



“Maximising students’ abilities, ambitions and academic potential”

Curriculum Policy

Recommended by: Finance and Premises Committee	
Date: June 2016	
Approved by the Full Governing Body	
Signed:	
Next Review Due: June 2018	

Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Rationale

The core business of the College is to provide high quality teaching and learning so that students make at least expected progress in each year of their studies. We aim to achieve this by meeting the individual needs of each student, maximising their abilities, ambitions and academic potential

The curriculum is the formal means by which the College translates its aims and values into practice. It comprises all the planned activities and experiences which the College provides to help students to learn.

Aims

The curriculum is designed to be balanced and broadly based and to promote the spiritual, moral, social and cultural development of our students and to prepare them for the opportunities, responsibilities and experiences of adult life. It is complemented by enrichment, extra-curricular activities, and extended learning opportunities in the wider community or at home.

Our aim is to provide a curriculum that is highly effective in delivering outcomes that provide exceptionally well for all our student's needs. We aim to ensure that students leave the College being very well equipped for the next stage of their education, training or employment.

The curriculum will:

- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background.
- Develop students' knowledge of themselves as learners in order to make them more effective learners.
- Ensure opportunities for spiritual, moral, social and cultural development and understanding and reading, writing, communication and maths are fully explored.
- Provide a variety of activities which bring about effective learning, provide appropriate challenges and lead to achievement for all students.
- Provide effective transition from primary education through to post 16 education, training and employment.

The curriculum embraces cross-curricular themes including careers education information and guidance, citizenship, fundamental British values, economic understanding, sex and relationships education and cross-curricular skills of literacy, numeracy, communication and ICT.

The development of students' personal and social skills, spiritual and cultural development and understanding of fundamental British values are addressed specifically through the PSHCE programme and College assemblies, as well as permeating the whole curriculum.

Curriculum Content

Across Year 7, 8 and 9 all students follow the same core curricular experience based on traditional subject content with an emphasis on enquiry based learning, problem solving and the development of skills, knowledge and understanding.

Students have timetabled lessons in English, Mathematics, Science, Religious Education, Physical Education, Geography, History, Design Technology, Drama, Music, Art, French (*or Spanish, Year 7 only for 2016/17*), Computing and PSHCE.

In Years 10 and 11 all students study a core programme of compulsory subjects comprising English Language, English Literature, Maths, Science, Core Physical Education and PSHCE.

Students select a further four preference subjects leading to accredited qualifications, to support their individual interests and aspirations. Students select at least one of Geography, History, French or Computing and only the more able students will be able to study the three separate sciences to GCSE.

Preference subjects:

- French.
- Geography, History, Ethics and Philosophy.
- Music, Drama, Dance.
- Product Design, Textiles, Food, Art, Photography.
- PE.
- Computing, Business Studies, ICT will not available from 2017.
- Triple Science.

These are flexible and respond to students' needs and the capacity of the College to deliver them.

The College will provide significant independent advice and guidance to students to ensure that final subject choices are diverse and balanced.

Curriculum Time

The taught College week comprises twenty five lessons of one hour duration. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made for English, Maths and Science reflecting the importance of these subjects for all students across the curriculum and the development of vital basic skills.

Homework- Principles

Regular and appropriate homework is an integral part of students' curricular entitlement.

- Homework should encourage independent learning.
- Homework should be manageable and have a reasonable deadline.
- Homework should be linked to learning in the lesson and not be a 'bolt on', usually grounded in schemes of learning.
- All homework should be shared with students in the lesson and recorded in their planners. It must be recorded on Show My Homework..
- Homework should be differentiated.
- The student's efforts must be celebrated and acknowledged with feedback.
- It is every teacher's responsibility to follow the College homework commitment. Heads of Faculty are responsible for monitoring the quality and consistency of homework of students in their Faculty.
- Tutors are responsible for checking planners are used correctly to record homework

Management, Monitoring and Evaluation

Overall responsibility for the curriculum at Broadoak Mathematics and Computing College rests with the governing body in consultation with the Teaching and Learning Committee.

The governing body's further curriculum responsibilities are:

- To work with the Headteacher in ensuring the National Curriculum and its assessment procedures are carried out;
- To agree a Sex and Relationship Education Policy for the College;
- To ensure RE is provided in accordance with SAcRE;
- To ensure the Special Educational Needs and Disability Policy is being carried out in identifying and helping students with special needs;
- To hear any complaints from parents concerning the curriculum.

The Headteacher, in consultation with the Deputy Headteacher and Heads of Faculty/ Heads of Subject, is responsible for day-to-day decisions about the management of the curriculum of the College.

