



## **BORDEN GRAMMAR SCHOOL Curriculum Policy**

<b>Date devised/by</b>	<b>September 2015 GM</b>
<b>Revised by/date</b>	<b>April 2018 GM</b>
<b>Date Ratified by Governors (Standards Committee)</b>	<b>24 April 2018</b>
<b>Frequency of Review</b>	<b>Every three years</b>
<b>Next Review Date</b>	<b>April 2021</b>

# BORDEN GRAMMAR SCHOOL CURRICULUM

## Entitlement

It is the right of every student at this school to have access to a broad, balanced and relevant curriculum that is based upon continuity and progression. The school is committed to providing a grammar school education to all whilst meeting the individual needs of specific students.

## Curriculum Priority

Our chief aim is to provide a curriculum that provides a diverse range of educational opportunities so that all students can aim for the highest level of achievement. Alongside this we will seek to developing young people as individuals so that they are well prepared for their next stage of education or ready to enter the world of work.

## Curriculum aims

At Borden we believe that we will best prepare students for their next stage of education or for employment by ensuring that students can:

- Access a broad, balanced, relevant and motivating curriculum that has both academic achievement and personal development at its core;
- Experience a curriculum that encourages the development of the 'whole child' so that students can further their social, moral, spiritual and cultural understanding;
- Access a curriculum that is inclusive and serves the needs of all learners , providing equality of opportunity;
- Follow a curriculum that provides continuity and offers progression which builds on achievement;
- Experience high quality teaching and learning with lessons delivered by motivated and well qualified staff who are committed to their own professional development;
- Experience learning in a variety of contexts and through different styles;
- Access a curriculum that is informed by the principles and content of the National Curriculum, examination syllabus's and underpinned by the professional expertise of subject leaders;
- Receive regular support and feedback from teachers on their work, so that they know what needs to improve and how this can be achieved;
- Be supported by assessment procedures that are fit for purpose;
- Develop their ability to work autonomously and be given opportunities to take responsibility for their own learning;
- Experience a learning curriculum where students are encouraged to develop the skills of enquiry; problem solving; analysis; risk taking and reflection;
- Develop their reading, writing, communication, mathematical and ICT skills;
- Be supported by staff to become confident learners who can engage with the thinking skills to become successful learners;
- Access a planned and coherent Personal Development programme that develops further students understanding of PSHEE including issues relating to mental health;
- Access informed advice and guidance on future life choices through a careers programme that is supportive and embraces all possible progression routes;
- Experience work-related learning that is relevant to their next stage of education or employment;
- Adopt healthy lifestyles and know how to keep themselves safe in different situations;

## Statutory Requirements

### i) Religious Education

It is a requirement of the 1988 Education Reform Act that all schools offer Religious Education and it is taught here as part of the core curriculum in KS3-4. If parents wish, they may request in writing for their child to be withdrawn from either Religious Education lessons or any assembly involving a collective act of worship.

### ii) Sex Education

Under section 352 of the 1996 Education Act sex education must be provided for all students. The Governing Body and Headteacher are required to ensure, as far as possible, that sex education is given in a manner that will encourage students 'to have due regard to moral considerations and the value of family life.' If parents wish, they may request that their child is withdrawn from sex education lessons except from those that constitute part of the statutory National Curriculum.

**Key Stage 3 Curriculum:** Whilst there is a three year curriculum at KS3 increasingly subjects are introducing GCSE modules in Year 9 in response to the demands of reformed GCSEs. Specifically Maths and Science teach GCSE content in Year 9-11. English and the Foundation subjects use Year 9 to deliver a combination of core content and/or skills that link to the new GCSE specifications. ICT/Computing has scheduled lessons in Years 7 & 8 only, but further cross-curricular work is undertaken over all three years to meet the programme of study requirements. Pupils have a balanced programme which gives them access to all the Core and Foundation subjects, as well as a second language, PSHE (including Citizenship), and RS. In Year 7, 8 and 9 English lessons include one period per fortnight for Drama. Setting only occurs in Mathematics and commences from Year 8 and is extended in Year 9 (from September 2018) as a result of increased Mathematics provision. The breadth of the curriculum enables pupils to make informed choices from a wide range of subjects at GCSE. The curriculum at Key Stage 3 (Years 7 - 9) enables students to access specialist teaching in a wide and balanced range of subjects. In addition, we provide opportunities to develop skills in working as part of a team and independent learning through creative and cross-curricular activities. This means our students enjoy a rich and varied learning experience.

