



CURRICULUM POLICY (WHOLE SCHOOL)

Approved	November 2017		
Review Date	November 2019		
Signed (Headteacher)		Name	
Signed (Chair of Local Governing Body)		Name	
Signed (Company Secretary)		Name	

Committee: Curriculum and Standards

Terms of Reference:

This policy should be read in conjunction with:

- BHS Teaching and Learning Policy
- BHS Marking Policy
- BHS Assessment Policy
- BHS Gifted and Able Policy
- BHS SRE Policy

The Curriculum Model at Burnley High School

The curriculum at BHS is carefully designed and developed to provide a broad and balanced learning experience for all of our students. Our model is innovative, creative and maximises engagement and retention of knowledge by blending our learning opportunities in a unique way whilst meeting the requirements of the National Curriculum.

Curriculum Structure

At BHS we have moved from having a discreet KS3 and KS4, we instead have a model that enables our learners to follow a programme of study from year 7 through to year 11. Not only does this minimise the potential for a 'disjointed' move from KS3 to KS4, it maximises the

learning opportunities for programmes of study they will follow when the time comes to choose their GCSE options.

The taught curriculum is structured around 25 lessons of 60 minutes duration each week with an additional forty-five minutes for Personal Development and 60 minutes for reflection and consolidation purposes.

A blend of mixed ability and 'setted' teaching is used throughout all year groups depending on the subject style of delivery and the need to maximise student progress.

Year 7 and 8 Phase

In year 7 and 8 our curriculum takes the principles of Expeditionary and Thematic Learning whereby subjects and content is 'blended' where appropriate in order to add greater contextualisation to the content being studied.

We 'suite' our subjects into STEM and Creative Humanities (Geography, History, Art, Music, Drama) and pull the curriculum strands and links together within these suited subjects to enable them to exploit these natural links. The 'Expeditions' that are studied begin with a 'Wow' moment, to hook the learners into the theme and subject they will be studying, and ends with a display of some kind. Often this will be a public presentation, an exhibition for example. Other subjects are taught discreetly alongside the Expeditions (see **appendix A**)

The National Curriculum content is carefully and rigorously mapped into these Expeditions and assessments take place in the same manner as a 'traditional' curriculum model would offer.

Year 9, 10 and 11 Phase

In Year 9, our students move to a more 'traditional' curriculum model, whereby all subjects are taught discreetly. However, the principles of Expeditionary Learning are rooted into these discreet lessons. During Year 9, students choose their options in preparation for year 10 and 11. All students at BHS will student the Ebacc subjects, thus preventing any lack of opportunity in their future studies. Throughout all years and during the options process, our students receive guidance (CEIAG) that takes into account future aspirations in order to assist with the decision process and maximise their potential for success.

Our options offer is carefully selected to be broad and balanced but flexible enough to meet the changing needs of our students.

The curriculum at year 10 and 11 comprises of:

- Core subjects: Maths, English, Science, RE, PE, Citizenship and Careers
- Compulsory: A Language, ICT
- Option Blocks: Please see **Appendix A** for details

NB: Although our individual year groups are categorised as above, it is worth noting that the content in each of the subjects delivered is mapped down from GCSE, through to Year 7, and therefore the transition between Years 8 and 9 is minimal and the KS3/4 transition does not exist.

For students 'at risk' for a variety of reasons, a 'personalised curriculum' will be developed which may include a work placement, functional skills programme with access to school curriculum where appropriate.

Enrichment and Extended Learning Opportunities

Our belief is that enrichment and extended learning opportunities are an essential part of a student's school life and are a key part of developing our students as a 'whole person' and equipping them with life skills.

We dedicate two hours a week to these opportunities and every student at BHS takes part in at least two enrichment activities.

These activities are designed, planned and run by staff or external agencies with the key agenda that a knowledge of skills will be developed throughout the course of the activity.

These activities include:

- Drama
- Debating
- Cricket
- Art
- Board Games
- Rugby
- Music Makers
- 1st Aid
- Duke of Edinburgh
- Robolox
- Film review
- Music
- Football
- Fitness
- Craft
- STEM
- Newshounds
- Netball
- Cooking
- Gymnastics
- Puzzles
- Gardening

Personal Development

Citizenship, PSHE, British Values and SMSC are all carefully mapped and planned through assemblies and dedicated curriculum time each week called Personal Development.

There is a discreet programme of study for Personal Development and across the whole school, schemes for learning identify where strands are linked and discreetly taught.

Careers Education, Information, Advice and Guidance (CEIAG)

BHS is committed to improving the life chances of our students. We have developed a tailored, individualised programme of CEIAG that helps with opinion forming and has an emphasis on informed choices as well as working to break social and gender stereotypes regarding routes of study and careers.

Every year our students have a dedicated two full days to CEIAG in which they create their own careers fair and discuss openly their aspirations and future plans. Throughout the Personal Development mapping CEIAG features widely and sessions are discreetly taught.

CEIAG lunchtime seminars, hosted by external business people are held at least once a half term.

In Year 10 every student completes two weeks of work experience.

Every student is interviewed at least on one occasion in Year 11 to advise on progression routes, careers and to ensure that students are applying for a relevant course of study.

When deemed necessary students are advised to apply for more than one course of study as a backup.

Appendix A

Year 7 and 8 Curriculum Model 2016

	Year 7	Year 8
English	4	4
Literacy	1	1
Maths	4	4
Numeracy	1	1
Science discreet	3	3
Science expeditions	2	2
Languages	2	2
Creative Humanities		
	Geography	1
	History	1
	Art	1
	Music	1
STEM	Computer	1
	Science	2
	Technology	1
PE	1	1
RE	1	1

Year 9 Curriculum Model 2016

	Year 9
English	4
Maths	4
Science	4
Arts	3
MFL	2
PE	2
RE	1
Humanities	2
Technology	2
Computer Science	1

Year 10 & 11 Curriculum Model 2016

	Year 10	Year 11
English	5	5
Maths	5	5
Science	5	5
RE	1	1
PE	1	1
Options:		

