

Curriculum Policy

BETHANY SCHOOL
CURTISDEN GREEN
GOUDHURST
KENT

Pupils' views on why Bethany has a Curriculum Policy

This is to ensure that all subjects are properly organised for the benefit of pupils (and parents).

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7.1	September 2017	Changes in Subjects
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1. INTRODUCTION

The School offers a broad and balanced curriculum with plans and schemes of work that take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan; and it does not undermine 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 breadth of curriculum gives pupils appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Pupils acquire listening, literacy and numeracy skills.

The range of subjects for all pupils, regardless of age, from years 7 to 13 is appropriate to both age and ability so that all pupils have the opportunity to learn and make progress and is effective preparation for the opportunities, responsibilities and experiences of life in British Society whether that is in higher education, vocational training or a career. Further to this, across the curriculum, but especially in PSHCE and the Humanities, pupils are encouraged to focus on democracy, diversity, mutual respect and managing debate of contentious issues.

In order to achieve this aim, especially in the core subjects of Maths, English and Science, pupils are placed in sets according to ability, and in small class sizes. Overall, the staff / pupil ratio of about one to ten enables a great deal of individual attention to support those who require help and to stimulate the more able.

The syllabus taught within each subject is based on National Curriculum guidelines but academic departments are allowed flexibility to teach their subject in the most appropriate manner.

2. GENERAL POINTS FOR ALL YEARS

2.1 Academic progress

Each pupil in the School has a tutor who supports and encourages his or her academic progress.

Progress is carefully and closely monitored through 'Grades' assessment for both effort and attainment. Grades are awarded twice each term; this both allows pupils to be recognised for their good work, and enables any problems to be identified quickly. Attainment grades are monitored against target grades, a process which enables tutors and teachers to discuss relative progress with pupils and offer formal feedback to complement the informal

feedback, which takes place in lessons. The school supports this process by having a whole school marking policy.

Pupils, especially in the junior part of the School, are awarded 'Merits' for particular pieces of work that are of exceptional quality. On Speech Day in June, prizes are awarded for both academic excellence and effort, and for achievement in the fields of Drama, Music, Art and Sport.

2.1.1 Sport

Sport plays an important role in the curriculum. Each afternoon a different year group has a timetable dedicated to sport. Years 7 to 13 have at least one double timetabled games lesson. The majority of these lessons are taught by the team of seven specialist PE staff. In addition all pupils in Years 7 to 11 also have one or two PE sessions each week.

2.2 PSHCE AND CAREERS

All pupils follow a programme of Personal, Social, Health and Economic Education (PSHE) and further information on this is available in the detailed PSHE policy document and framework which:

- i. Reflects the school's aims and ethos; and
- ii. encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(a).
- iii. recognises the need to build resilience to radicalisation by teaching pupils to manage risk, resist pressure, make safer choices and seek up if necessary.

2.2.1 For pupils in Years 7 to 11 access is given to accurate, up to date careers guidance that :-

- i. is presented in an impartial manner
- ii. enables them to make informed choices about a broad range of career options; and
- iii. helps to encourage them to fulfil their potential

2.3 Pupils with Special Requirements

For Pupils who have a Statement of Educational Need/EHC Plan the provision specified is made where the school is named. An annual review meeting is held with the awarding authority so that their IEP can be formally reviewed and updated as necessary. Although it is noted that it is the responsibility of the LA, and not the school, to review the statement/EHC plan, but in keeping with good practice the

school checks the review takes place and cooperates with the LA in the review process. All teachers of these pupils and their pastoral tutors together with the DLS department contribute to this process.

Pupils who have EAL requirements are timetabled EAL lessons at the same time as French in Years 7 to 9 and choose it as one of their GCSE options in Years 10 and 11. For the Sixth Form these lessons are arranged after they have chosen their A levels.

A register of the more able pupils exists to enable the monitoring of those pupils judged to demonstrate advanced abilities and aptitudes in one or more subject areas. A whole School policy and departmental handbooks detail differentiated teaching strategies and extra-mural opportunities to stretch the more able.

3. Years 7 to 9

Pupils who join the School in Years 7 to 9 are taught a wide range of subjects, which provides them with a wide breadth of knowledge and experience. The provision of creative, artistic, practical and academic routes throughout the curriculum helps to ensure that pupils' varied talents are nurtured as much as possible and their full potential developed.

During Year 9 a process of consultation with pupils and parents begins, to enable an informed choice of GCSE subjects: this includes the publication of an Options booklet, which outlines which GCSE subjects they can opt to study in addition to the mandatory subjects. It also includes tutorial discussion and a Parents' Conference. English, Mathematics and Science continue to be 'core' subjects and the programme for most pupils includes a modern foreign language, at least one humanities subject and a creative or technological subject. In addition, all pupils follow a PSHCE Course which includes Study Skills, Health Education and Physical Education is also taught.

