



THE Boswells SCHOOL

A member of the Chelmsford Learning Partnership

CURRICULUM POLICY

This policy sets out the curriculum aims of the School.

Responsible	Local Governing Body
Lead Staff Member	Deputy Headteacher (Teaching, Learning & Progress)
Approved by	Local Governing Body
Date Approved	13 th March 2019
Version	2
Review Date	Spring 2021

THE BOSWELLS SCHOOL – CURRICULUM POLICY

The Boswells School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of our students preparing them for adult and working life in the 21st century.

Our curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution;
- Have a curriculum that is fit for purpose, offering differentiation and personalisation;
- Be a centre of excellence in learning and teaching;
- Prepare all students for a successful adult and working life in a 21st century global society;
- Achieve and exceed national standards in achievement;
- Be committed to excellence and continuous improvement;
- Value vocational and academic routes equally;
- Nurture the talents of all and celebrate success
- Work with Primary Schools to ensure the best possible transition for all;
- Involve the community;
- Involve parents/carers;
- Be in a learning environment that is, above all else, inspiring.

Curriculum

1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- achieve high standards and make excellent progress, regardless of starting points;
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age;
- have and be able to use high-quality personal, learning and 'thinking hard' skills and become independent learners;
- have and be able to use high-quality functional skills, including key literacy, numeracy and

ICT skills;

- be challenged and stretched to achieve their potential;
- enjoy and commit to their learning, to age 19 and beyond;
- value their learning beyond the taught curriculum and the classroom.

2. The curriculum outcomes

The Boswells School curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education.
- fulfil statutory requirements;
- enable students to fulfil their potential;
- meet the needs of young people of all abilities at the school;
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines;
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond;
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;
- offer breadth, balance, relevance, differentiation, progression, challenge, continuity and coherence;
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career;
- foster approaches to teaching and learning which will offer and encourage a variety of relevant learning opportunities;
- help and promote students' proficiency in literacy and numeracy;
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life;
- help students to understand and be able to navigate the world in which they live.

3. Roles and responsibilities

The Headteacher and Deputy Headteacher (Teaching, Learning & Progress) will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed;
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Governors annually;
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum;

- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve;
- the Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- the Governors are advised on statutory targets in order to make informed decisions.

The Governors will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets;
- progress towards annual statutory targets is monitored;
- it contributes to decision making about the curriculum.

The Leadership Team link will ensure that:

- they have an oversight of curriculum structure and delivery of the subjects within the Faculty that they oversee;
- levels of attainment and rates of progression are discussed with Heads of Faculty, Subject Leaders and Key Stage Coordinators on a regular basis and that actions are taken where necessary to improve these.

Heads of Faculty, Heads of Subject and Key Stage Coordinators will ensure that:

- long term planning is in place for all courses. Schemes of work will be designed using the 'curriculum of excellence' and ACED model and will contain curriculum detail on: context, expectations, key skills, learning intentions, what excellence looks like ('teach to the top'), suggested activities, differentiation and resources;
- schemes of work encourage progression for all learners;
- there is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course;
- detailed and up-to-date schemes of work are in place for the delivery of courses within their Key Stage;
- schemes of work are monitored and reviewed on a regular basis and at least annually;
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students;
- where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners;
- assessment is appropriate to the course and the students following particular courses;
- consistency of approach towards assessment across all Key Stages and subject areas is monitored effectively;
- they keep the appropriate Leadership link informed of proposed changes to curriculum delivery;

- all relevant data is entered on SIMS, including meeting deadlines related to exam entries etc.;
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are strategic, planned and carried out in a timely fashion;
- they share and promote best practice with other colleagues in terms of curriculum design and delivery;
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy;
- keep up to date with, and responding appropriately to, developments in their subjects;
- have access to - and be able to interpret - data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students;
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum;
- participate in high-quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them;
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum;
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support, challenge and enrichment in every term;
- be given additional, appropriate support if they start to fall behind in their learning, helping them get back on track quickly;
- receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

Parents and carers will:

- be consulted about their children's learning and in planning their future education;
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- be informed about the curriculum on offer and understand the rationale behind it.

4. Monitoring, evaluation and review

The Governors will receive an annual report from the Headteacher on:

- the standards reached in each subject compared with national and local benchmarks;
- the standards achieved at the end of each Key Stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks;
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

The governing body will review this policy at least once every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Teaching groups, class sizes and grouping by ability

In Year 7 students are placed in tutor groups of approximately 31 and work in these groups for all subjects other than Maths, English and PE where students are grouped by ability to allow for appropriate support and challenge.

In Years 8 to 11 class sizes average 29 for higher ability students but are considerably smaller for those students for whom more support is required.

