational Courses

These one year courses are designed for those who have not yet achieved 5 GCSEs 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
- Level 2 Business

Additional Courses

- Re-sit GCSE Mathematics
- Re-sit GCSE English



Year 12 Blocks (based on 15-16)

Y12 AB	Y12 CD	Y12 EF	Y12 GH	Y12 IJ
Art	Chemistry	Biology	Business Studies	Chemistry
Biology	Psychology	Art	Drama	
Textiles	History	Geography	English Literature	
Graphic Products & Resistant Materials				English Literature
	Maths in a Year		Geography	Mathematics
Physics	Health and Social Care	Music	History	Media Studies
Philosophy and Ethics	Geography	Physics		Health and Social Care
Leisure Studies		Psychology		
		English Language & Literature		
			Maths in a Year	Sport (2 year)
GCSE Maths Resit	GCSE English Resit		GCSE English Resit	
	Extended Project	Extended Project	Extended Project	
	Sport (2 year)			
Level 2 Business		Level 2 Business	Level 2 Business	Level 2 Business



Curriculum matters

Mixed ability teaching, setting and differentiation

On arrival in Year 7, all students are placed in mixed ability vertical tutor groups and teaching groups.

In most subjects, this is the normal pattern throughout. Some departments, however, may choose to place students into ability sets or broad bands at some point during Year 7, in order to target work more precisely. 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 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, House 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.

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

Heads of Faculty/Subject 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.

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 student;
- 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.