



BORDEN GRAMMAR SCHOOL

Curriculum Policy

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BORDEN GRAMMAR SCHOOL

CURRICULUM POLICY

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Ethos

‘The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).’

(Ofsted, Curriculum: intent, implementation and impact. Development work for the new inspection framework, 2017)

At Borden Grammar School we aim to construct a curriculum that includes knowledge, skills and ways of thinking which we want students to master. By the gradual removal of scaffolds in the learning, our students gain independent mastery by the time they leave school. This knowledge should be empowering knowledge, that draws on ‘the best that has been thought and said’ both ‘core’ and ‘hinterland’ knowledge to facilitate thinking around the important (core) knowledge as well as the extra (hinterland) knowledge that makes the core knowledge more memorable (Counsell, 2020). We want our curriculum to provide opportunities for students to talk, read and write in a structured way using academic vocabulary, sophisticated sentence structures and a formal register.

1.0 Statutory Requirements

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook.

2.0 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.

3.0 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 develop 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 overviews for all subjects in all key stages is available on the school website:

Key stage three: <https://www.bordengrammar.kent.sch.uk/learning/ks3>

Key stage four: <https://www.bordengrammar.kent.sch.uk/learning/ks4>

Key stage five: <https://www.bordengrammar.kent.sch.uk/sixth-form/ks5>

Relationship & Sex Education Policy:

<https://www.bordengrammar.kent.sch.uk/information/policies>

4.0 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:

Knowledge

- access a broad, balanced, relevant and motivating curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- experience high quality teaching and learning with lessons delivered by motivated and well qualified staff who are committed to their own professional development;
- gain knowledge and cultural capital they need to succeed in life
- gain equal access to learning for all, with high expectations for every pupil and appropriate levels of challenge and support
- access a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc

Skills

- experience a learning curriculum where they are encouraged to “think like an expert” and develop the skills of enquiry; problem solving; analysis; risk taking and reflection;
- develop their reading, writing, communication, mathematical and ICT skills;
- develop skills that are underpinned by assessment procedures that are meaningful and fit for purpose;
- follow a curriculum that provides continuity, progression and builds on achievement;
- experience learning in a variety of contexts and through different styles;

Independence

- build positive attitudes towards their learning
- develop resilience and to work autonomously and be given opportunities to take responsibility for their own learning;
- access subject choices that support their learning and progression, and enable them to work towards achieving their goals
- access regular support and feedback from teachers on their work, so that they know what needs to improve and how this can be achieved;
- through support by staff become confident learners who are able to engage with the thinking skills required to become successful learners;

Personal Development

- access a planned and coherent Personal Development programme that develops students understanding including issues relating to mental health and wellbeing;
- 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;
- gain support to develop spiritual, morally, socially and culturally

- access a curriculum that is inclusive and serves the needs of all learners, providing equality of opportunity;

5.0 Key Stage Three Curriculum

Pupils in Key Stage Three have a balanced programme which gives them access to all the Core and Foundation subjects, as well as a second language, Personal Development (including Careers & RSE) and RS. In Year 7 pupils have an additional ILP (Independent Learning Programme) lesson every two weeks which develops a range of skills in order for students to become increasingly confident learners across a number of topic areas. In Year 7 both Spanish and French are taught to all pupils (Spanish 3 lessons and French 2 in terms 1-3 & French 3 lessons and Spanish two lessons in terms 4-6)

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. The breadth of the curriculum enables pupils to make informed choices in Year 9 from a wide range of subjects at GCSE.

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

| Week One | | | | | |
|-----------------|---------------|----------------|------------------|-----------------|---------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Period 1 | Mathematics | Science | English | Mathematics | DT |
| Period 2 | Personal Dev | Music | PE | Geography | French |
| Period 3 | Art | Mathematics | History | English | PE |
| Period 4 | English | ICT / Comp | Spanish | Rel Studies | Science |

| Week Two | | | | | |
|-----------------|---------------|----------------|------------------|-----------------|---------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Period 1 | Music | ILP | PE | Geography | Spanish |
| Period 2 | Science | Mathematics | French | English | PE |
| Period 3 | Rel Studies | History | ICT / Comp | Mathematics | Drama |
| Period 4 | Spanish | DT | Art | Science | English |

6.0 Key Stage Four Curriculum

Pupils in Year 9 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 9 Parents' Evening, Year Nine Information Evening, Year Nine Report and the help of a booklet giving details of all courses and the options available.

| | |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Core Subjects:</i> | Mathematics English Language English Literature Science – Biology, Chemistry & Physics or Science – Combined Science |
| <i>English Baccalaureate Subjects:</i> | French Spanish History Geography |
| <i>Other Subjects:</i> | Art Design Technology – Product Design Drama ICT Computing Music Physical Education Religious Studies Statistics Further Maths Business Studies |

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

7.0 Key Stage Five Curriculum

Pupils entering the Sixth Form are expected to follow a full time Level 3 programme of study. We aim to offer courses in a wide range of different subjects.

