

## Broadoak Curriculum Policy 2023-24

Version and Date		Action/Notes
1.0	Sept 2020	Policy Drafted and finalised
2.0	Sept 2021	Policy updated

Policy Reviewed:	July 2023
Policy Review Frequency:	Annually
Policy Holder:	Mr Taylor
Next Review:	July 2024

**Signature of Chairman of Local Governing Body:**



## **1.1 Introduction**

The purpose of this policy is to allow parents and carers to have a clear overview of Key Stage 3 and Key Stage 4 curriculum on offer at Broadoak School, as part of The Dean Trust. In this document there is also reference to a number of other supporting policies which offer important information regarding assessment, literacy, numeracy and homework.

## **1.2 Intent**

Our curriculum is broad, balanced and aspiring, and plays an important role in meeting our school's mission to 'Believe, Achieve and Succeed'. We pride ourselves on creating broad experiences for our pupils, whilst ensuring we offer an academically challenging curriculum with the majority studying the English Baccalaureate pathway.

Knowledge is at the core of the curriculum offer which aims to keep breadth and depth throughout KS3 before pupils pick their KS4 pathway from a wide array of optional subjects. Our offer has the core subjects of English, mathematics and sciences at the centre but also heavily promotes the English Baccalaureate subjects of geography, history and Spanish (our Modern Foreign Language). The key skills of literacy, numeracy and communication are promoted in lessons; high standards in all three are promoted by all teaching and non-teaching staff.

The school also ensures that the curriculum intent is balanced with the responsibility to furnish our students with the qualifications they will need to be a successful part of society. Beyond the traditional subjects, we take pride in our strong Careers and Personal Development offer. Alongside a vibrant extra-curricular suite and form time activities, students at Broadoak leave as good citizens.

The intent of the curriculum offer is ambitious and aspirational by challenging expectations and recognising that every individual has huge potential. Curriculum planning has gone through a diversification process so it best represents our school community and culture; the curriculum is underpinned by essential knowledge and skills and closely aligns to National Curriculum guides in KS3 and exam specifications in KS4. Support across our Trust also ensures consistent curriculum review and amendment.

## **1.2 Implementation**

Teachers provide high quality delivery of the curriculum. The curriculum is carefully planned and sequenced towards all pupils gaining cumulatively sufficient knowledge and skills. CPD engages teachers in whole-school and individual pedagogical ideas (based in educational research) whilst also operating a data-informed approach to teaching, and seeking external and trust-wide professional development. The quality of lessons is closely monitored through an extensive and supportive quality assurance programme. The quality of pupil work is also closely scrutinised throughout the year.

Teachers are committed to the ongoing delivery of literacy and numeracy across the curriculum, via classroom teaching and form activities. The development of the whole learner is at the centre of implementing our curriculum. The use of the online learning platforms, via the Google classroom, develops pupils to be confident in organising their own learning and extends learning further outside of the classroom.

## **2. Curriculum Overview**

### **2.1. Key Stage 3**

The Key Stage 3 curriculum is broad and balanced, providing skills and understanding in a wide range of subjects and building upon learning at KS2, with all HoD having visited their subjects in primary schools. Pupils receive 30 lessons a week, each comprising of 50 minutes. The table below displays the current curriculum overview.

Some individual alterations are made to the curriculum, as well as for groups by specific need, such as additional phonics and numeracy sessions for bottom set in years 7 and 8.

In year 9, students will make Option choices prior to moving to GCSE and Level 2 Vocational qualifications in Year 10.

### **2.2. Key Stage 4**

Toward the end of Year 9, parents and pupils are invited to opt for a range of subjects to be studied in year 10 and 11. The compulsory subjects are English, Maths, Science and non-examination PE, with each student also choosing one of Geography or History. Approximately 60% of the year group will also study Spanish, and those choosing Triple Science will have additional science time using an option block. Pupils will then choose between one to three additional options (based on their set) from; BTEC Enterprise, Cambridge National Sport, Performing Arts, Digital Media, Health & Social Care, Hair & Beauty, Construction, Hospitality & Catering, Music Technology, ICT – as well as GCSE in R.E, Art, Art Photography, Music, 3D Design, Computer Science and Engineering.

**KS3 Curriculum Allocation - 2022-23**

	Year 7	Year 8	Year 9
1	English	English	English
2			
3			
4			
5			
6	Maths	Maths	Maths
7			
8			
9			
10	Science	Science	Science
11			
12			
13			
14	PE	PE	PE
15			
16	Geography	Geography	Geography
17			
18	History	History	History
19			
20	Spanish	Spanish	Spanish
21			
22			
23	Technology	Technology	Technology
24			
25	Computing	Computing	Computing
26	Art	Art	Art
27	Drama	Drama	Drama
28	Music	Music	Music
29	PSHCEE	PSHCEE	PSHCEE
30	RE	RE	RE

**KS4 Curriculum Allocation - 2023-24 onwards.**

	Year 10	Year 11
1	English Language/Literature	English Language/Literature
2		
3		
4		
5		
6	Maths	Maths
7		
8		
9		
10	Science	Science
11		
12		
13		
14		
15	Personal Development	Personal Development
16		
17	Geography/History	Geography/History
18		
19		
20	Spanish/Option 1	Spanish/Option 1
21		
22	Option 2	Option 2
23		
24		
25	Option 3	Option 3
26		
27		
28	PE Double	PE Double
29		
30		

**2.3. Work-related Learning**

At Broadoak school we understand the importance of preparing our young people for the world of work and the value of experiences in a vocational setting. We provide a range of vocational subjects such as Hair & Beauty, Hospitality & Catering, Health & Social Care and Construction. BTEC qualifications also provide an insight into different sectors of employment. Links with employers are used to enhance our academic offer, as well as engaging in work experience in Year 10.

