

Curriculum Policy

Boroughbridge High School

Policy ratified by Governors	January 2023
Next Policy review due	January 2024
Due for review by Governors	January 2024
Staff Lead	Associate Assistant Headteacher - Data, Timetable and Curriculum

Significant Revisions since last review:

No significant revisions since last review

1. This policy outlines the school's approach to the curriculum. It serves the wider aims of the school to provide an all-round education, not only delivered through timetabled lessons, but also through extra-curricular activities, special events and the promotion of appropriate behaviour, a healthy lifestyle and British values. The safeguarding of students is paramount in all activities directed by the school. We strive to ensure that all students leave our school, not only with the qualifications they need to access the next stage of their education or career of choice, but with the skills and confidence to make an active contribution to the communities to which they belong.
2. The school offers a broad, rich and deep curriculum to all students with academic excellence at its core, supported by a wider curriculum where students can develop knowledge and skills to ensure that they are safe, happy and secure. This is supported through the structure of a three year Key Stage 3 and two year Key Stage 4. At Key Stage 3 and Key Stage 4 the curriculum conforms to the National Curriculum programmes of study and all other statutory requirements. At Key Stage 5, students are guided formally towards a personalised curriculum which meets their individual needs and aspirations. There are clear and diverse pathways through from Key Stage 3 to Key Stage 5.
3. Our curriculum has been developed to meet the requirements of current national guidelines and our commitment to the provision of a wide range of subjects. Students are grouped in a variety of ways according to the needs of the subject.
4. Our commitment to providing a curriculum which reflects the English Baccalaureate range of subjects means that all students are able to study subjects to the EBacc if they wish to. Most students also study either History and/or Geography at GCSE Level. All students have the opportunity to personalise their curriculum through a mini-options process in Year 9.
5. At Key Stage 4, all students have access to an EBacc curriculum. We operate a Stage not Age approach with students completing two of their GCSE options in Year 10 and two in Year 11 when they also take GCSEs in their Core subjects. We do this for a number of reasons including that it enables us to keep a wide curriculum in place for our students by running subjects on alternate years which attract fewer students such as Drama and Music. It also enables us to have specialist teachers with deep subject knowledge.
6. The curriculum offered at Key Stage 4 and Key Stage 5 ensures that there are clear progression routes to enable students to continue their post-16 education and to prepare them for higher education and / or the world of work. At Key Stage 5, in collaboration with King James's School, Knaresborough, students have access to a wide range of Level 3 qualifications including A Levels and Vocational qualifications.

7. Support for students with Special Educational Needs, and those for whom English is an additional language, is provided in class. Students are provided with opportunities to extend their skills and talents, which includes the provision of additional classes and extension opportunities for more able and talented students, as well as intervention and support provision as required. Our high aspiration for all is exemplified in all students having access to the full curriculum and being taught within mainstream classes.
8. PSHCE and Religious Education and Careers education is threaded throughout Years 7 to 13 and alongside statutory requirements, our curriculum is developed to meet the needs of students in our area.
9. Formal assessments of learning are conducted according to our Assessment, Recording and Reporting schedule and are shared with students and their parents regularly. Assessments of students' learning are also made more informally and frequently.
10. The implementation of this policy is monitored through whole school, departmental and pastoral self review.