



## **CURRICULUM POLICY**

### **1. AIMS**

Delivering a responsive and forward thinking knowledge rich Curriculum is something we are very passionate about at Brine Leas School. We devise the curriculum carefully to provide challenge to every student and enable them to develop into well-rounded young adults. We review our curriculum organisation and provision annually.

Our curriculum aims to:

- Provide a broad and balanced education for all students;
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support students' spiritual, moral, social and cultural development;
- Support students' physical development and responsibility for their own health, and enable them to be active;
- Promote a positive attitude towards learning;
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals;
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment.

### **2. LEGISLATION AND GUIDANCE**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

### **3. ROLES AND RESPONSIBILITIES**

#### **The Local Governing Board**

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:-

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Mathematics, Science and Languages and enough teaching time is provided for students to cover the requirements of the funding agreement;
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN);
- All courses provided for students below the age of 19 lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state;
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

#### **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:-

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for students with different abilities and needs, including children with SEN.

### **4. ORGANISATION AND PLANNING**

Students learn a broad range of subjects for as long as possible at Brine Leas to ensure a breadth of curriculum knowledge. Recent commentary from Ofsted indicates that we'd be wise not to curtail curriculum breadth prematurely.

For this reason, we are committed to following a 3 year Key Stage 3 to ensure that we do not curtail students' experiences of the arts, design & technology and humanities; although the majority of subjects provide a spiral knowledge based curriculum to enable students to make an informed choice as to which subjects to study at Key Stage 4 and to aid transition between the two Key Stages. The GCSE examinations are designed to cover 2 years of content. Extending beyond 2 years is unlikely to lead to more knowledge but will add to more test preparation.

Our KS3 to KS4 transition promotes an academic curriculum. We aim to maximise EBacc take-up at KS4 with the majority of students taking a MFL and Humanity subject at GCSE to ensure they have a wide choice of pathways post-16. However, a wide range of GCSE courses are offered along with vocational qualifications to maximise individual student grade outcomes and Progress 8.

Brine Leas School operates on a two week cycle of 50 periods of 1 hour each. There is a variety of set and mixed ability groupings.

### **KEY STAGE 3 CURRICULUM**

In Year 7 and Year 8 students are organised into two halves, y band and z band. There are 4 classes in y half and 5 classes in z half. The year halves are ability and gender balanced as far as is reasonably possible. The year half is then the same for all classes in every subject.

In Year 9 students are broadly organised into two equal, parallel year halves, y band and z band. This means the students in each year are split by ability and gender into two near equal groups. These two halves are then treated as equal groups. The year half is then the same for all classes in every subject.

The ability of the cohort determines the ability of the groups, so it is not the case that a comparison can be made between groups in different years. The ability of each student in a particular class determines the outcomes. For example, the average grade for a particular set could be a Grade 7 one year and a Grade 5 the following year.

Students are regularly assessed. We will only move student's groups if it is appropriate to do so. It is however, not appropriate to do this multiple times through the year, so we keep to a schedule of assessment, moderation, discussion and information sharing and then group changes. Set changes for academic reasons take place mid-way through the Autumn term in Y7 and at the end of the academic year in Years 7, 8 and 9.

Where students join the school below the expected standard and are not making sufficient progress towards the expected standard, we will alter their curriculum provision to support them to make expected standard. This can be on a targeted withdrawal from some lessons or classes or extra support in classes. We assess the need for this from the KS2 scores, or teacher estimations of student progress at the end of KS2 where data is not available, in addition to internally administered reading age tests and other assessments.

- **English, mathematics and science**

Upon entry to Brine Leas, students are grouped (broadly in ability order) within the majority of their subjects.

There are four or five classes in each year half for English, maths and science; they are numbered 1-4/5 with group 1 at the top of the ability spectrum. Sets are generally split to allow smaller class sizes and therefore more dedicated support. See below.

In the core subjects of English, mathematics and science, sets are initially based on their Key Stage 2 test results in English Reading and mathematics, or teacher estimations of student progress at the end of KS2 where data is not available. Where data is available, within English, there is a bias towards their KS2 English Reading test or estimated progress although teacher assessment from Year 6 and the grammar, punctuation and spelling tests or estimated progress help us to refine this further; mathematics sets are biased towards KS2 mathematics scores or estimated progress and science sets are based on an average of KS2 Reading and KS2 maths scores or estimated progress.

Students are in their English sets for Computing/Computer Science Drama, Geography, History, Music and Religious Education.

### Year 7

Set	English (En)		Maths (Ma)		Science (Sb)	
	y band	z band	y band	z band	y band	z band
1	y1	z1	y1	z1	y1	z1
2	y2, y3	z2	y2	z2	y2	z2
3	y3	z3, z4	y3	z3	y3	z3
4	y4	z4	y4	z4	y4	z4
5		z5		z5		z5

### Year 8

Set	English (En)		Maths (Ma)		Science (Sb)	
	y band	z band	y band	z band	y band	z band
1	y1	z1	y1	z1	y1	z1
2	y2, y3	z2	y2, y3	z2	y2	z2
3	y4	z3, z4	y4	z3, z4	y3	z3
4		z5		z5	y4	z4

### Year 9

Set	English (En)		Maths (Ma)		Science (Sb)	
	y band	z band	y band	z band	y band	z band
1	y1	z1	y1	z1	y1	z1
2	y2	z2	y2, y3	z2	y2	z2
3	y3, y4	z3	y4	z3	y3	z3
4		z4		z4	y4	z4

- **Physical education**

Students are also placed in ability selective, single-gender groups for Physical Education. In Year 7 and Year 8 there are 4 classes in Y Band and 5 classes in Z Band. In Year 9 there are four PE classes in each year half.

