

# Brine Leas School

## An Academy

### CURRICULUM POLICY

#### 1. INTRODUCTION

Brine Leas school sets out its curriculum policy based on the following principles:

- Creating and maintaining a learning environment where students are encouraged and enabled to realise their potential;
- Students taking responsibility for their own learning and development, both through formal and informal learning opportunities and ongoing assessment;
- Developing an organisational culture in which individuals learn from any mistakes made and where excellence and innovation are encouraged and rewarded;
- Promoting the value of a balanced, holistic lifestyle as part of each individual's overall personal development.

#### 2. VISION

Our vision is to provide 21st Century learning opportunities that will develop our young people into confident, independent, lifelong learners, who make a positive contribution and are prepared for leading a good and successful life.

#### 3. CURRICULUM PRINCIPLES

Every student will have a personalised curriculum based on prior attainment data, student aspirations and challenging targets. Within an individual learning programme, the students are offered the level of learning appropriate to their recognised needs. This will in time lead to a "stage, not age" format of qualifications and accreditations.

Our provision will give appropriate balance to the development of attitudes to learning, skills, knowledge and understanding.

Our school will be organised bearing in mind that from the student perspective, the curriculum is "the entire planned learning experience," encompassing lessons, location, events, environment, routines, extended hours, out-of-school learning and other opportunities.

Students will experience our curriculum successfully only when learning is organised effectively, requiring:

- a range of teaching and learning approaches including enquiry, active learning, practical activities;
- techniques in tune with child development and adolescence;
- learning beyond the school via community and business links;
- relevant contexts for learning, connected to life and work;
- engaging a range of audiences and purposes;
- data on prior attainment reflected in learning objectives.

Our curriculum will address disengagement:

- a) overcoming any poor school experience of parents;
- b) boosting self-esteem and
- c) providing exciting, unpredictable, challenging learning experiences.

The successful experience of our curriculum through extended learning is dependent on the extent to which we work collaboratively with our key partners, thereby making an effective use of resources and expertise. In this respect our partners include: partner primary schools and neighbouring secondary schools. Our curriculum will prepare students for the future by:

- securing high achievement in literacy and numeracy;
- being responsive to the enduring needs of local and national employers;
- ensuring that our courses are scheduled to provide progression and continuity in the learning experience.

We will develop independent, lifelong learners by providing an age-relevant focus on Learning to Learn, in particular through engagement with the competency-based curriculum.

Students will have a role in shaping the curriculum and mapping their way through their experience of it.

#### **4. KEY STAGE THREE**

Students will follow learning programmes in English, Maths, Science and Languages. The curriculum will be delivered so it ensures that any legacy of previous underachievement in literacy and numeracy is addressed.

Students will also have access to Humanities, Technologies, ICT, Creative and Performing Arts, Sport, ICT, Citizenship, PSHE and Religious Education

#### **5. KEY STAGE FOUR**

A full complement of GCSEs will be supplemented with Specialist Diplomas and BTEC courses.

Students will have access to courses in every subject area. In addition they will also have access to Religious Education, ICT, Sports, Citizenship and PSHE

Some students will begin GCSE and other level 2 courses in Year 9

#### **6. POST-16 STUDY**

The Post 16 curriculum will offer a wide range of A-level courses together with level 3 BTECs. We will also provide some level 2 course, particularly Maths and English to meet the needs of those learners who have not met the Level 2 standard in these subjects.

#### **7. CURRICULUM PROVISION**

See Appendix 1 for an example of current curriculum provision for Years 7-13.

## 8. **MONITORING AND REVIEW**

This policy will be monitored and reviewed annually.

<b>Compiled/Reviewed by:</b> D Cole	<b>Date:</b> October 2014
<b>Approved by Governors:</b> Approved at October 2014 FGB	<b>Review:</b> September 2015

## CURRICULUM PROVISION

**Key Stage 3 Curriculum** (all hours quoted are over the two-week 50 hour timetable at Brine Leas)

English	7	Geography	3
Maths	7	History	3
Science	6	RE	2
Languages	6	Technology	4
Art	2	ICT	2
Drama	2	PE	4
Music	2	Citizenship/PSHE	1*

\* Citizenship and PSHE are delivered through Drama, during Focus days (3 days per year) and Curriculum Enrichment weeks (2 weeks per year)

**Key Stage 4 Curriculum** (all hours quoted are over the two-week 50 hour timetable at Brine Leas)

English	7	Option A	4
Maths	7	Option B	4
Science	9	Option C	4
Languages	6	PE	4
RE	2	Citizenship/PSHE	2*
ICT	2		

\* Citizenship and PSHE are delivered through discrete lessons (one lesson per fortnight) in KS4 and also during Focus days (3 days per year) and Curriculum Enrichment week (1 week per year)

**Key Stage 5 Curriculum** (all hours quoted are over the two-week 50 hour timetable at Brine Leas)

Option A	9	Enrichment*	2
Option B	9	Tutorial**	
Option C	9		
Option D	9		

\* Enrichment courses are tailored to the individual, but may include Extended Project Qualification (EPQ), Wider Key Skills Qualification (WKS), Critical Thinking or STEP Maths

\* Citizenship and PSHE are delivered through tutorials (one lesson per fortnight) in KS5 and also during Focus days (3 days per year) and Curriculum Enrichment week (2 weeks per year)