

# The Burgate School & Sixth Form Curriculum Policy

(Non-Statutory - Advisory)

Reviewed/Approved Trustees' Education Committee: 8 November 2022

Review Cycle: Annually

Review Date: Autumn Term 2023/4

## 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 and diverse curriculum with a creative approach to learning that inspires curiosity, encourages collaboration, builds resilience and develops flexibility of thought

**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:

- We provide an ambitious, high quality and relevant curriculum that will give all students, particularly the most disadvantaged and those with SEND or high needs, the knowledge and cultural capital to succeed in life.
- Our inclusive curriculum is coherently planned and sequenced enabling our students to acquire the knowledge and skills for future learning and employment.
- We promote Spiritual, Moral, Social and Cultural development. We want our students to uphold British values and to embrace diversity by being able to appreciate other cultures, traditions and values.
- We teach our students to be safe, respectful and ready to learn in order to enable them 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 their tutor groups and have access to the full curriculum. After half term, using baseline data, the students are split into x and y and are allocated their chosen modern foreign language. Students do have the opportunity to continue with both French and Spanish should they wish to. 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
<b>Pathway 1</b>	English	Maths	Science	French and/or Spanish	Geography History	Computer Science	RS	Art Music Design Technology	PE
<b>Pathway 2</b>	English	Maths	Science	Core Skills	Geography History	Computer Science	RS	Art Music Design Technology	PE

### Year 9, 10 & 11

Towards the end of Year 8 students choose their GCSE subjects. A comprehensive package of advice and guidance is in place to ensure students make choices that are suitable for their future progression.

Through our three-year programme of study, we offer a balanced and relevant curriculum to suit the needs of all our students. The majority of students take 9 GCSEs and follow the Expected Pathway which ensures that they have an EBacc suite of GCSEs which includes either French or Spanish; within this framework there remains an element of open choice. Students on the Modified Pathway do not study a foreign language. Those students following the Core Skills Pathway will study eight rather than nine GCSE subjects and join the Core Skills group in place of an option subject.

In Year 9 the emphasis is on transition to GCSEs; our three-year programme enables students to develop deeper knowledge and understanding of their chosen GCSE subjects through 'exploration' projects which offer breadth beyond the examination specifications, allowing for more enrichment opportunities and thereby increasing their cultural capital.

All students receive an additional core entitlement to Enrichment (one hour a fortnight). In Year 9 the focus is on Careers, Food & nutrition and Art & Design, with citizenship, RS, finance and life skills taught in Years 10 and 11. This is a non - examined unit although some more able students will be invited to take the Higher Project Qualification in Year 10. PSHE is taught through the tutor lesson which takes place on a daily basis. All students also retain an entitlement to core PE (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		
<b>Expected Pathway</b>	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	French or Spanish	Option subject	Option subject	Enrich- ment	PE
<b>9/10 Qual</b>											

<b>Modified Pathway</b> 9 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	Option subject	Option subject	Option subject	Enrichment	PE
<b>Core Skills Pathway</b> 8 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	Core Skills	Option subject	Option subject	Enrichment	PE

**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 subject 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 an Enrichment 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 (Ctech)
- Psychology, Sociology
- Extended Project Qualification

## **2. Setting**

We believe in stretch and challenge for all students. On entry to the school in Year 7 students are taught predominantly in mixed ability teaching groups with one high ability class on each side of the year group 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 continue with their setting arrangements.

## **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 into the programme for Years 10 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, setting a quiz/test or through discussion/feedback depending on the nature of the task.

There are three main types of homework

- Revision for a test/exam
- Demonstrating learning (deliberate practice)
- Consolidation

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) during a lesson.

### **Year 7- 9 (approx 30 mins per homework session)**

- Once a week per subject

#### **Year 10 -11 (30 - 60 mins per homework session)**

- English, Maths and Science twice a week
- Option 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 after school 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 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.