



BURY CHURCH OF ENGLAND HIGH SCHOOL

CURRICULUM POLICY

FIRST PRINCIPLES

The curriculum of a school properly includes everything it communicates in the course of its operation, whether that is by the lessons taught in timetabled subjects, by the systems the school employs, by the opportunities it offers or in the ethos it represents to and realises for its pupils. There will be a number of principal sources for the creation of this curriculum, which should include the needs, aptitudes and expectations of its pupils, statute and government policy, and the mission statement of the school itself. For Bury Church of England High School, that will mean the Christian character and mission of the school will be fully and appropriately represented in its curriculum. The school curriculum exists for no other purpose than to benefit the pupils; it should therefore be relevant and motivating and it should facilitate the central purpose of raising standards of achievement.

AIMS

Bury Church of England High School seeks to provide a curriculum for its pupils which reflects the purpose and nature defined in its school mission statement.

The curriculum will provide access for all pupils to a balanced, broadly-based, differentiated and relevant range of curricular experiences and learning opportunities which:

- will meet their learning needs
- will enable them to achieve their full potential
- will promote their spiritual, moral, cultural, social development
- will prepare them for the opportunities, responsibilities and demands of adult life.

The curriculum will give pupils opportunities to acquire appropriate and useful:

- knowledge and understanding
- intellectual, interpersonal and physical skills
- qualities, values and attitudes

These categories all promote pupils' personal and social development and their achievement.

The curriculum will seek to enable pupils to develop enquiring minds, independence of thought, the ability to communicate and to express themselves effectively in a variety of ways and the motivation to apply themselves to life-long learning.

The curriculum will have the following characteristics:

- breadth and balance, so that pupils will be exposed to all appropriate areas of learning and experience and be able to access as many routes in the future as possible

- coherence, progression and continuity
- relevance (not defined by the notion of being contemporary but rather as what is essential - in the sense of what will develop the being/person)

The programme of extra-curricular activities will complement and extend the formal curriculum. Such experiences will be available to all pupils, although not all experiences will be available to everyone, contingent upon the range of factors which properly or necessarily limit such opportunities, e.g. a GCSE enrichment trip might only be available to those taking that course.

The resourcing of the curriculum, both in terms of time allocation and material resources, and the development of the curriculum will operate in accordance with these principles in the context of the resources available to the school.

PRINCIPLES INTO PRACTICE

This statement indicates how the school will put its curriculum aims into practice. The curriculum will operate in a way distinctive to a Church of England High school, reflecting an awareness of the spiritual in its structure, delivery and content.

All pupils will study courses leading to nationally recognised accreditation. At KS4 the core subjects studied to examination level will be English, mathematics, science (to the equivalent of two GCSE subjects), French and religious studies. The pupils are expected to study RS to GCSE because we believe it ensures a discrete and essential part of human existence and experience and a distinct form of cognition is covered in the curriculum; similarly a language is required as a KS4 examination, which currently for our year 11 pupils is French.

All pupils will study PE and PHSCE at both KS3 and KS4.

All pupils will study IT to a KS4 level as a Functional Skills qualification to be completed by the end of year 9, although they will not have a discrete IT lesson on their timetable in years 10 and 11 unless they choose it as an option.

Opportunities for choice based upon pupils' individual interests, aspirations, and aptitudes will be available subject to the resources of the school. These choices will be made at the end of year 8 and GCSE courses will begin in year 9. The rationale for this early commencement of GCSE is that our core is so significant and substantial that all pupils will follow a course that prepares them for most career and educational pathways; furthermore, starting GCSE in year 9 will enable pupils to build up skills and confidence in the optional subjects. It will also allow those who realise they have made a mistake in their choice to have the possibility to change courses early without losing time from the course that cannot easily be redeemed later.

All pupils will have the opportunity to choose one or more of the following at KS4:

- science as the separate subjects biology, chemistry, and physics
- a vocational option through our partnership with Bury College
- one or more creative/aesthetic subjects
- one or more humanities subjects
- a design technology subject
- a second foreign language
- for those with specific learning needs, there will be subjects in an alternative form of accreditation

We encourage all pupils to consider seriously the study of either history or geography as part of their programme, reflecting their value as academic subjects dealing with essential matters of human existence.

All pupils should be enabled to study a relevant curriculum which will suit the aspirations, interests and needs of pupils in preparation for entering further education, the world of work, and adult life. This will mean in effect that:

- curriculum provision will be made more relevant by the development of links with the business world and the local community.
- vocational courses and appropriate forms of accreditation at KS4 will be available in so far as they offer value to pupils i.e. not as a way to maximise value to the school's score in measures of external validity. We will utilise those qualifications which we are convinced will enhance the education of our pupils.
- extra-curricular provision will be developed to support and widen the interests of the pupils.

All pupils should be able to access the curriculum. In practice, this means that there will be differentiation which will acknowledge different learning needs and rates and preferred styles of learning of pupils.

- All subjects will provide learning activities which are varied and appropriate for all pupils in a teaching group.
- Pupils will be grouped according to a clear and justifiable rationale, in order to maximise learning.

The curriculum will build on previous learning in KS2 and up to KS4 and will prepare pupils for the demands of the post -16 phase of education.

- All departments will have appropriate mechanisms for identifying and building on the prior learning and experiences of each pupil and address Literacy and Numeracy needs.
- Working within the school framework, all departments will have appropriate and effective recording and monitoring procedures to set pupil targets and raise levels of achievement
- Coherent provision will be made for cross-curricular themes, dimensions and skills, including Citizenship and Personal, Social and Health Education.
- Effective partnerships will be developed with the Local Community, Careers Service and Post 16 institutions.

The school will utilise opportunities for extended and deeper learning that enhance the learning experiences of pupils. These will include a wide range of residential trips, including a year 7 induction residential, a pupil exchange with partner school in France and curriculum trips to a variety of sites. They will also include the use of deeper learning days, whether that is through a timetabled mechanism (Flexible Friday) or a suspension of the timetable (deep learning days). The school publishes each year information on its website regarding the curriculum plan, timetable delivery structure, i.e. the school day and week, the options offer and the extra-curricular offer including residential trips.

Approved by the Governing Body October 2014