

Brixham College

Curriculum Policy

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A Values Led College

Introduction

The curriculum is the formal means by which the Brixham College translates its aims and values into practice. It comprises all the planned activities and experiences that the school provides to help students to learn.

The policy includes:

- Legislation and guidance
- Curriculum Rationale
- Curriculum Intent
- Curriculum Implementation
- Curriculum Impact
- Roles and Responsibilities
- Inclusion
- Monitoring Arrangements

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Curriculum Rationale –A Values Led Education

Brixham College offers students a broad and balanced curriculum matched to the needs of the individual, giving students a wide choice of subjects throughout their time here. All students have access to the full curriculum, irrespective of gender, SEND, ethnicity, academic ability, social or cultural background.

Our curriculum, encapsulates students' whole learning experience during their time in school and is underpinned by the core belief of "Success in Learning leads to Success in Life".

Curriculum Intent

Our aim is to provide an excellent education for all our students; an education which enables all to be successful learners and prepares them for success in life. Our curriculum is designed to provide students with the core knowledge they need for success in education and in life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all students to become active and economically self-sufficient citizens.

By drawing on the best that has been thought, said and done in each subject, our curriculum enables students to appreciate and participate in the full richness of the human experience, developing positive lifelong values.

The curriculum as a core academic curriculum is founded on these key principles:

1. We have **high expectations** for all and believe that all students have a right to learn what is in our curriculum; we have a duty to ensure that all students are taught the whole of it.
2. We want all students to achieve a deep understanding of the **knowledge** specified in the curriculum for each year, and teaching should endeavour to secure this for all students.
3. We will not constantly amend the curriculum: while we should make occasional adjustments in the light of feedback and experience, we will aim for stability, so that teachers can develop expertise and **leadership**.
4. We want all students to get off to a flying start when they join us. Our curriculum will ensure continuity between primary, secondary and post-16 phases, so that our curriculum complements the work being done in other places to support student progress, ensuring **continuous improvement** for all.
5. Our curriculum is intended as a concise specification of knowledge and content to be taught and learned; it is for faculties and teachers to decide how to teach and bring it to life, developing both mastery and **character** in our students.

Curriculum Implementation

At KS3, we deliver a traditional curriculum, the majority of students' study one language either Spanish or French. We provide extra time in English and Maths for one 'catch-up' class in both Years 7 & 8, reducing (but not removing) the time they receive in Computing and Languages. All students have access to the widest possible curriculum, covering Values, Art, DT, English, French/Spanish, Geography, History, Computer Studies, Maths, Music, PE, Philosophy and Ethics and Science.

KS3 is delivered over 3 years to facilitate deeper learning and mastery. Our KS3 curriculum is important to student's future success as it is the bridge between childhood learning and the mature study of a young adult. It is a time of both physical and emotional growth, when our students begin to define their own discrete identities and aspirations. This enables students to make the right choice for them regarding GCSE options.

KS4 is delivered over 2 years. Students continue to study the core curriculum which includes English, Maths, Science, Physical Education and PSHEE. As part of the Key Stage 4 pathway, students will also have opportunity follow subjects of choice which are carefully selected following a range of advice and guidance. They are encouraged to select EBACC subjects within this pathway and all students are encouraged to take a language and a humanity subject in order to complete the full EBACC.

The development of students' personal and social skills and their spiritual and cultural development are nurtured specifically through our Values Education curriculum and assemblies, as well as permeating the whole curriculum, both formal and implicit.

The Options Process

Students will have opportunity to select 4 subjects as part of their Key Stage 4 pathway, this will include EBACC subjects if chosen. Students will select a range of first and second choice subjects, and then they are

allocated subjects according to priority given. Wherever possible, within acceptable class sizes, all students will be offered subjects from their first choices and first reserve. Students and parents are

informed of final allocation and students are supported with further advice and guidance where required. Once allocations are published, we deal with any appeals in order of receipt.

Alternative curriculum

In some individual cases, student, parents and teachers agree that a student needs a different curriculum in order to enjoy and achieve. This is organised on an individual basis, so precedent should not be used as an indication of availability. Alternative measures may include: extra support within lessons, opting for one less subject and instead receiving supported study time, application to external programmes of study.

A Values Education

Whilst academic success is very important, at Brixham College we believe that there is more to a good education. As well as ensuring our students succeed in exams, we aim to develop our values of high expectations, knowledge, character, leadership and continued improvement. Throughout their time at Brixham College students are expected to contribute to our community and to society. We want students to try things they cannot do, to persist in the face of difficulty and to become resilient in overcoming obstacles. To approach life with a growth mindset and a can-do attitude.