## 2.4. PSHCEE (Personal Development)

Personal, Social, Health and Economic Education (PSHEE) is combined with Citizenship and Careers education at Broadoak under the title 'Personal Development'. This is found in specialist sessions throughout Key Stage 3 and 4. This includes appropriate sessions on a range of sensitive issues at appropriate points during Key Stage 3. Social, moral, spiritual and cultural guidance is embedded throughout the whole school curriculum and contributes to our holistic approach to individual pupils and their wellbeing. Form time, assemblies and celebration of specific events enhances our practice.

## 2.5. Religious Education

All pupils study Religious Education through Key Stage 3. Broadoak covers the main world faiths/religions, as well as engaging in philosophical debates. The right of parents to withdraw their children from religious education (RE) lessons is set out in section 71 of The School Standards and Framework Act 1998.

(School Standards and Framework Act 1998: regulation 71,  
[legislation.gov.ukhttp://www.legislation.gov.uk/ukpga/1998/31/section/71](http://www.legislation.gov.uk/ukpga/1998/31/section/71)

## 2.6. Careers Guidance

Careers education, information, advice and guidance is provided to pupils from Years 7-11. This is studied in the form of distinct lessons, the use of pastoral time, lunchtime drop ins 1:1 interviews and various events. There are strong links with Further Education Colleges, Sixth Forms, Training Providers and Universities. Work experience placements are also completed for one week as a key part of our Key Stage 4 programme towards the end of Year 10 as well as practice interviews and careers appointments in Year 11. Broadoak employs a member of teaching staff to this role, with a set day for appointments and pupil support.

## 3. Assessment

Please see the separate document entitled 'Assessment Policy' to see more details on feedback and assessment

<https://www.broadoakschool.co.uk/wp-content/uploads/sites/5/2023/03/Assessment-Policy-Sept-2022.pdf>

### 3.1. Key Stage 3 assessment

In Key Stage 3 pupils' knowledge and skills of key threshold concepts are assessed using one of the following descriptors:

- **Advanced** - used where pupils are demonstrating knowledge and skills at the top of expectations for the year group
- **Secure** - used where pupils are demonstrating knowledge and skills in line with expectations for the year group
- **Developing** - used where pupils are demonstrating knowledge and skills slightly below expectations for the year group

- **Foundation** - used where pupils are demonstrating knowledge and skills well below expectations for the year group

Key Stage 2 standardised scores will be categorised in the following way and will be used as a start point to measure progress, based on recent DfE clarification on the matter.

Score	Descriptor
107-120	High Ability Pupils
96-106	Middle Ability Pupils
80-95	Lower Ability Pupils

### 3.2 Key Stage 4 assessment

Key Stage 4 assessment is against GCSE or Technical Award national specifications.

GCSE Qualifications use a 9-1 grading system.

Technical Award qualifications use a Distinction/Merit/Pass/Fail grading system, separated at Level 1 and Level 2.

## 4. Pupil Groupings

### 4.1 Tutor Groups

Pupils are put into one of five houses on entry; Castlefield, Dunham, Jodrell, Quays and Whitworth. These groupings can be determined randomly or with some reference given primary school information of family links.

### 4.2 Teaching Sets

Teaching groups are determined by a pupil's standardised scores from KS2, using GPS (reading, grammar, punctuation and spelling) and maths scores, creating a scaled score between 80-120. This data is then used to internally set between the 5 classes in each year group. This data is then used to create pathways (Advanced, Secure, Developing or Foundation) and KS4 targets based on FFT target setting.

Acknowledging that not all subjects are assessed at KS2, and may not link directly to scaled scores, Broadoak completes internal baseline testing in Art & Design, Drama, MFL, Music and PE.

#### **4.3 SEND**

The pupil support team works in classrooms, in small groups and on a 1:1 basis to meet the needs of all our pupils. This support continues throughout the Key Stages and is tailored to the age, ability and SEND of every pupil. Additional funding is spent supporting those with special educational needs, including Educational Healthcare Plans. Further details of this provision can be found in the Special Educational Needs Policy.

#### **5. Homework**

Broadoak sets homework and independent learning via a number of online packages. Often homework is set on Google Classroom, to which all pupils have access. Homework is also written into pupils' planners. Parents/carers can track homework set via the MCAS (My Child at School) app, and pupils can see their own homework via the Bromcom app.

For more detail on homework, and the range of online resources used, please refer to the school's website for a list of online packages, your child's Bromcom app (or parent counterpart MCAS) and their planner for a list of packages and their own weekly homework (written in their planner).

At Key Stage 3 homework is set as follows:

Core subjects: English, Maths and Science – one per week

All other subjects - once every fortnight or half termly project-based

At Key Stage 4 all pupils are expected to have at least one piece of homework per week in each of their subjects, often between 20-60 minutes per piece.



