



## Broughton Hall High School Technology College

# CURRICULUM POLICY

### Introduction

The curriculum at Broughton Hall encompasses all the experiences which take place both within and outside of the classroom, which promote learning, personal growth and development. The school aims to develop its pupils as autonomous learners and to allow them to fulfil their potential within a caring Catholic community.

The school's curriculum will be creative and responsive to the needs of individuals and the challenges facing the 21<sup>st</sup> century learner. It will pay due regard to national legislation and local educational policy, while being guided by the school's Mission Statement and the Mercy values on which the school was founded.

### Aims

The school will provide a balanced and broadly based curriculum, which:

- *Promotes the spiritual, moral, cultural, intellectual and physical development of all its pupils;*
- *Prepares all pupils for the opportunities and experiences of adult life, the world of work and life long learning;*
- *Promotes an understanding and knowledge of Britain's national heritage and culture, together with the responsibilities that come with citizenship;*
- *Seeks to build on prior learning and experience;*
- *Offers equality of opportunity regardless of ability, gender, race, religion or disability, while seeking to personalise the curriculum to best meet the needs, aptitude and ability of pupils;*
- *Ensures all pupils enjoy learning, experience success and, have their achievements recognised and celebrated;*
- *Provides access to modern technologies including a personal laptop, in line with the school's specialist status;*
- *Provides a balance between the acquisition of knowledge, the development of skills, underpinned by the promotion of Christian values and principles;*
- *Develops pupils as creative, independent thinkers who are able to live safe, healthy and fulfilled lives;*
- *Promotes the development of a range of effective teaching and learning styles;*
- *Recognises the role of both the pastoral and departmental systems within the learning process.*

## **Curriculum Delivery**

The school operates a 25 hour teaching week. Additional learning opportunities are provided after school at KS4 and 5 primarily.

- **Key Stage 3**

In years 7, 8 and 9 pupils are primarily taught in mixed ability groups, organised across two bands. Setting is in place in a number of subjects such as mathematics, to ensure that content, approach and pace are appropriate. The curriculum is delivered in the spirit of the RSA's Opening Minds programme. The Minds programme aims to provide young people with the real world skills or competencies they need to thrive in the 21<sup>st</sup> century. It is a broad framework through which schools can deliver the content of the national curriculum in a creative and flexible way. The programme is based on five sets of competencies, including Citizenship, Learning, Managing Information, Managing Situations and Relating to People.

### Year 7 - Opening Minds

English, History, Geography, RE, ICT and Technology are taught through a series of school designed projects, which are delivered by a cross-curricular team of teachers. Mathematics, Science, Languages, Music, Art and PE are taught by subject specialists and where appropriate echo the themes and spirit of the OM programme.

### Year 8 - Enquiring Minds

Classes are taught by Specialist Subject staff. The over arching themes of Literacy and Digital Literacy are a major aim of improvement for the school year. Formal setting in Maths is introduced in Mathematics and this setting is linked to Science and MFL.

### Year 9 - Creative Minds

Pupils explore a number of over-arching themes. Classes are taught by specialist staff working within a common assessment framework. Pupils are expected to undertake community service as part of the programme of study and some instances will have the opportunity to study a second foreign language. For key stage 3 pupils 'graduate' onto one of three pathways at key Stage 4.

- **Key Stage 4**

All pupils follow a core curriculum made up of:

*RE, English, Mathematics, Science, MFL/Asdan, PE and PSHE.*

Three pathways are available; traditional, applied and diploma. A wide range of GCSEs, BTECs, OCR, and Applied GCSEs are available both in and after school, including:

*ICT, French, Spanish, History, Geography, PE, Sports and Fitness, Business Studies, Health & Social Care, Media, Dance, Drama, Art and Design, Catering, Food, Resistant Materials, Textiles, and Graphics.*

Level 2 diploma courses include:

*Business, Administration and Finance, Creative and Media, and Retail.*

The opportunity for early entry exists in a number of subjects, while college placements are arranged for a small number of pupils based on need.

Other themes are taught across the curriculum including health education, economic awareness, citizenship and careers education. All pupils enjoy a two week experience placement at the start of year 11.

- **Key Stage 5**

Pupils achieving a minimum of 5 GCSE passes at grade A\*-C are able to access a wide range of level 3 courses and enrichment opportunities, both at Broughton Hall and through the Liverpool East collaborative\*. Level 3 courses are offered at AS/ A2, through BTEC, OCR Nationals, certificated courses and the advanced diploma. Available subjects include:

*Business, ICT, Health & Social Care, Applied Science, Biology, Chemistry, Dance, 3D Product Design, Textiles, Economics\* , Literature, Film Studies\* , French\* , Further Mathematics\* , Geography\* , Government and Politics, History, Law\* , Mathematics, Media Production, Media, Music\* , Music Technology\* , Performance Studies, Photography, Physical Education\* , Physics, Psychology, Religious Studies, Spanish Sociology\* , ICT, I-pro, World Development\* , Art and Design, Hospitality, Sports Studies\* , Travel and Tourism, Finance, Personal Effectiveness.*

### **Related Policies/School Documents**

This policy should be read in conjunction with the:

- Whole School Marking and Assessment Policy
- G & T Policy
- SEN Policy
- Homework Policy
- Whole School Marking Policy
- PSHE programme
- Careers and the World of Work programme
- RE Policy
- Education for Personal Relationships Policy
- Quality Assurance Policy
- Staff Development Policy
- Capability Review Procedure
- Job Descriptions – staff, academic and pastoral leaders. Leadership team

**Monitoring and Review**

This policy will be monitored by the Deputy Head (Curriculum) in liaison with the Head Teacher. Regular discussions are held with Directors of Learning and Subject, in order to ensure that the curriculum remains dynamic and responsive to the needs of pupils and the changing nature of society. Reports will be presented to the Leadership Group, and the Curriculum and Pastoral Committee of the Governing body on a termly basis. The committee will recommend any relevant changes to the Governing body.