



# BRIDGE HOUSE INDEPENDENT SCHOOL

## CURRICULUM POLICY

Updated	June 2020
To be reviewed	June 2021 (or subject to changes in DfE guidelines)

### Aims

We firmly believe that good behaviour is essential to enable holistic progress of our pupils. We aim to break down the barriers to learning that our pupils have built prior to entering our school and build self-esteem, confidence and aspirations.

The curriculum takes account of the differing abilities and experiences of our pupils and will provide an education appropriate to their individual need. It will give pupils the opportunity to develop through personalised learning, within a supportive atmosphere and foster positive attitudes that lead to success and achievement. Education is a lifelong process and developing the key skills of all our pupils will enable them to continue to access learning opportunities.

The aims of our broad and balanced curriculum is to equip the pupils with the knowledge, skills, competencies, morals and values they need to function and thrive in modern Britain. Academically it is our intention for pupils to excel and progress successfully into the next stage of their educational career.

### General Policy Statement

The general principle governing the school curriculum is that every pupil shall be entitled to and shall take up a broad and balanced curriculum with rich content which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school;
- Prepares the pupils for the opportunities, responsibilities and experiences of secondary education, further education and leading on into living an adult life in modern Britain.

The school will provide for all pupils, access to the seven areas of:

- **Linguistic** – This area is primarily covered by English lessons. Spanish also makes a contribution as do all other subjects.
- **Mathematical** – Maths lessons mainly contribute to this area. Science and computing/ICT also makes distinct contributions.

- **Scientific** - Science lessons mainly contribute to this area. PE also makes a distinct contribution.
- **Technological** – Computing/ICT makes a significant contribution to this area but art also makes a distinct contribution.
- **Human & Social** – History and geography lessons are the main contributors to this area. PSHE, Citizenship/RE and house time also contribute.
- **Physical** – PE lessons contribute to this area.
- **Aesthetic & Creative** – Art is the main contributor to this area. ICT and literacy also make a distinct contribution.

Our curriculum spans over key stage two, three, four and in some cases key stage five. We have carefully considered how the curriculum will prepare pupils at each stage for the next key stage. This includes a strong subject rationale that provides the foundation for a sequentially constructed curriculum plan, an overview of the strands/concepts covered each year and the progression pathways defining the end points through the different concepts/strands.

Each subject will have the following structure as part of their curriculum planning:

- Strong subject intention, implementation and impact statements
- Concept/Strand mapping document across all years
- Progression pathways defining the end points for each stage

Each key stage has the purpose of preparing pupils for the next key stage; but they also have their own unique intentions.

### **Key Stage 2**

At KS2 the purpose is to prepare pupils for the demands of KS3 with a thematic, content rich and broad curriculum. A large proportion of pupils that come to Bridge House are working at a year or more below their age expected ability. The priority is to promote independent reading and close the gap to their age expected ability to enable pupils to access the curriculum. The primary staff and secondary staff will liaise to discuss the pupil transition in order to maintain and build on the progress made.

### **Key Stage 3**

At KS3 the curriculum is designed to build on KS2 during the transition and prepare pupils for the demands of academic outcomes such as GCSEs in KS4 and life in Modern Britain. This is one of the most crucial key stages.

Pupils will experience a broad range of subjects across a balanced timetable. At the end of KS3 pupils will choose their option subjects for study in KS4 in readiness for further education and/or training.

#### **Key Stage 4**

At KS4 pupils will work towards their academic outcomes that are relevant for their pathway. The focus will shift towards outcomes and future ambitions. The curriculum becomes mildly narrower as pupils will have chosen their option subjects in order to focus on interests and requirements for entry to further education.

#### **Key Stage 5**

Our KS5 is designed to be a consolidation of KS4. It is for pupils that are not ready to join mainstream education either emotionally or academically.

Pupils that enrol on our KS5 programme will usually sit GCSE's or Level 1/2 vocational subjects with the focus on employment or further vocational study.

The school seeks to meet the needs of its pupils. It will provide a positive, caring environment in which, the pupils are made to feel good about themselves. Establishing a good rapport with pupils, building their confidence, encouraging them to express their individual ideas, examining established values leading to a greater understanding are at least as important as teaching the academic curriculum.

