

Policy to describe approaches to Curriculum at Bradford Christian School

Vision

Our Curriculum will reflect a Biblical worldview and aims to incorporate faith integrated learning as part of our classroom practice.

The curriculum is broad and balanced and pays due regard to the programmes of study of the National Curriculum.

Each child is able to make sustained progress across the four departments in the school incorporating the EYFS and Key stages 1- 4. The majority of students take GCSE examinations in Key stage 4.

In addition, the school's curriculum includes programmes of study unique to the school; devised to support and promote faith integrated learning.

Responsibility

The responsibility for the outworking of this policy rests with the Headteacher and the SLT. However, it is the responsibility of every member of staff to plan work and develop classroom practice which provides a faith integrated curriculum.

Means

- ✓ Staff will receive regular INSET training to enable them to develop a faith-integrated approach to curriculum design and delivery and to develop classroom practice to demonstrate the ability to fulfil this important aspect of our mission as a school.
- ✓ Staff will receive support in planning from SLT whose work should exemplify this

aspect of our mission as a school

- ✓ A series of staff observations, either peer to peer and SLT to general teaching staff should further development the quality of classroom practice.
- ✓ Teaching staff should also have periodical opportunity to visit other schools to observe and discuss practice, or through INSET developed by the Christian School's Trust, be able to meet with other teachers in their subject or age group.

EYFS

The Early Years Foundation Stage (EYFS) includes Nursery and Reception aged children. The Indoor and Outdoor Classroom are set up with the areas of basic provision on a daily basis to provide an environment of learning through play. We provide a safe, exciting and stimulating environment that inspires active learning. These areas are enhanced at various times linking with adult and child-led interests.

Underpinning the broad and balanced curriculum the children are provided with is our central belief that God is our Creator and we can know Him as father through the person of Jesus Christ. There our curriculum reflects Biblical principles which extend into the six areas of learning within the EYFS framework.

Primary [Years 1 - 4]

Pupils are taught in two class bases: Class Two [Y1 & Y2] and Class Three [Y3 & Y4] Each class is largely based in the same classroom and Class Three are taught by two members of staff who share responsibility for the class. Subject specialists make their expertise available to staff and pupils in Primary on a regular basis.

Pupils have access to all areas of the National Curriculum.

There is an emphasis on topic work which supports and complements work on the

acquisition of basic skills in literacy and Numeracy.

Staff work on developing respect between students and between students and their teachers. Teaching takes place within a strong relational framework.

For students in the middle and upper school departments, each subject teacher has prepared a policy statement detailing how the subject will be taught.

The schools practices for assessing recording and reporting progress are detailed in separate policy statements.

Each subject teacher or department sets out the range of activities they cover in a year, further detail is provided in medium term planning or schemes of work which account for modules of work. These two levels of information are stored in files in the Head teacher's office. A further level of planning is available through lesson plans which are kept by teachers.

Middle [Years 5 - 8]

Middle school was created to give a focus to the stage of a child's development where children begin to change from childhood to young adulthood. This process ends with our unique Barmitzvah programme in Year 8.

Middle school provides small steps in responsibilities and workload building on the development in the Primary years. We provides a nurturing atmosphere in which children are valued for who they are and are able to safely make the move from childhood to adulthood with an emphasis on nurturing good character and a genuine faith.

On entering middle school your child sees specialist subject teachers from year 5 but still has a significant amount of their week with a pastoral leader.

Middle School shares assemblies and reward systems with Upper School

Middle school mainly operates as upper school in timetabling terms. Topic work extends

the principal of middle school being a stepping stone between primary and upper by bringing a primary school approach to learning

Students are organised by age in class. Some forms consist of two year groups that are split for core subjects. Work is differentiated across subsets according to ability.

The Barmitzvah programme offers a unique curriculum which focusses on who the child is as they become an adult. There is an emphasis on personal responsibility in both their social and spiritual growth. It is not only the Barmitzvah programme where the students are expected to take responsibility. Moving from classroom to classroom retains some of the approach of a secondary school and enables students to accept responsibility for having the correct books and equipment for lessons. In this we aim to create independent learners who are prepared for GCSE. Students experience a range of activities from residential to field trips.

The aforementioned topic work allows us to retain a more primary approach to teaching while stretching more able students through sets according to ability over age. Students are encouraged to serve in the community through outings organised to local venues where children will serve.

Prayer and worship form an important part of the middle school ethos with each form group meeting for a daily act of devotion. These take different forms; in some students read the Bible, they may sing or offer presentations about who or what inspires them in life. The whole of middle school meets twice a week for an assembly.

Upper [Years 9-11]

In Upper School students are organised into form groups overseen by a form tutor. Form tutors are members of the SLT. The Form Tutor's role is a pastoral one. Some year groups may be organised into teaching sets, according to ability, for certain subjects, depending on the size and range of the class.

Most students are expected to study ten compulsory GCSE subjects. They can also opt to do Art and/or the Duke of Edinburgh Award.

The Upper School has a reward system and leader board. Privileges include regular non-

uniform days and weekly off-site lunchtimes.

A key aim in Upper School is to prepare students for GCSE exams as well as for life beyond school. This includes careers advice and visits to Sixth Forms and Colleges. Students are encouraged to acquire life skills that will enable them to make choices in the future about issues such as: finances, the media, sex and relationships, careers etc. Staff have high expectations of students and train them to become independent learners.

Staff work in a variety of ways to promote effective learning. Individual, group and partner work is used and lessons are differentiated as appropriate. Discussion and debate is welcomed and encouraged, for public examinations. Students receive regular feedback and have a formal target setting day once a year.

Students are given responsibilities such as: joining the prefect body, showing prospective parents round the school, participating in school presentations and events.

In Upper School students are enabled to understand their culture and society through a Christian Worldview. There are opportunities for discipleship training on Residentials, mission trips, as well as a cultural visits abroad. Students are given a Biblical framework for interpreting the world in which they live through class devotions, assemblies and through class devotions, assemblies and through the curriculum itself.

Learning and progress is measured and monitored through cross phase assessment. Our practice is described in our Assessment policy

Review:

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