We follow governmental guidance in providing the minimum of two hours each week for our students at KS3.

Set	Year 7		Year 8		Year 9	
	y band	z band	y band	z band	y band	z band
1 Boys	y1	z1	y1	z1	y1	z1
2 Boys	y2	z2	y2	z2	y2	z2
3 Boys	-	z3		zZ3		
1 Girls	y3	z4	y3	z4	y3	z3
2 Girls	y4	z5	y4	z5	y4	z4

\* The number of boys and girls groups depends upon the gender balance of the year half

- **Modern Foreign Language**

Students are largely grouped in mixed ability, language specific classes. Upon entry to the school, they are allocated a language and this is the language pathway followed throughout Years 7-11.

This language pathway is non-negotiable unless there are extreme circumstances which mean that the initial pathway is not appropriate – having lived in one of these three countries for example. There are four language classes in each year half.

Class number	Year 7		Year 8		Year 9	
	y band	z band	y band	z band	y band	z band
1	y1 – Set 1 Spanish	z1 – Set 1 Spanish	y1 – Set 1 Spanish	z1 – Set 1 Spanish	y1 German	z1 German
2	y2 –Set 2 Spanish	z2 – Set 2 Spanish	y2 –Set 2 Spanish	z2 – Set 2 Spanish	y2 Spanish	z2 Spanish
3	y3 – Set 1 French	z3 – Set 3 Spanish	y3 – Set 1 French	z3 – Set 3 Spanish	y3 French	z3 French
4	y4 – Set 2 French	z4 – Set 1 French	y4 – Set 2 French	z4 – Set 1 French	y4 French	z4 French
5		z5 – Set 2 French		z5 – Set 2 French		

- **Technology, Art and Food and Nutrition**

Students are also placed in mixed-ability groups for Technology, Art and Food & Nutrition.

In Year 7 and Year 8, students will study Design & Technology for two lessons a fortnight and Textiles for one lesson a fortnight. Within Design & Technology lessons, students will study 4 subjects: compliant materials, engineering, graphics and CAD (Computer Aided Design & Computer Aided Manufacture).

Two of the four subjects will be studied during the first half of the year, until February half term, and two will be studied during the second half of the year, from February half term until the end of the academic year.

In Year 9, students will choose technology subjects they would like to follow to facilitate a deeper learning experience and to aid decision making for their key stage 4 curriculum.

Students will choose to study a band of design and technology subjects. Each band of subjects includes food and three of the following subjects: graphics, textiles, engineering and design engineering, and design & technology. There will be one timetabled lesson per fortnight for each subject within their chosen option band.

- **Personal Social Health and Economic education**

Students are taught in their mixed-ability English groups for Personal Social Health and Economic education. There are 5 groups in each year half.

### **KEY STAGE 3 CURRICULUM (Years 7, 8 and 9)**

Subjects studied by all students:

<b>Year 7</b>				
<b>Subject</b>	<b>Lessons per fortnight</b>	<b>% of curriculum time</b>	<b>Set/ mixed ability</b>	<b>Other information</b>
Art	2	4%	Mixed ability smaller group, as per technology and Food	
Computing & Computer Science	2	4%	English set	
Drama	2	4%	English set	
English	7	14%	Set	Sets are refined midway through the Autumn term for Y7 and at the end of the Summer term
Food	1	2%	Mixed ability smaller group, as per art and technology	
Geography	3	6%	English set	
History	3	6%	English set	

Year 7				
Subject	Lessons per fortnight	% of curriculum time	Set/ mixed ability	Other information
Languages	5	10%	Mixed ability	Students follow the same language throughout KS3
Mathematics	7	14%	Maths set	Sets are refined midway through the Autumn term for Y7 and at the end of the Summer term for Y7
Music	2	4%	English set	
Physical Education	4	8%	Physical Education set	Boys and girls are taught separately for most lessons. Sets are refined midway through the Autumn term for Y7 and at the end of the Summer term
Personal Social Health Education and Citizenship	1	2%	English set	
Religious Education	2	4%	English set	
Science	6	12%	Science set	Sets are refined midway through the Autumn term for Y7 and at the end of the Summer term
Technology	3	6%	Mixed ability smaller group, as per art and food	Students follow a rotation of design and technology and textiles modules through the year