Pupils need to be literate and numerate; and the school recognises the need for clear guidelines for the core subjects of English, Maths and Science. They need the skills of independent learning, original research, to be able to formulate hypotheses through empirical methods and reach their own conclusions.

#### **Curriculum Offer**

**Key Stage 2** – The curriculum focuses on Reading, Writing, English, Maths and Science as the core areas for learning. Through outdoor learning and thematic topic lessons pupils have access to a broad and rich curriculum experience that incorporates all other subject areas.

**Key Stage 3** - The curriculum offer is made up as follows:

Core compulsory:

Maths, English, Science, Computer Science, Geography, History,  
Art, PE, PSHCE, Modern Foreign Language (Spanish), Literacy and Music

Pupils will choose their options at the end of year 9.

**Key Stage 4** - The curriculum offer is made up as follows:

Our core offer is Functional Skills – English, Maths, ICT and 2 vocational qualifications at level 1

Pupils that can meet the demands could have the opportunity to access the following GCSE's as a core offer:

GCSE English Language and Literature, GCSE Maths, GCSE Science (Biology), and GCSE History or GCSE Geography.

Options (pupils choose one from each):

- BTEC Health and Social Care or GCSE Spanish.
- GCSE Art & Design or GCSE PE.
- BTEC ICT/Computer Science or GCSE Business.

**Key Stage 5** – This curriculum is intended to be an extension of the Key Stage 4 curriculum. The pupils that would be suitable and be able to access this are those that have joined late and are not likely to meet the requirements of a higher college course, pupils that are in need of the continued emotional support or pupils that are SEND or LAC. This will predominantly be pupils from our pathway two and three. The curriculum will follow the same structure as KS4 but this will give the pupils a chance to resit GCSE's, sit GCSE's, sit entry level qualifications and extend the vocational subjects in terms of level or breadth.

The curriculum offer is similar to that of KS4, except they may have more vocational subjects due to specific area of study that will benefit them in employment.

### **Pupils with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all pupils who attend school. We have a curriculum that spans from Entry level to a grade 9 GCSE and depending on the assessment data and prior learning data pupils will be placed on the most appropriate curriculum for each subject. E.G. Some pupils may access Entry Level in one subject but be on the low end GCSE scale in another. In any case our intention is to keep the curriculum as broad as possible and not reduce the breadth unnecessarily.

### **Pathways (Based on outcomes)**

We have three pathways to our curriculum.

1. Pathway One is our mainstream GCSE based curriculum. This will apply to pupils who are able to meet the demands. (Please see above for Curriculum offer)

2. Pathway Two is our intermediate pathway that consists of a mixture of vocational, GCSE and relevant skills focused curriculum. These qualifications will mainly be level one.

Pathway Two Curriculum Offer:

- Functional Skills Entry Level – Level 1 in Maths, English and ICT
- Possible GCSEs
- Work skills
- Level one courses from a selection through the BTEC programmes (such as sport and leisure, health and social care etc)
- This curriculum offer would be selected for a cohort of pupils that may not be able to access the pace and challenge of a GCSE curriculum due to emotional barriers, ability or point of admission.

3. Pathway Three is our Entry Level qualifications. This is made up as follows:

Pathway Three Curriculum Offer:

- Functional Skills Entry Level 1 -3 in Maths, English and ICT
- Entry level 1 – 3 in two other subjects

Where pupils have an EHC plan their curriculum will be based on the prescribed requirements of the plan where appropriate.

### **Progress Analysis**

Subject progress is to be analysed at key assessment times three times a year (end of term 2, 4 and 6). This analysis will be informed by the data entered in the MIS. The Curriculum Manager and Heads of Departments will fill review the data and action points or interventions will be implemented.

### **The Role of the Curriculum Manager**

The role of the curriculum manager is to:

- Support and offer advice to colleagues on issues relating to the strategic direction for each subject.
- Monitor Pupil progress
- Keep up to date with developments at both national and local level. Staff support the curriculum manager in reviewing the curriculum plans for their

subject area. This is to ensure that there is coverage of the relevant content and that progression is planned into schemes of work.

- The curriculum manager will work in conjunction with the head of T&L to ensure fair and standardised delivery across all subjects.

This policy was approved by the Executive Head teacher:

Signature .....

Date .....