

# BRIDGEWATER SCHOOL

WORSLEY, MANCHESTER

M28 2WQ

## WHOLE SCHOOL POLICY FOR CURRICULUM

**SCOPE:** This policy covers all pupils attending Bridgewater School, including those in EYFS.

We keep our curriculum under constant review so that it is appropriate to our students and reflects the best available provision.

We follow the national curriculum throughout as a basic structure. Testing takes place at regular intervals and baseline assessments are carried out in KS1, KS2 and KS3. Student performance is tracked and monitored against their targets throughout all key stages. It is possible for a student to be older or younger than his or her year group, providing there is a good educational reason.

Our curriculum is designed to provide access and opportunity for all children who attend the school. The Learning Support team will work to provide an individualised curriculum for pupils when necessary

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the academic aspects of education, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

At Bridgewater, it is our aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### **Values**

Bridgewater School:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Promotes the fundamental British values of the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and for those with no faith.
- Prepares Bridgewater pupils for opportunities, responsibilities and experiences of later life.

## **Aims and objectives**

The aims of Bridgewater School's curriculum are to:

- Provide pupils with an introduction to the essential knowledge they need to be educated citizens.
- Engender an appreciation of human creativity and achievement.
- To teach children the skills of literacy and numeracy.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Meet the areas of experience outlined by ISI.

## **1. PREPARATORY DEPARTMENT (including EYFS)**

### **Organisation and planning**

We plan our curriculum in three phases.

Our long-term planning sets out what is to be taught over the course of a full academic year, broken down into terms and half-terms.

Our medium term plans list the skills that should be taught during the six half terms.

All our long and medium term planning is stored on the Staff Shared Drive.

The National Curriculum is used for guidance when planning these core subjects but we use our coordinators' advice and schemes of work for these, plus other curriculum subjects.

Our weekly plans are those that teachers write on a weekly or daily basis. These are stored on the Staff Shared Drive or in teachers' planners. Staff set out the learning objectives for each session and identify what resources and activities are to be used in the lesson. There is also a section for optional comments and lesson evaluation along with a note of any absences.

In the EYFS, the curriculum is planned carefully, so that there is coherence and full coverage of all aspects of EYFS seven areas of learning, and there is planned progression in all curriculum areas.

In Key Stages 1 & 2, we study a topic-based curriculum that emphasises cross-curricular links. Core subjects are taught separately unless the relevant topic enables coverage of a specific objective.

### **The role of the Subject Coordinators**

The department has a detailed Subject Coordinator's Job Description, but in brief, the role of the subject coordinator is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area by scrutinising work;
- provide efficient resource management for the subject.

The school gives core subject coordinators extra non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject coordinator to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement.

### **Monitoring and review**

The Deputy Head of Prep is responsible for the day-to-day organisation of the curriculum within the department. He monitors the planning for all teachers/classes, as well as liaison with subject co-ordinators regarding each curriculum.

Subject coordinators examine long-term and weekly planning, and ensure that appropriate teaching strategies are used. Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed.

## **2. SENIOR DEPARTMENT**

Our curriculum is kept as broad and balanced for as long as possible. Its areas of experience will include the aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

It is kept under constant review.

### **Curriculum Core**

**In years 7- 9** students follow compulsory courses in:

- Mathematics
- English
- Sciences
- French and Spanish

In addition to these core subjects, students also have lessons throughout their school life in

- Physical Education and Games
- Personal, Social, Health and Citizenship Education

In the latter, it is often the case that visitors in assembly, workshops, school study days and so on can supplement the form based activities.

**In years 7-9**, our students follow these subjects in addition to the core subjects:

<ul style="list-style-type: none"> <li>• Art</li> <li>• Design Technology</li> <li>• Drama</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• I.C.T.</li> <li>• Music</li> <li>• Religious Studies</li> </ul>
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This allows students to explore their potential in intellectual, creative, physical and technological areas, to reinforce and develop skills and to help them to understand their world.

**In Years 10-11**, our students continue to follow a compulsory core curriculum at GCSE level and they now focus on their strengths and future ambitions by choosing to develop three other chosen subjects to examination level.

The compulsory elements of the course at GCSE are planned to ensure that no one can rule out a future career by omitting the core subjects. Everyone takes GCSEs in:

- English
- Mathematics
- Sciences (at least two of biology, chemistry and physics) or a combined science course

In addition, students continue to take non-examined lessons in P.E & Games.

In addition, from those academic subjects studied so far, students in Year 9 choose four subjects as their options for GCSE in Year 10. Occasionally, this is not appropriate for some reason and a student may be placed on a reduced number of courses for study at GCSE level.

Options are discussed with parents and students in the spring term before final choices are made for GCSE courses.

In Year 7 all classes are of mixed ability. Throughout Years 8-11 classes may be set according to ability in the core subjects.

### **A Level**

Students make a free choice from the subjects on offer at A level. Currently, most students opt for 4 subjects, reducing to 3 subjects in year 13 and sitting the AS in 1 subject in year 12 if appropriate and available, but the number and combination can vary to suit the ability and ambitions of the individual.

From time to time, we cannot accommodate an individual's full choice due to timetable constraints. Similarly, sometimes small groups are not always viable.

At this level, the courses to prepare an individual for university and for life are provided through a planned programme of form tutorials, workshops, visiting speakers, university lectures and open days, in response to the needs of individuals.

### **Individuals**

We are sensitive to the ability, talent and personal circumstances of individuals and aim to develop differentiated work within the normal school curriculum. It is possible for an individual to take an early or higher level examination course at GCSE, AS or A Level. We would discuss this with the appropriate academic and form staff, the individual student and his/her parents. A student's personal motivation and responsibility are key factors that would be taken into consideration before such decisions are made.

Similarly, a supported curriculum e.g. for those students for whom English is not the first language can be developed. A restricted examinations course may also be suitable for some individuals such as someone who is involved in a major sporting commitment at a high level and who may find 3 option subjects difficult to sustain at GCSE Level or someone who has joined the school from elsewhere and who has not sufficient prior learning to succeed across the usual range of subjects. Again, we would discuss this with the student and his/her parents. Ambition, personal motivation and responsibility can be key factors here as well.

Subjects in bold are compulsory at Key Stage 4.

Years 7-9 Key Stage 3	Years 10-11 Key Stage 4	Years 12-13 Sixth Form
English	<b>English</b>	Art
Maths	English Literature	Biology
Sciences	<b>Maths</b>	Chemistry
Spanish	<b>At least 2 science subjects or a combined science course</b>	Design Technology (Product Design)
French	Art	English Language
Art	Business Studies	English Literature
Design Technology	Design Technology	French
Drama	Drama	Geography
Geography	French	History
History	Geography	I.C.T. & BTec ICT (Level 3)
I.C.T.	History	Maths
Music	I.C.T.	Further Maths
Religious Education	Music	Music
PSHCE	Physical Education	Physical Education
	Religious Education	Physics
	Spanish	Psychology
	<b>Games/PE</b>	Spanish
		Drama
		Performing Arts BTEC ( <u>Level 3</u> )
		Extended Project Qualification
		Economics

This policy links with the following policies:

- 7a (Assessment, recording and reporting)
- 13 (Controlled Assessment)
- 30 (Homework)
- 40 (Feedback)
- 41 (More Able)
- 60 (Teaching & Learning)

**Reviewed by the Head Teacher and Senior Management Team – May 2025**