The following principles will be used for groupings:

- The purpose of grouping is to maximise the effective delivery of the curriculum. The optimum group size will depend on the area of the curriculum. Teachers will be expected to differentiate in order to ensure each individual makes at least the progress expected of them;
- Grouping will take place within the spirit of all school policies (e.g. equal opportunities).
- Gender should be taken into account when formulating groups. Where possible, gender splits should be no greater than 60%/40%, unless there is a valid reason that will enhance the teaching and learning of a specific group;
- The fundamental group to which a student belongs is the tutorial group, led by a tutor who stays with the group as far as possible from Years 7 to 11. Tutorial groups are formed in Year 7 by the Head of Year. The aim is to obtain a cross-section of all students within each tutor group;
- Where groups are set, this is dependent on a student's ability in that particular area of the curriculum based upon formal assessment and prior attainment data. Flexibility should be built into structures to facilitate movement between groups;
- In the Sixth Form, the target group size is 15 to 20, although in some cases the actual figure is greater or smaller than this. Where uptake of a particular course is less than 10, the school has the right to withdraw the course or to decrease the time allocated to it. Where courses exceed 25, a second group will normally be formed.

The following factors will affect actual practice:

- The school's standard admissions number (SAN), which is 248 in Years 7 to 11.
- The school's budgetary position.
- Timetabling constraints.

Timings of the School Day

8.50am to 9.15am	Morning Registration
9.15am to 10.15am	Period 1
10.15am to 11.15am	Period 2
11.15am to 11.35am	Break
11.35am to 12.35pm	Period 3
12.35pm to 1.20pm	Lunch
1.20pm to 2.20pm	Period 4
2.20pm to 3.20pm	Period 5

Each Year Group has an assembly on a specific day of the week during morning registration.

Assembly Days

Year 7	Friday
Year 8	Thursday
Year 9	Wednesday
Year 10	Monday
Year 11	Tuesday
Year 12	Monday
Year 13	Thursday

Key Stage 3

At Key Stage 3 (Years 7 to 9), the students at The Boswells School study a wide and varied set of subjects.

The students have the following number of one-hour periods per subject per week:

Year 7

Subject	Periods
English	4
Maths	4

Science	4
Humanities (History, Geography, RE)	3
MFL (French or Spanish)	2
PE	2
Art	1
Drama	1
Music	1
Dance	1
Technology (DT, Food, Computing on termly rotation)	2
Total	25

Year 8

Subject	Periods
English	4
Maths	4
Science	4
Humanities (History, Geography, RE)	3
MFL (French or Spanish + German for dual linguists)	3
PE	2
Art, Drama, Music (on half-termly rotation)	2
Dance	1
Technology (DT, Food, Computing on termly rotation)	2
Total	25

Year 9

Subject	Periods
English Literature and English Language	4
Maths	4
Science	4
Humanities (History, Geography, RE)	3
MFL (French or Spanish + German for dual linguists)	3
PE	2
Art, Dance, Music (on half-termly rotation)	2
Drama	1

Technology (DT, Food, Computing on termly rotation)	2
Total	25

Key Stage 4

During Key Stage 4, the students will follow one of three pathways:

Yellow Pathway

Student will take the following combination of subjects

- English Language, English Literature and Mathematics **and**
- A choice of Double Science or Triple Science
 - If Triple Science is Chosen;
 - One of Geography, History, French German or Spanish **and**
 - Two further option subjects
 - If Double Science is chosen;
 - One of Geography or History **and**
 - One of French, German or Spanish **and**
 - Two further option subjects (which may include a second Humanity or Language subject)

Green Pathway:

Students will take the following combination of subjects

- English Language, English Literature and Mathematics **and**
- One of French, Spanish, German, Geography or History **and**
- Double Science or Triple Science
- Three further options subjects.

Blue Pathway:

Students will take the following combination of subjects

- English Language, English Literature and Mathematics **and**
- Double Science and four further options subjects.

The decision as to which pathway each student follows will be made by the school based upon prior attainment. This is to ensure that each student follows the most suitable range of courses for his or her ability.

There are a number of GCSE and BTEC subjects that the students can choose from as part of their options choices:

GCSEs:

Art & Design
Business Studies
Computer Science

German
History
Music

Dance	Physical Education
Film Studies	Religious Studies
Food Preparation & Nutrition	Spanish
French	
Geography	

BTECS & Other Qualifications

Child Development	Performing Arts (Acting)
Constructing the Built Environment	Performing Arts (Musical Theatre)
Engineering	Performing Arts (Production)
ICT	Retail Business
Music Technology	Tourism

We also offer a level Skills in Progression Level 1 Diploma.

The students have the following number of one hour periods per subject per week:
Years 10 & 11

Subject	Periods
English	4
Maths	4
Science	4
PE Core	1
Option 1	3
Option 2	3
Option 3	3
Option 4	3
Total	25

Elements of short course RE, SRE and Citizenship are incorporated into our Personal Development curriculum.

The Sixth Form Years 12 and 13:

The Boswells School offers a wide range of academic post-16 provision. We also offer the following Level 3 qualifications: Sport, BTEC Performing Arts, BTEC Music Technology.

Students can also take the Extended Project Qualification.

Subject specific entry criteria are issued in advance of prospective students making their choices through our Sixth Form prospectus.

The following subjects are offered:

Art & Design	History
Biology	Computer Science
Business Studies	Law
Chemistry	Mathematics
Dance	Media Studies
Design & Technology	Music
Drama	PE
Economics	Photography
English Language	Physics
English Literature	Politics
French	Psychology
Further Mathematics	Philosophy and Ethics
Geography	Sociology
German	Spanish
History	

Each A-level subject is taught for 9 hours over a two-week period.