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3D Design Art Biology Business Studies Chemistry English Language & Literature Film Studies Certificate in Financial Studies Diploma in Financial Studies French Geography | History ICT Mathematics Further Mathematics Photography Physics Politics Psychology Sport Studies Spanish Extended Project (EPQ) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

Other subjects, not taught at Borden, may, timetable permitting, be taken at our Partnership Schools.

These include:

Highsted Grammar School

Economics
Music
Theatre Studies
Sociology
Media Studies

Fulston Manor School

Health & Social Care
Law
Performing Arts
Textiles

8.0 Year 7 Curriculum

| Subject | Periods per fortnight | Percentage |
|--------------------------------|-----------------------|------------|
| English | 5 | 12.5 |
| Mathematics | 5 | 12.5 |
| Science | 4 | 10 |
| Art | 2 | 5 |
| Design Technology | 2 | 5 |
| MFL | 5 | 12.5 |
| Geography | 2 | 5 |
| History | 2 | 5 |
| ICT / Computing | 2 | 5 |
| Music | 2 | 5 |
| PE | 4 | 10 |
| Drama | 1 | 2.5 |
| RS | 2 | 5 |
| Personal Development | 1 | 2.5 |
| Independent Learning Programme | 1 | 2.5 |
| | 40 Periods | 100 |

9.0 Year 8 Curriculum

| Subject | Periods per fortnight | Percentage |
|----------------------|-----------------------|------------|
| English | 5 | 12.5 |
| Mathematics | 5 | 12.5 |
| Science | 6 | 15 |
| Art | 2 | 5 |
| Design Technology | 2 | 5 |
| Drama | 1 | 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 |
| RS | 2 | 5 |
| Spanish | 3 | 7.5 |
| | 40 Periods | 100 |

10.0 Year 9 Curriculum

| Subject | Periods per fortnight | Percentage |
|----------------------|-----------------------|------------|
| English | 5 | 12.5 |
| Mathematics | 5 | 12.5 |
| Biology | 2 | 5 |
| Chemistry | 2 | 5 |
| Physics | 2 | 5 |
| Art | 2 | 5 |
| Design Technology | 1 | 2.5 |
| Drama | 1 | 2.5 |
| French | 3 | 7.5 |
| Geography | 2 | 5 |
| History | 2 | 5 |
| ICT / Computing | 1 | 2.5 |
| Music | 2 | 5 |
| PE | 4 | 10 |
| Personal Development | 1 | 2.5 |
| RS | 2 | 5 |
| Spanish | 3 | 7.5 |
| | 40 Periods | 100 |

11.0 Key Stage Four Curriculum

| Subject | Periods per fortnight | Percentage |
|----------------------|-----------------------|------------|
| English | 6 | 15 |
| Mathematics | 5 | 12.5 |
| Biology | 3 | 7.5 |
| Chemistry | 3 | 7.5 |
| Physics | 3 | 7.5 |
| Option 1 | 4 | 10 |
| Option 2 | 4 | 10 |
| Option 3 | 4 | 10 |
| Option 4 | 4 | 10 |
| Personal Development | 1 | 2.5 |
| Games / PE | 3 | 7.5 |
| | 40 Periods | 100 |

12.0 Key Stage Five Curriculum

| Subject | Periods per fortnight | Percentage |
|---------------------------------------------------|-----------------------|------------|
| Option 1 | 8 | 20 |
| Option 2 | 8 | 20 |
| Option 3 | 8 | 20 |
| Option 4 | 8 | 20 |
| Option 5: Study & Research and Enrichment Periods | 8 | 20 |
| | 40 Periods | 100 |

Or

| Subject | Periods per fortnight | Percentage |
|-----------------------------------------------------------|-----------------------|------------|
| Option 1 | 8 | 20 |
| Option 2 | 8 | 20 |
| Option 3 | 8 | 20 |
| Option 4 & 5 EPQ, Study & Research and Enrichment Periods | 16 | 20 |
| | 40 Periods | 100 |