Year 8				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
Art	2	4%	Mixed ability smaller group, as per technology and food	
Computing	2	4%	English set	
Drama	2	4%	English set	
English	7	14%	English set	Sets are refined at the end of the Summer term
Food	1	2%	Mixed ability smaller group, as per art and technology	
Geography	3	6%	English set	
History	3	6%	English set	
Languages	5	10%	Mixed ability	Students follow the same language throughout KS3
Mathematics	7	14%	Maths set	Sets are refined at the end of the Summer term
Music	2	4%	English set	
Physical Education	4	8%	Physical Education set	Boys and girls are taught separately for most lessons, sets are refined at the end of the Summer term
Personal Social Health Education and Citizenship	1	2%	English sets	
Religious Education	2	4%	English set	
Science	6	12%	Science set	Sets are refined at the end of the Summer term
Technology	3	6%	Mixed ability smaller group, as per art and food	Students follow a rotation of design and technology and textiles modules through the year



Year 9				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
Art	2	4%	Mixed ability smaller group, as per food and technology	
Computing	2	4%	English set	
Drama	2	4%	English set	
English	7	14%	Set	Sets are refined at the end of the Summer term
Food	1	2%	Mixed ability smaller group, as per art and technology	
Geography	3	6%	English set	
History	3	6%	English set	
Languages	5	10%	Mixed ability	Students follow the same language throughout KS3
Mathematics	7	14%	Maths set	Sets are refined at the end of the Summer term
Music	2	4%	English set	
Physical Education	4	8%	Physical Education set	Boys and girls are taught separately for most lessons
Personal Social Health Education and Citizenship	1	2%	English set	
Religious Education	2	4%	English set	
Science	6	12%	Science set	Sets are refined at the end of the Summer term
Technology	3	6%	Mixed ability smaller group, as per art and food	Students will opt to study a block of design and technology subjects to study through the year

## **KEY STAGE 4 CURRICULUM**

Students are broadly organised into two equal, parallel year halves, y band and z band. This means the students in each year remain split by ability and gender into two near equal groups.

The year half is then the same for English, mathematics, science, physical education, religious education and Personal Social Health and Economic education.

Changes to the organisation of year halves and groups between key stage 3 and key stage 4 is significant. Due to some students opting to do Triple Science, student's set and year half may change as Triple science is taught within blocks of time allocated for options subjects and within blocks of time allocated to science teaching. Furthermore, the setting structure at key stage 4 does not follow the setting structure of key stage 3.

- **English and mathematics**

The changes to the organisation of groups are significant and do not follow the setting structure of Key Stage 3. As a result the number of the group/class code does not necessarily correlate to the set. For example, in Year 10 there will be three Set 2 classes (y2, y3 and z2) maths. Like key stage 3, Set 3 classes are smaller than Set 2 classes to enable greater support from teachers. This setting structure is partially due to how the qualifications are externally assessed and in part due to students' progress over the course of Year 9. The new structure has been created to suit the ability needs of our current cohort and allow students to achieve their potential.

### **Year 10**

Set	English		Maths	
	y band	z band	y band	z band
1	y1	z1	y1	z1
2	y2	z2	y2, y3	z2
3	y3	z3	y4	z3
4	y4	z4		z4

### **Year 11**

Set	English		Maths	
	y band	z band	y band	z band
1	y1	z1	y1	z1
2	y2, y3	z2	y2, y3	z2
3	y4	z3	y4	z3
4		z4		z4

- **Science**

Students are grouped differently in Science depending upon the course being followed. Students who opted to study Triple Science will be taught in mixed ability classes dependent upon their option subjects. They will be prepared for the Higher Tier in each separate science.

All other students will study Science Trilogy; students will be placed into the most appropriate set. The most appropriate tier for your child may change depending on performance over KS4.

Set	Year 10		Year 11	
	y band	z band	y band	z band
Triple Science	y1, y2	z1, z2	y1, y2	z1
Science Trilogy 1	y3	z3,	y3	z2
Science Trilogy 2	y4	z4, z5	y4	z3
Science Trilogy 3				z4

- **Physical education**

Students are also placed in ability selective, single-gender groups for Physical Education. There are four PE classes in each year half. There is no setting at key stage 4, groups depend upon the pathway chosen.

At key stage 4 we allocate 3 hours a fortnight. In addition to this entitlement, students can opt for GCSE PE .

- **Humanity**

Students are largely grouped in mixed ability, humanity specific classes dependent upon their option subjects. Setting may be used with multiple groups in an option block.

- **Modern Foreign Language**

Students are largely grouped in mixed ability, language specific classes dependent upon their option subjects. This is the language pathway followed throughout Years 7-11. This language pathway is non-negotiable unless there are extreme circumstances. Setting will be used with multiple groups in an option block.

- **Personal Social Health and Economic education**

Students are taught in their English groups for Personal Social Health and Economic education.

The Key Stage 4 Curriculum is designed to adapt to the latest national educational developments and to ensure that students have a wide choice of pathways at 16. The Key Stage 4 Curriculum is made up of Level 2 qualifications, mainly GCSE subjects with some vocational qualifications, and non-qualification activity to prepare them for life beyond the age of 16, including preparing students for further education, apprenticeships and for the world of work.

