

The Burgate School & Sixth Form Curriculum Policy

Reviewed/Approved by Board of Trustees: 19 November 2024

Review Cycle: Annually

Review Date: November 2025

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 the October 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. Some students may follow a hybrid model attending a language and Core Skills

	Core (20)			EBacc (18)			Total (50)		
	8	6	6	6	8	4	2	6	4
Pathway 1	English	Maths	Science	French and/or Spanish	Geography History	Computer Science	RS	Art Music Design Technology	PE
Pathway 2	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 and will study eight rather than nine GCSE subjects and join the Core Skills group in place of an option subject. For those students for whom a full suite of GCSEs may not be the correct diet to prepare them successfully for the next phase of education there is an academic support pathway. Students on this pathway take a lower number of GCSEs and are supported in small groups in our Learning Hub.

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 and Year 10 the focus is on Careers, Food & nutrition and Art & Design, citizenship, finance and life skills.. 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		
Expected Pathway 9/10 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	French or Spanish	Option subject	Option subject	Enrichment	PE
Modified Pathway 9 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	Option subject	Option subject	Option subject	Enrichment	PE
Core Skills Pathway 8 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	Core Skills	Option subject	Option subject	Enrichment	PE

	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		
Expected Pathway 9/10 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	French or Spanish	Option subject	Option subject	Enrichment	PE
Modified Pathway 9 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	Option subject	Option subject	Option subject	Enrichment	PE
Core Skills Pathway 8 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	Core Skills	Option subject	Option subject	Enrichment	PE
Academic Support Pathway 8 Qual	Maths	English Lang	English Lit	Science (trilogy)	Science (trilogy)	Geog or History	Academic Support	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 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,
- 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 low and mid ability students. 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 mock exam week is also built into the programme for Year 11 and Year 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

Good homework enhances the teaching and learning within school and is an excellent way of fostering independent learning. Good homework are tasks that are related to the work being taught in the classroom. The tasks will be meaningful and have a tangible purpose that is clear to all students. The work will be differentiated so that it is accessible to all students.

There are three main types of homework:

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

Homework does not have to be a written task. It can be a 'thinking' task, an on-line exercise, research, or pure learning. Teachers use the work completed at home and give feedback or in some way utilise the work on the day that the work is due so that students can see its purpose. Feedback will normally lead to the work being improved by the student, in green pen if it is written work. Feedback can come from marking a quiz, whole class feedback from the teacher or from peer reviews.

Frequency of homework

- Year 7-11 (Y7 8 30 mins; Y9-11 45 mins)
- Core subjects - Once a week
- Non-core subjects - Either once a fortnight for a longer piece or once a week for shorter pieces

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. Inclusion

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

- More able students
- Students with low prior attainment

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

Support for students with Special Educational Needs and Disabilities, and those for whom English is an additional language, is provided in class to ensure that there are no barriers to every student achieving.

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.

7. Monitoring arrangements

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

8. Links with other policies

- Equality, Diversity and Inclusivity Policy
- SEND Policy and information report
- Feedback, Marking and Assessment Policy

9. Policy Review

This policy will be reviewed every year.