



June 2019

Bales College Curriculum Policy

Principles

Bales College Curriculum is designed to ensure that every student at the school regardless of background, ethnicity, sex, age, ability, religious beliefs, size or other differentiation has access to an education that combines academic rigour with enriching experiences that cultivate abilities outside the classroom. This will equip students with a balanced and broad-based education with which to enter adult life. This includes an appreciation of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Students will be assessed using prior achievement data and the CEM testing system and judgements made about the appropriate level of course for them.

The quality of the curriculum provision will be judged using the six principles below:

1. the extent to which the curriculum is broad and balanced, covers all the required areas of learning, and is designed and modified to meet the needs of individuals and groups of students in the school, including 'high-fliers' and disabled students or those with a special educational need or EAL. Students will also have experience of linguistic, mathematical, scientific technological, human and social, physical and aesthetic and creative education.
2. all students acquire speaking, listening, literacy and numeracy skills

Students in KS3 students follow a core curriculum based on English, Maths, Science, Humanities, Languages, Drama, Art, PE and ICT. This is supplemented by Activities Weeks each term which allows students to experience and develop wider technological; and creative skills. Additionally coverage of some of these wider skills is also signposted in Schemes of Work. Programmes of Study are a summary of these Schemes of Work and are available on the School website. Activity Days and out of school visits are also a regular part of the curriculum through the year.

Students in KS4 will follow a core curriculum and will also choose additional option subjects. KS5 students will choose individual combinations of subjects determined by the school admissions policy and their university aspirations but will also take part in a compulsory General Studies programme and sport. KS5 students who need additional GCSE qualifications will be offered a three year study package which allows appropriate qualifications to be gained.

Our aim is that all students aged 16 or over will have a minimum of grade '5' in English Language and Mathematics GCSE. Where this has not been the case in their past education history or where students may not reach this target the school will timetable addition sessions to support this. The school will also support English as an Additional Language (EAL) learners, in and out of lessons; with supplementary timetabled EAL tuition should this be necessary;

3. the impact of the curriculum on students' personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life and ensuring tolerance of race, religion, ethnic background and disability.

The school has planned provision for PSHE in KS3 & KS4 and a programme of General Studies for KS5. This provision is supported by schemes of work delivered by pastoral staff. These are weekly timetabled sessions and include a programme of sessions by outside speakers which include 'Drug Awareness', 'E-safety', Preventing Radicalisation, LGBT issues as well as a programme based around healthy lifestyles and career choices. Parents can remove their children from the Sex Education element of this provision.

4. All students will have access to accurate, up-to-date careers guidance which is impartial, helps them make informed choices and helps them to fulfil their potential.

This is a planned programme delivered by staff, all students in Years 10, 11 and 12 are encouraged to arrange Work Experience through the summer break to further broaden their knowledge of the world of work.

5. All students, including sixth form have programme of extra-curricular activities and visits which support learning and broaden their experience of the wider world.

All students are offered the opportunity to take part in a wide range of extra-curricular learning and social events with at least two foreign visits per year. There are also visits to cultural and education learning environments during the year which are a compulsory part of the curriculum.

6. All students have the opportunity to learn and make progress

All students in Years 7 – 11 have two daily meetings with their Form Tutor, in which they can discuss any problems. Students are also encouraged to approach their Form Tutor if they wish to discuss matters in confidence. There are Personal Tutors to whom Sixth-Form students can turn with any problems. Students are encouraged to approach their subject teachers with any course-related problems. The Assistant Principal and Director of Studies will assist in any issues which are unable to be resolved by Form Tutors, Personal Tutors or other teachers. Teachers give homework assignments weekly in line with the Bales College homework policy. Teachers take action with individual students in line with the school disciplinary policy. Students' progress is recorded in teachers' mark books. Assessment is carried out each half-term and logged in a progress database. Any students who are struggling will be given support through an Individual Education Plan. Every year for each student an annual written report is produced by each subject teacher of that student summarizing his or her progress and attainment and describing a strategy for improvement. To this end; the School operates an Academic Calendar where students are assessed six times per year and the results tracked against Target Grades. Teachers are accountable for progress against these targets and reporting to parents happens on a regular basis