**Compulsory GCSE subjects and examinations taken by the majority of students:**

- English Language
- English Literature

- Mathematics
- Science (Combined Science Trilogy or Triple science)
- Humanity (Geography or History)
- Language (French, German or Spanish based on KS3 studies)

### Compulsory Non-Assessed Subjects:

- Core Religious Education
- Core Physical Education
- Spiritual, Moral, Social and Cultural education
- British Values
- Citizenship
- Health Education
- Personal, Social and Health and Economic education
- Relationships and Sex Education (RSE)

### Optional Subjects:

Students must choose one or two optional subjects, dependent upon their chosen Science pathway, from the lists below:

- EBacc subjects (GCSE Computer Science, GCSE French, GCSE Geography, GCSE German, GCSE History, GCSE Spanish, GCSE Combined Science Trilogy, GCSE Triple Science – Biology, Chemistry and Physics)
- Other GCSEs (Art & Design – Art, Art & Design - Textiles, Business Studies, Dance, Design & Technology – Graphics, Design & Technology, Drama, Economics, Electronics, Engineering, Food Preparation & Nutrition, Media Studies, Music, Physical Education, Psychology, Religious Education, Sociology, Spanish)
- Vocational Qualifications: Tech Awards (Creative iMedia, Digital Information Technology BTEC, Engineering BTEC, Enterprise, Performing Arts), Hospitality & Catering Level 1/Level 2.

Year 10				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
English	8	16%	Set	Students remain in the same set for the duration of KS4
Maths	8	16%	Set	Students remain in the same set for the duration of KS4
Modern Foreign Language	5	10%	Set & Mixed ability	Dependent upon KS4 curriculum
Physical Education	3	6%	Mixed ability	Boys and girls are taught separately for most lessons

Year 10				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
Personal Social Health Education and Citizenship	1	2%	English set	
Religious Education	2	4%	English set	
Science	8	16%	Set & Mixed ability	Triple Science is mixed ability dependent upon KS4 curriculum, option needed. Science Trilogy is set
Option 1	5	10%	Mixed ability	Dependent upon KS4 curriculum
Option 2	5	10%	Mixed ability	Dependent upon KS4 curriculum
Option 3	5	10%	Mixed ability	Dependent upon KS4 curriculum

Year 11				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
English	8	16%	Set	Students remain in the same set for the duration of KS4
Maths	8	16%	Set	Students remain in the same set for the duration of KS4
Humanity	5	10%	Mixed ability	Dependent upon KS4 curriculum
Modern Foreign Language	5	10%	Mixed ability	Dependent upon KS4 curriculum
Physical Education	3	6%	Mixed ability	Boys and girls are taught separately for most lessons
Personal Social Health Education and Citizenship	1	2%	Mixed ability	Students are taught within their progress groups
Science	10	20%	Set & Mixed ability	Triple Science is mixed ability dependent upon KS4 curriculum, option needed. Science Trilogy is set
Option 1	5	10%	Mixed ability	Dependent upon KS4 curriculum

Year 11				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
Option 2	5	10%	Mixed ability	Dependent upon KS4 curriculum

## **KEY STAGE 5**

Students are taught in mixed ability classes at Key Stage 5; however, there is a minimum entry requirement for the majority of courses to ensure that students are only accepted upon appropriate courses.

The Key Stage 5 Curriculum is designed to adapt to the latest national educational developments and to ensure that students have a wide choice of pathways at 18. The Key Stage 5 Curriculum mainly consists of Level 3 qualifications, mainly A level subjects with some vocational qualifications, an academic enrichment qualification and non-qualification learning activities to prepare students for Higher Education, Apprenticeships and for the world of work.

### **Compulsory subjects taken by all students (a minimum of one of the following):**

- Extended Project Qualification
- Core Mathematics
- STEP Mathematics

### **Optional Subjects:**

Students must choose a minimum of three optional subjects from the list below:

- A Level Qualifications – Art, Biology, Business Studies, Chemistry, Computer Science, Drama & Theatre Studies, Economics, Electronics, English Language, English Language & Literature, English Literature, Environmental Science, Food Science & Nutrition, French, Further Mathematics, Geography, German, Government & Politics, Graphic Communications, History, Law, Mathematics, Media Studies, Music, Photography, Physical Education, Physics, Product Design, Psychology, Religious Education, Sociology, Spanish, Textiles;
- Vocational Qualifications – BTEC Engineering Extended Certificate, BTEC Music, BTEC Performing Arts Extended Diploma, BTEC Performing Arts Extended Certificate, Health & Social Care Cambridge Technical Extended Certificate.

Subject	Hours per fortnight	Percentage of curriculum time	Set/ mixed ability
Course 1	9	31%	Mixed
Course 2	9	31%	Mixed
Course 3	9	31%	Mixed

Subject	Hours per fortnight	Percentage of curriculum time	Set/ mixed ability
Academic Enrichment (Core Mathematics, Extended Project Qualification or STEP Mathematics)	1	3%	Mixed
Non-Academic Enrichment (Personal Social Health Education and Citizenship)	1	3%	Mixed

## 5. **INCLUSION**

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

## 6. **LITERACY**

Good literacy skills underpin academic achievement in all areas and, as a result, we believe that literacy is not the sole responsibility of the English department. All other subjects contributes towards the development and enhancement of students' literacy skills, including their ability to read, spell, and use punctuation and grammar accurately.