To achieve this, we provide a breadth of opportunities and experiences which seek to help our students become confident, well-rounded and ambitious young adults. Our curriculum and co-curriculum is overflowing with opportunities to try something new and develop new skills. In addition to our very wide range of additional activities, our students enjoy trips abroad or various residential, university visits, talks by inspirational speakers, as well as countless opportunities to collaborate with their peers from other schools across the region.

We are incredibly proud to deliver a Values Education, an education that challenges, inspires and excites our students and prepares them for success in learning and success in life.

The curriculum in each subject can be accessed via the links specific to the year group. Subject specialism is at the heart of our curriculum and you will see differences in the way that the curriculum is constructed and assessed in different subjects. The stability of our curriculum allows subject expertise to develop over time, and we are careful to provide sufficient time for teachers within the same subject to meet together. Further subject specialism is provided through collaboration with external advisory and training bodies, including teaching school alliances.

As a mastery curriculum our students study fewer topics in greater depth, with the expectation that students secure knowledge and revisit misconceptions or gaps in learning. Key Stage 3 provides students with the time and space to gain this secure understanding. In our lessons you will typically see all students grappling with the same challenging content, with teachers providing additional support for students who need it. Rather than moving on to new content, our higher attainers are expected to produce work of greater depth, flair and ambition.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. A range of teaching and learning strategies needs to be employed with students of all ages in order to increase and maintain their motivation and to create a challenging, stimulating and rewarding learning environment in which they can succeed.

What does progress look like under Mastery?

At KS3 Assessment Criteria builds from one year to another allowing for a building block approach throughout each subject which then differentiates so that students can see what they need to do in order to move forward to the next stage. Teachers use KS4 and KS5 Assessment Criteria. KS3 Mastery Criteria for each subject is published on the College Website.

Emerging – I know something about the topic and with help, I can apply the skill

Developing – I know three things about the topic but unsure how to apply it and sometimes still make errors

Mastered – I know about the topic and know when and why it is important. I am secure with the knowledge

Ambitious – I am able to teach others about the topic and apply it to different contexts. I am able to experiment with different ideas

What are key principles to Teaching and Learning at Brixham College?

Here at Brixham College we believe 'Every Lesson Counts' which is why we have adopted The 6 Principles by Shaun Allison and Andy Tharby. We believe the purpose to these principles are that:

- It underpins the Teaching and Learning of Mastery
- It makes Teaching and Learning simple and manageable actions with greatest impact
- It has 6 Principles – Less is More!
- It gives a common meaning to all
- It gives a common language that underpins Mastery
- It provides subject specific strategies
- It gives freedom and autonomy over different teaching styles

Making Every Lesson Count

1. Explanation: Students acquire new knowledge and skills
2. Challenge: Students have high expectation of what they can achieve
3. Modelling: Students know how to build the skills and knowledge
4. Questioning: Students are made to think hard with breadth, depth and accuracy
5. Practice: Students engage in deliberate practice
6. Feedback: Students think about and further develop their knowledge or skills

In order to allow the mastery approach to be effective (i.e. students learn what they are expected to in the year they are expected to), early catch up is essential: we aim to promptly identify and support students who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

Everything from which students learn in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development including British values, PSHEE days, Careers advice and

guidance, the co-curricular provision and the ethos and 'hidden curriculum' of the school – are to be seen as part of the curriculum. Our Values Education is delivered through the curriculum in this broadest sense.

Seminar Study

We believe our Seminar Study is an integral part to our curriculum and non-completion means we are not completing 10% or more of our curriculum. We believe our Seminar Study prepares our students to learn new skills and knowledge or embed key skills and knowledge.

Students can choose to complete Seminar Study independently at home. Alternatively, they can complete collaboratively afterschool in our Seminar Study sessions or during Break times, both of which are run by Teachers.

Each student will have a Knowledge Organiser wallet that consist of an exercise book that they are expected to have on them every day.

Each Knowledge Organiser contains a Seminar Study timetable showing what subjects students should be studying and will be checked by a tutor and class teacher. Details will also be provided on Class Charts. By providing a timetable this will support students manage their time which in turn will reduce the anxiety around studying at home. Students will be rewarded through the point system for their Seminar Study on Class Charts. On the occasion where students fail to complete their Seminar Study, then students will be encouraged to attend extra support sessions.

Curriculum Time

The taught school week is fortnightly and comprises of fifty 60 minute periods. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths and Science reflecting the importance of these subjects for all students at KS3 and KS4 and the development of vital basic skills.