Specific Aims for the Curriculum Policy

- Ensure that students achieve the highest grades possible for them;
- Ensure that students are effective communicators – they can read and write fluently in English and can speak and listen to others; they can understand the utterances and writings of others and express themselves clearly;

- Support English as an Additional Language learners in and out of lessons, with supplementary timetabled EAL tuition should this be necessary;
- Encourage students and to devise novel strategies for solving problems;
- Encourage students to think rationally, analytically and clearly;
- Develop ICT skills;
- Ensure that students can use mathematical notation fluently and apply it to solve new problems;
- Develop an understanding of mathematical and logical notions and their applications;
- Foster an appreciation of the scientific method;
- Cultivate the skills needed to interpret and evaluate evidence;
- Instil the importance of thorough investigation and careful observation.
- Allow students to experience technological, aesthetic and creative education from within school and through the use of external activities and agencies
- Promote British values

Curriculum Planning

Heads of Subject are responsible for writing a Programme of Study and a Scheme of Work for the subjects they co-ordinate and teach.

The Programme of Study for a subject sets out the major areas of curriculum coverage for the subject on a term by term basis and ensures the curriculum delivery is linked to the assessment demands of the School. These documents are available on the School website so that prospective students and parents can make informed decisions about enrolling at the School and make informed subject choices.

The Scheme of Work is the document which plans the subject delivery across the two years of the course. They begin with detail about the expected prior learning for the subject which allows teachers to ensure that students have the knowledge and skills to succeed on the courses chosen.

The Scheme of Work then sets out on weekly basis the learning outcomes, resources needed and assessment strategies to be covered for a particular subject. These are internal planning documents for staff and although a central hard and soft copy is kept by the Director of Studies they are not normally available to students and parents.

Assessment, Recording and Reporting of Student Achievement and Attainment

Teachers and students need to have confidence in each other if learning is to be effective and a common framework of principles across departments should aid this. If students understand how their work is being assessed they are in a better position to establish realistic targets for themselves,

as they know what is expected from them. It may also help parents to understand how their son's work is being assessed so that any support they choose to provide is genuinely helpful.

Attainment is defined as the progress achieved in relation to the quality of teaching and learning whilst achievement is measured in terms of test results and examination grades.

Assessment is seen as an integral part of teaching and learning and so is a continuous process, not merely a series of tests

Students should have clear and explicit learning targets. The students should know the targets, and the means of assessing them. Particularly, they should be aware of the attainment targets.

Students need to receive grades and comments to indicate the quality of their work and to recognise the effort applied (see Policy on Homework and Marking).

Students are encouraged to take responsibility for their own learning by discussing with teachers their own expectations and agreeing on personal targets for improvement. In this way, motivation and self-esteem should be raised and students should be able to monitor and evaluate their own progress.

Assessment should be judged against criteria based on curriculum objectives with marks, grades and levels awarded as a result of a teacher's professional judgement

Assessment is a way of encouraging more celebrations of a student's achievements and the merit point system is used to achieve this

Assessment should be delivered in a positive and constructive manner

Assessment can be used diagnostically to support teaching and learning and so to encourage students to aim for higher standards of attainment

Teachers should use assessment when planning work with appropriate differentiation to meet the needs of students with different abilities

Assessment must value all students equally and be free of bias

Teachers should use a variety of different approaches to assessment, including periodic testing and examinations

All teachers should keep systematic records of student assessments which are available if required.

Signed: Mark Yearsley (Assistant Principal)

Signed: John Corcut (Director of Studies)

Signed: William Moore (Principal)

Policy Review Date: June 2019