We aim to have all of our students read at a reading age that corresponds to their chronological age as a minimum or at a similar level of writing. In order to achieve this, reading is widely and independently encouraged. We currently use the Hodder reading test to give a reading age and standardised score.

At Brine Leas School we recognise that literacy is key to students accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers. We have a broad team of adults who work with students to enable them to improve their literacy. We have a designated Literacy Co-ordinator who ensures that literacy is promoted and reinforced throughout the whole school.

At Brine Leas School, we employ a wide range of literacy strategies to boost student's skills:-

**Tier 1** Intervention takes place at a whole class level. It includes: fortnightly reading lessons in the library; regular reading slot during morning registration; and we use an online programme, Accelerated Reader, which allows students to choose books at an appropriate level of challenge and then take quizzes to check comprehension and vocabulary of they have read. Teachers and parents can then view reading success. In addition, STAR reader is used at Key Stage 3 to ensure students are reading at an appropriate level.

**Tier 2** Intervention takes place at a small group level. Strategies employed include: small group English teaching in class z5; paired reading in the library during a morning registration; 'Help with English & maths Evening' for parents; and small group withdrawal for a fixed period of time to improve spelling.

**Tier 3** Intervention takes place on a one to one basis. This includes the Think Reading programme to improve the reading ability of students who have a reading age of 3 or more years below their chronological reading age through precision teaching. Lexonik is also used to boost students' reading and phonics skills.

In addition, the SEND Team address literacy issues both in terms of targets for students as part of their School Based Profiles and Alternative Curriculum Record, and on a lesson by lesson basis by supporting students in lessons.

## **7. NUMERACY**

Good numeracy skills underpin academic achievement in most other subject areas and, as a result, we believe that literacy is not the sole responsibility of the Mathematics department. Most subjects contributes towards the development and enhancement of students' numeracy skills through developing a competence in basic numeracy skill; and an ability to understand and interpret numerical and analytical information.

At Brine Leas School we recognise that numeracy is key to students accessing the curriculum and making progress in many subjects. It is also essential for their future lives and careers. We have a broad team of adults who work with students to enable them to improve their numeracy. We have a designated Numeracy Co-ordinator who ensures that numeracy is promoted and reinforced throughout the whole school.

At Brine Leas School, we employ a wide range of numeracy strategies to boost student's skills:

**Tier 1** Intervention takes place at a whole class level. It includes: fortnightly numeracy lessons; and we use an online programme, and we subscribe to Hegarty Maths, which allows students to learn and apply their mathematical skills to check their skills development.



Tier 2 Intervention takes place at a small group level. Strategies employed include: small group Maths teaching in class z5; 'Help with English & maths Evening' for parents; and small group withdrawal for a fixed period of time to improve numeracy.

Tier 3 Intervention takes place on a one to one basis. This includes precision teaching to improve students' timetables.

In addition, the SEND Team address numeracy issues both in terms of targets for students as part of their School Based Profiles and Alternative Curriculum Record, and on a lesson by lesson basis by supporting students in lessons.

## **8. PHYSICAL EDUCATION**

We are committed to the well-being of our students. In addition to student's entitlement of 3 hours of physical education a fortnight, they can opt for GCSE PE or vocational equivalent. Physical Education is also facilitated outside of our formal curriculum, through House Events and extra-curricular activities.

We provide opportunities for students to develop competence to excel in a broad range of indoor and outdoor physical activities; to be physically active for sustained periods of time; engage in competitive and non-competitive sports and activities; and to lead healthy, active lives.

## **9. HEALTH EDUCATION**

At Brine Leas School, we are committed to developing student's knowledge of how they can lead healthy lifestyles through a range of themes, including: how to look after their mental wellbeing; using the internet safely and recognising its harmful effects; physical health and fitness; healthy eating; and prevention of poor health. They also improve their understanding of the issues surrounding drugs, alcohol and tobacco. Furthermore, students also learn basic first aid and how their bodies change in adolescence.

Education in matters relating to Health Education will be given in a variety of ways. Certain aspects will be dealt with fundamentally through PSHE lessons. However, other aspects will be covered through a wide range of curricular subjects, including Computing, Physical Education and Science.

## **10. RELATIONSHIPS AND SEX EDUCATION (RSE)**

Health Education will be delivered to ensure that it is personalised for students based on factors such as age, physical and emotional maturity, religious backgrounds, and special educational needs and disabilities (SEND).

At Brine Leas School, we are committed to developing student's knowledge of healthy relationships in families; respectful relationships, including friendships; responsible and irresponsible use of the internet; being safe; and intimate and sexual relationships, including sexual health.

Education in matters relating to RSE will be given in two ways. Certain aspects are dealt with fundamentally with the science course from Year 7, picking up, on the whole, where primary schools left off. The moral, ethical, emotional and social aspects arise with the RE, English, Geography and PSHE courses, and are considered with equal care. In addition, some aspects may be covered in Curriculum Enrichment activities.