Transition

Students join us in Year 7 at the beginning of KS3. Teaching programmes are carefully planned to take into account students' previous work and

achievements at KS2. This work will be supported by the use of agreed transfer documentation including National Curriculum information and other formal and informal contacts between teaching staff here and at our main partner primary schools.

The importance of transition from KS3 to GCSE courses also needs to be recognised in the planning of schemes of work and the level of demands made of students.

Differentiation

Students need to work at a level and pace appropriate to their potential. Students are taught in classes grouped by broad ability and prior attainment or of mixed ability.

Whatever the form of grouping a differentiated approach is required to ensure that the range of abilities and interests of students is taken into account, so enabling them to experience success.

Assessment

Why is assessment important?

At Brixham we believe it is important to measure and report on all of our students' progress at key points in the year. This allows us to monitor progress, support students to move forward and to share this information with parents.

It is of the highest importance that assessment is:

- Useful to students, parents and teachers.
- Aimed at supporting progress.
- Easily and clearly understood by everyone.
- Presented in a way that makes sense when moving up to KS4 and KS5.

Assessment

- Year 7, 8 and 9 will be reported on using the mastery assessment model. This will reflect emerging, developing, mastering and ambitious learners across knowledge and skills.

- In Years 10 and 11 predicted GCSE grades will be awarded once a student has met the grading criteria, demonstrating clearly the required skills and knowledge.

- As part of our assessment cycle, all subjects will report on

student progress towards their target grade at least twice during the academic year.

- All students will receive a ATL class grade which includes ATL for Seminar Study.
- Assessment at KS4 and 5 is based on GCSE and A Level Criteria and marking schemes. Students are assessed to the syllabus they are working towards and given a predicted grade that can be compared to their target.

The Assessment Process

Brixham College fully endorses the belief that assessment is one of the most powerful tools in encouraging and managing progress. We collect data at three points in all 3 Key Stages during the academic year and use this data to inform planning, intervention, feedback and improvement strategy. As a school we believe that assessment should be transparent, clear and always focused on encouraging improvement and focus. Marking and assessment is used to give diagnostic comments on how to improve work. Support is then provided to help students improve before starting the process again.

Curriculum Impact

Values are the most important part of education to us at Brixham College. All who work here share our values and understand the importance of creating opportunities to develop values with students and this is the foundation of success in learning and life. Get this right and the rest will follow whether that be academic excellence or the ability to be a productive, happy, resilient member of society.

The impact of our curriculum can be measured through several accountability measures but what is more important is what our students are like, what contribution will they make and what impact will they have as individuals in the community. This is the most important measure of our success and impact of our curriculum.

Accountability Measures

- Outcomes for students
- Progress and attainment data for current year groups

- Destinations
- Attendance
- Behaviour
- Engagement in enrichment activities.
- Student Voice.
- Progress towards the Gatsby benchmarks.

Roles and responsibilities

The Board of Trustees

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Vice Principal is responsible for the effective planning and implementation of the curriculum and ensures high standards in delivery through Faculty Leaders and subject Teachers. Faculty Leaders are responsible for the Intent, Implementation and Impact of their curriculum.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- HPA (High Prior Attaining) students
- Students with low prior attainment

- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support pupils to take part in all subjects.

Further information can be found in and in our SEN policy.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Board of Trustee meetings with Senior Leadership
- College visits
- Engagement with parental and student voice
- Learning walks

Faculty Leaders monitor the way their subject is taught throughout the school by:

- Learning walks and learning dips
- Student voice and Parent voice
- Formative and Summative Assessment
- Work scrutiny
- Pride in Progress

Faculty Leaders are responsible for the review of schemes of work for each subject, it is essential in helping to plan teaching and learning within and across subjects, as well as documenting the curricular

activities planned for groups of students and coverage of the programmes of study and GCSE syllabuses. Schemes of work also provide a basis for monitoring and evaluating the curriculum. Each subject team will produce a scheme of work for each year group and will review this, and update it as necessary, each year. Commonality is achieved through:

- planned teaching and learning activities with a focus on mastery

the implicit and explicit values education

- cross-curricular aspects and links to ICT and other subjects;
- differentiation;
- assessment;
- extended learning;
- resources

Faculty Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by Principal, Vice Principal and Trustees. At every review, the policy will be shared with the full Board of Trustees.

The Principal, in consultation with the Vice Principal and Department Team Leaders, is responsible for day-to-day decisions about the management of the curriculum of the school. This to include responding to parent queries or concerns with regard to the curriculum.