3.1 Subjects taught in YEARS 7 to 9

Art	Design and Technology	Drama and Dance
DLS	EAL	English
Food Technology	French	Geography
History	Computer Science	PSHCE
Mandarin	Mathematics	Modern Dance
Music	Religious Studies	Science
Spanish	IT Skills (Year 9 Only)	

4. YEARS 10 and 11

At the beginning of Year 10, parents are invited to an evening presentation on the nature of study and assessment at GCSE, hosted by the Assistant Head (Academic) and senior Heads of Department.

4.1 Core Subjects

All pupils take English, Mathematics and Science for GCSE. Pupils study at least one of Biology, Chemistry and Physics. The top two English sets also take English Literature and pupils in the top Maths set have the opportunity to take GCSE Statistics.

4.2 Optional Subjects

Currently pupils choose four other subjects to study from the following options:

Art	Computer Science	Dance
Design Technology	Drama	Food Preparation and Nutrition
French	Geography	History
Mandarin	Media Studies	Music
Physical Education	Religious Studies	Spanish

4.3 Preparation for Sixth Form

A Sixth Information Afternoon is held for Year 11 pupils to find out about Sixth form at Bethany, this is followed by a Sixth Form Open Evening which is available to Year 11 pupils and pupils interested in joining Bethany for Sixth Form. Over the following months pupils are guided by subject staff into choosing the subjects most appropriate to their talents and aspirations and are asked to confirm final choices before the end of the spring term. All Year 11 pupils receive an options interview from a senior member of staff or the Head of Sixth Form early in the spring term. These interviews complement but do not replace the careers interviews which are given by Tutors following COA testing in the autumn term.

5. SIXTH FORM - YEARS 12 and 13

The Sixth Form is viewed as a bridge between school and university life. As well as the challenges of A level courses and competing for university places, pupils are encouraged to develop their self-confidence to live independent, fulfilling, adult lives. Bethany provides a supportive environment in which to channel pupils' energy constructively into meeting

these challenges both inside and outside the classroom by offering opportunities including the Extended Project Qualification, Sports Leaders Level 3, D of E, voluntary work, the Body for Life programme, the Creative Cookery programmes, leadership, hosting visitors and school exchanges.

In Year 12, tutorial work includes a structured careers programme that helps pupils consider their career options, develop self-appraisal techniques and assist with job and UCAS (university) application processes.

It is expected that pupils entering the Sixth Form at Bethany will have achieved at least five 4 grades at GCSE level. As far as possible, pupils may choose any subject from the selection on offer at Bethany within the option blocking system available at that time. Guidance on such option blocks is issued in the spring term each year. It is expected that most pupils will study four subjects in the Lower Sixth one of which may be taken at AS level, continuing to take three subjects to A level.

Bethany Sixth Formers benefit from a wide range of choice in courses, in relatively small teaching groups and with careful tutoring. Subjects studied are:

Art and Design	Biology	Business Studies
Chemistry	Design and Technology	Drama and Theatre Studies
Economics	English	French
Further Maths	Geography	History
Mathematics	Media Studies	Music
Photography	Physics	Physical Education
Politics and Government	Religious Studies	Spanish
Textiles		

In addition to the above A levels the following are also offered:

5.1 Applied level in Business and IFS Level 3 Finance and Accounting

This course is accepted by universities and employers as equivalent to two A levels. At Bethany it is usually taken by pupils in combination with one other A level and has proved to be a successful route to Business related degrees at university. The course is modular with assessment through examination and course work.

5.2 BTEC National Award in Music

This course is accepted by universities and employers and carries the same weighting as one A level. The National Award offers a specialist qualification that focuses on a similar

programme of study to the A level. However, the BTEC's strength is that all units are coursework based. Pupils are expected to complete six units over the two-year programme of study. The grading system is Pass, Merit and Distinction with 48 UCAS points for Distinction (equivalent to an A at A level) 32 UCAS points for a Merit (equivalent to a grade C at A level) and 16 UCAS points for a pass (equivalent to an E at A level).

5.3 GCSE Courses available to Sixth Formers

There is the opportunity for pupils to re-sit their English or Mathematics GCSE in especially timetabled sets for Sixth Formers. The examination is now sat at the end of Year 12.

Sixth Form pupils have one Games afternoon. They also complete a "Body for Life" fitness programme.

5.4 Links with parents

The Tutor maintains close links with the parents of his/her tutees, not only on academic matters but also on a variety of issues or problems that might arise. Parents are able to meet teaching staff at the annual Parents' Consultations that are scheduled for each year group, as well as on less formal occasions such as Parents' Day and a number of School functions. Individual appointments are arranged should either parents or staff feel this is necessary.