The delivery of RSE will reflect current laws as it applies to relationships, so that students understand what the law does and doesn't allow. It will be delivered to ensure that it is personalised for students based on factors such as age, physical and emotional maturity, religious backgrounds, and special educational needs and disabilities (SEND).

Parents have the right to withdraw their child, from part or all of the Relationships and Sex Education delivered as part of discrete RSE unless the school feels there are 'exceptional circumstances', but not the science of reproduction. Parents can do this until 3 terms before their child turns 16. After that, it'll be the child's decision. However, parents cannot withdraw their child from the relationships education in RSE or health education.

## **11. RELIGIOUS EDUCATION**

Religious Education forms a statutory part of the curriculum for all students in KS3, KS4 and KS5. At all levels there is study of Christianity and other world religions as well as moral and ethical issues; all are looked at from a non-denominational standpoint. Regular assemblies for all students are an important part of our school week. Students can opt to take Full Course GCSE RE. It is only possible for parents to withdraw their child from RE lessons and assemblies if it contradicts any other beliefs, however, this can only be done after consultation with senior staff and parents. For legal reasons students would be given alternative work to do but would remain with their original group. Brine Leas School strongly advises against this option.

## **12. SPIRITUAL MORAL SOCIAL & CULTURAL (SMSC) EDUCATION, INCLUDING BRITISH VALUES**

We provide a full and thorough curriculum for Spiritual, Moral, Social and Cultural education. The impact of this is a school that is inclusive and aware of others needs and feelings. Students are open to new ideas and other cultures. We endeavour to create a school environment where spiritual, moral, social and cultural themes are part of all we do.

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences

The moral development of students is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of students is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

Through our delivery of SMSC, staff are positive role models of the students and work hard to maintain positive and respectful relationships between students and adults. We work hard to develop a strong ethos to ensure students become valuable members of society who treat others with respect and tolerance regardless of background; to promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs; and to ensure young people understand the importance of respect and leave school fully prepared for life in modern Britain. Such fundamental values are at the heart of everything we do as a learning community; they can be observed in many aspects of our daily life, both through the formal curriculum of Religious Education and PSHE, and the wider school life that includes the House System. We enable students to develop the knowledge, skills and understanding to become informed active and responsible members of the local, national and global community.

We strive to ensure that our learners have regular opportunities, both through the curriculum and wider life of our school, including charity events and team building activities through the House System, to reflect on and demonstrate the values that underpin British society and life.

### **13. CAREERS EDUCATION, INFORMATION ADVICE & GUIDANCE (CEIAG)**

At Brine Leas School, our aim is to help students to choose a career that is right for them. We are fully committed to careers education and guidance (CEG) for all of our students and evaluate our practice against the Gatsby Charitable Foundation's Benchmarks.

CEG is an integral part of our provision for all students and it is taught within curricular enrichment events, and the PSHE (Personal Social Health and Economic) curriculum within all key stages, although there is some cross-over into subjects.

Careers Guidance is introduced gradually from Year 7, and intensifies in Year 9 when students begin to think about their choice of Key Stage 4 qualifications. In Years 10, 11, 12 and 13 it forms an important aspect of the Independent Learning course. Students are provided with a wide range of activities to ensure that they make an informed decision as to their next steps post-14, post-16 and post-18. For example, access to careers matching software; support and advice with application forms, CV's and interview preparation; information on post-16 educational institutions, including Sixth Form and local colleges, training providers and Apprenticeships; support with University & UCAS applications; information on applying for paid or voluntary work; facilitation of work experience placements in Year 11 and Year 12, and work placements; mock interviews in Year 10 and Year 13; and careers convention for Year 9, Year 11, Year 12 and Year 13.

We ensure that all of our students have access to independent and impartial advice and guidance. This could be via a designated website, careers events or an interview with a progress tutor or our dedicated in-house Work Related Learning Co-ordinator who is a registered member of the Career Development Institute (CDI). All Year 11 and Year 13 students receive at least one Careers Education Information Advice and Guidance (CEIAG) session by experienced staff responsible for careers work and students benefit from individual and group activities.

Further details for CEIAG can be seen in Appendices 1 and 2.

### **14. MONITORING ARRANGEMENTS**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through: Governor meetings.

Senior Leadership Team monitor the way subjects are taught throughout the department through curriculum overviews/schemes of work, learning walks, book looks, lesson observations.

Heads of Curricular Area and Heads of Department monitor the way their subject is taught throughout the school by: departmental meetings, learning walks, book looks, and lesson observations.

Heads of Department have responsibility for monitoring the way in which resources are stored and managed.

## 15. **LINKS WITH OTHER POLICIES**

This policy links to the following policies and procedures:

- Assessment Reporting & Recording Policy
- Community Cohesion Policy
- E-Safety Policy
- Equality Policy
- (Student) Behaviour Policy
- Race Equality Policy
- SEN policy and information report

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## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

### 1. RATIONALE

Careers education and guidance programmes play a major part in helping young people choose programmes that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

The Brine Leas School careers programme will help our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotypes. The programme will be guided by the Gatsby benchmarks<sup>1</sup> and conform to statutory requirements, in particular the DfE's Careers Strategy<sup>2</sup> and the revised statutory guidance<sup>3</sup>.