We work on a two week cycle of lessons and a typical year 7 timetable is set out below:

Week 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
1	Games	English	Science	P.E.	Music
2	English	History	Maths	PSHE/ R.S	Maths
3	Science	Spanish	Design Technology	ICT	Art
4	Drama	Geography	Maths	French	Science

<b>Week 2</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	History	Maths	Art	Music	Geography
<b>2</b>	English	English	Spanish/ French	Science	P.E
<b>3</b>	Games	Spanish	Design Technology	English	Maths
<b>4</b>	ICT	R.S/ PSHE	Science	French	Science

At some times during the year, some subjects may be combined to enable pupils to undertake an Independent Learning Programme, which develops a range of skills in order for students to become increasingly confident learners across a number of topic areas.

### **Key Stage 4 Curriculum**

#### **Choices at GCSE**

Pupils are invited to choose from a range of options as detailed in the table below. The choice will be made in the light of discussions with teachers at the Year Nine Parents' Evening and with the help of a booklet giving details of all courses and of the options available.

<b>Compulsory Subjects</b>	Mathematics, English, English Literature, Science (Triple Award or Dual Award)
<b>EBacc Options (choose two from four)</b>	French / Geography / History / Spanish
<b>Free Choices (two)</b>	Art, Design Technology, Drama, French, Geography, History, Information Technology, Music, Physical Education, Religious Studies, Spanish, Statistics and Further Maths

In addition, students follow courses in Physical Education and, Personal Development (including PSHE, Careers, Citizenship, Business Enterprise and, unless withdrawn on parental request, Religious Studies.)

In 2018-20 the curriculum was broadened to include the Level 2 Certificate in Finance Education.

## Key Stage 5 Curriculum

The overwhelming majority of pupils entering the Sixth Form will be expected to study four A Levels in Year 12 together with the option to undertake the Extended Project. The majority of students will complete three A Levels in Year 13. The opportunity to do this will depend on the constraints of the timetable and on demand. Choices are detailed in the table below.

Art Biology Business Studies Chemistry Design Technology English Literature Film Studies Financial Studies French Geography History	ICT Mathematics Further Mathematics Photography Physics Politics Psychology Religious Studies Sports Studies Spanish	<i>Other subjects, not taught at Borden, may, timetable permitting, be taken at our Partnership Schools. These include:</i>  <b>Fulston Manor;</b> Computing; Health and Social Care; Leisure and Tourism; Performing Arts;  <b>Highsted Grammar</b> Economics; Music, Theatre Studies
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### YEAR 7

<b>Subject</b>	<b>Periods per fortnight</b>	<b>Percentage</b>
Mathematics	5	12.5
English (+Drama)	6	15
Science	4	10
Art	2	5
Design Technology	2	5
MFL (French + Spanish)	5	12.5
Geography	2	5
History	2	5
ICT/Computing	2	5
Music	2	5
PE	4	10
RE & Personal Development	2	5
Independent Learning Programme	2	5%
Total	40	100

The Independent Learning Programme incorporates material drawn from the social science and humanities and seeks to promote students essential independent learning skills. It operates on a carousel across the six terms which leads to termly changes in curriculum delivery.

Mathematics received an additional period per fortnight from September 2015, this was taken from MFL.

### YEAR 8

<b>Subject</b>	<b>Periods per fortnight</b>	<b>Percentage</b>
Mathematics	5	12.5
English (+Drama)	6	15
Science	6	15
Art	2	5
Design Technology	2	5
French	3	7.5
Geography	2	5
History	2	5
ICT/Computing	1	2.5
Music	2	5
PE	3	7.5
Personal Development	1	2.5
RE	2	5
Spanish	3	7.5
Total	40	100

### YEAR 9

<b>Subject</b>	<b>Periods per fortnight</b>	<b>Percentage</b>
Mathematics	5	12.5
English (+Drama)	6	15
Science	6	15
Art	2	5
Design Technology	2	5
French	3	7.5
Geography	2	5
History	2	5
Music	2	5
PE	4	10
Personal Development	1	2.5
Religious Studies	2	5
Spanish	3	7.5
<b>Total</b>	<b>40</b>	<b>100</b>

### KEY STAGE 4

<b>Subject</b>	<b>Periods per fortnight</b>	<b>Percentage</b>
Mathematics	5	12.5
English Language / Literature	6	15
Science	9	22.5
EBacc 1	4	10
EBacc 2	4	10
Option 1	4	10
Option 2	4	10
PE	3	7.5
Personal Development (including core RE module)	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>

### KEY STAGE 5

<b>Subject</b>	<b>Periods per fortnight</b>	<b>Percentage</b>
Option 1	8	20
Option 2	8	20
Option 3	8	20
Option 4	8	20
Option 5 (5 <sup>th</sup> A level/ EPQ/Study & Research/Enrichment Periods)	8	20
<b>Total</b>	<b>40</b>	<b>100</b>