### 2. CONTEXT

From September 2013, The Education Act of 2011 placed schools under a duty to ensure that all registered students in Years 8-13 have access to independent, accurate and impartial information advice and guidance. Schools are free to make arrangements for careers guidance which best suit the needs of their students, engaging where appropriate with independent providers.

Brine Leas School have developed their own arrangements for providing impartial careers advice and guidance and may continue to do so as long as they ensure students have access to a source of guidance which is independent and impartial. This could include website or telephone helpline access and/or face to face support from a specialist provider or from our specialist CDI registered Work Related Learning Coordinator where needed.

A further addition to the Technical and Further Education Act 2017 states that schools in England *“must ensure there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships”*.

At each point where we deal with students leaving the school we strive to ensure that they are purposefully provisioned in terms of advice and guidance, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

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<sup>1</sup> <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

<sup>3</sup> <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

### **3. COMMITMENT**

Brine Leas School is committed to providing all students in Years 7-13 with a programme of careers and enterprise related activities. The details of the CEIAG and Enterprise programme will be published on the school website and can be viewed by students, parents and carers as well as employers, partners and education/careers providers. The programme is guided by the Gatsby benchmarks for ensuring best practice. In addition, to ensure Brine Leas School is delivering the best possible careers guidance we are currently working towards the Quality in Careers Standard. This is in accordance with the Government's recommendation that "*all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme.*" And as advocated by the Department for Education in their 'Careers Guidance and Inspiration in Schools' policy issued in March 2015.

Brine Leas School is also participating in CEC's Enterprise Adviser Network to strengthen the linkage between education and industry; particularly in respect of the identified growth sectors in the Cheshire East Region; raising awareness of opportunities in the current labour market and preparing students for these career experiences.

### **4. CAREERS AND EMPLOYABILITY PROGRAMME**

The current programme is delivered through a combination of methods, including Curriculum Enrichment Week, and PSHE where the full PSHE programme is delivered to every year group for one hour a fortnight.

The programme is also supported through assemblies, presentations, employer visits, independent work experience, seminars, workshops, careers convention and 1:1 impartial and independent guidance.

Brine Leas School hosts or attends events such as National Apprenticeship Week, UCAS Convention and the Post-BL6 Evening and Student Finance sessions.

To enable teaching staff/Progress Managers/Subject Leads to track student progress and employer engagement from Year 7 –Year 13 Brine Leas School has created a database to record each students involvement in careers activities, including 'meaningful' employer encounters.

Throughout their career learning journey Brine Leas School also makes use of career software. This intelligence is used as a starting point to student engagement and enables students to explore and research potential career pathways, courses, qualifications and subject information. This coupled with independent and impartial Careers Adviser support helps to inform and inspire students so that they are able to make well informed and realistic decisions about their future.

### **5. AIMS**

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

## 6. **OBJECTIVES**

- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.
- To equip students with the necessary decision-making skills to manage those same transitions.
- To develop in students an awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally.
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their learning journey.
- To foster links between the school, local businesses and further/higher education establishments.
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or students eligible for pupil premium.
- To ensure there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships (the Baker Clause, 2<sup>nd</sup> January 2018).

Invitations are issued to all local providers inviting them annually to the careers convention and any further appropriate events run by the school. Requests for access will be directed to the Work Related Learning Coordinator and appropriate times agreed, where all students will be able to access the provider.

## 7. **LEARNING OUTCOMES**

Students should be able to:-

- assess their achievements, qualities and skills;
- present this information as appropriate;
- use this information for personal development;
- set career and learning targets. Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work;
- recognise the value and impact their activities at school can have on their future.

## 8. **IMPLEMENTATION**

The school guarantees impartial and independent advice via an impartial Careers Adviser/Work Related Learning Coordinator, employed by Brine Leas School, who attends school 5 days a week. The Work Related Learning Coordinator is a registered member of the Careers Development Institute and as such, adheres to the CDI code of ethics, including the avocation of their profession in the interest of the student.



Appointments can be through student referral, progress tutor referral and parent referral. Maintained schools are obliged to provide independent careers advice as outlined in section 29 of the Education Act 2011.

Independent Careers guidance must:

- be presented in an impartial manner;
- feature information on the range of education or training options, including apprenticeships and other vocational pathways;
- promote the best interests of the students to whom it is given;
- access for all students and staff to computer software and other appropriate sources of guidance;
- promote the National Careers Service Website and Helpline;
- promote independent websites relevant to all career needs, from choosing a university or apprenticeship to pursuing a career
- access to relevant external speakers offering independent sources of information including local and national employers, representatives from professional bodies and organisations including, representatives of higher education establishments and former students, who are a valuable resource.

There is a senior leader with responsibility for Careers and Enterprise education. All staff have a part to play in the implementation of this programme through their role as teachers/tutors and as subject specialists. Careers information and resources are located in the Careers Area, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Work Related Learning Coordinator. College and University prospectuses are current in both the Main and Sixth Form libraries/areas. The careers library of information can be accessed by students before school, during break and lunch times and after school. Progress tutors can also book time to use it during registration slots.

Throughout KS3, 4 and 5, independent learning providers and local colleges, will be invited to attend the Brine Leas School career convention, in order to have the opportunity to speak to students/parents/carers/staff. If the organisation cannot attend, then representation may be possible at events in order to advertise local opportunities Brine Leas School has published a policy statement on provider access and published it on the School's website.

## **9. MONITORING, REVIEW AND EVALUATION**

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of student responses to provision. This programme will be reviewed annually as part of the whole-school self-assessment process, informing the COMPASS SEF and will be reviewed by the Governors. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Lead, via the school office. Student voice activities are conducted with students from various year groups at least once a year.

## **10. ENTITLEMENT**

Every student at Brine Leas School is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at the school.

They are given support to whichever route they choose, whether this occurs at the end of KS4 or the end of KS5. An Entitlement Statement is published on the school website Careers area (See Appendix 1).

Students will come into contact with Careers, Employability and Enterprise in the following ways:-

- Through a variety of year group assemblies .
- Through their PSHE lessons.
- Parents/carers are welcome to speak to the extended careers team, which includes: their child's progress tutor, progress manager, a member of the sixth form team, SENCO, Work Related Learning Coordinator, Work Related Learning Coordinator Administration Assistant or Careers Lead if they have any questions or concerns about their child's progress and their child's participation in careers events.
- Students, parents/carers are entitled to have access to information about the options processes - provided via letter, on the school website and on information evenings.
- Each KS4 student will have the opportunity to attend at least one individual careers interview with an independent, qualified and impartial Work Related Learning Coordinator by the end of KS4.
- Each KS5 student also have the opportunity to receive at least one individual careers interview the impartial and independent Work Related Learning Coordinator and they will meet with a member of the sixth form team, and those with any concerns or queries can either self-refer or be referred for an additional interviews with the Work Related Learning Coordinator.

## **11. PARTNERSHIPS**

The CEIAG programme is greatly enhanced through links with several partners who ensure the students' learning is up to date and relevant. We strive constantly to expand and improve links with employers and other local groups, including the Careers and Enterprise Company's Enterprise Adviser Network.

Parental involvement is encouraged at all stages. Brine Leas School recognises that parents/carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us; for example, in Year 9 with KS4 options decisions, Year 11 with 16+ choices and Years 12 and 13 with UCAS and other applications. Parents also have the opportunity to speak to the Work Related Learning Coordinator by phone, by appointment or at any Year 9 to 13 parental consultation events. We also have a comprehensive area of the website dedicated for supporting parents and their children on Careers. The school also provides signposting to the National Careers Service.

### **Links with the Local Authority:**

The Local Authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training.

In addition, the Education and Skills Act 2008 placed two new duties on local authorities from June 2013 for 16-18 year olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate.
- To have in place arrangements to identify those who are not participating.

Brine Leas School works with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above Act, the School will notify the Local Authority whenever a 16 or 17-year-old leaves an education or training programme before completion.

### **Links with the Governing Body:**

All changes to the careers programme are approved by the school Governing Body and they are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the Careers Lead/Assistant Headteacher. Governors regularly take part in careers based events, using their skills and experience as governors and also their wider business/employment experience.

## **12. RESOURCES**

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area. The Work Related Learning Coordinator is responsible for the effective deployment and monitoring of resources.

## **13. STAFF DEVELOPMENT**

The CPD at the School makes every effort to meet training needs within an agreed period of time.

The annual CEIAG improvement plan is connected to the School Improvement Plan. It is reviewed termly by the Careers Lead/Assistant Headteacher along with the Careers Team.

## **CEIAG Entitlement Statement for Students and their Parents and Carers**

### **STUDENTS**

**All learners at Brine Leas School will:**

- **Take part in a careers programme in years 7-13 that helps them to:**
  - understand their education, training, employment and other progression opportunities;
  - develop the skills they need to plan and manage their own personal development and career progression;
  - access relevant information and learning from taster activities and experience of work;
  - make and maintain individual progression plans to help them improve their prospects of success;
  - offer feedback and ideas on how to improve the careers programme.
  
- **Have access to, and support with using careers information that is:**
  - easy to find and available at convenient times and in convenient locations, including on the website;
  - clearly labelled and referenced and comprehensive, giving details of all progression opportunities and associated support arrangements such as financial help;
  - unbiased and up to date.
  
- **Obtain careers guidance that is:**
  - impartial;
  - confidential;
  - focused on individual needs and fit for purpose;
  - supportive of equal opportunities;
  - provided by people with relevant training and expertise.

### **PARENTS AND CARERS**

- **All parents and carers can expect to:**
  - be able to make an appointment with a member of staff or specialist adviser;
  - discuss their children's progress and future prospects;
  - have access to tutors, subjects, learning partners and specialist advisers at parents' evenings in years 7-13 and Options evenings in years 9 and 11;
  - be invited to look at curriculum overviews and careers activities, information and resources, using and contributing to them if they wish;
  - receive invitations to take part in careers and information events;
  - have the opportunity to comment on the usefulness of the careers programme to their children and how it could be improved.