



Curriculum Policy Statement

Written September 2018 – Review date September 2020

1.0 Introduction

- 1.1 At Bradford Christian school we are thankful for the opportunity to develop a curriculum which reflects a Biblical worldview and the opportunity to incorporate faith integrated learning as part of our whole approach to education.
- 1.2 The school's curriculum includes programmes of study unique to the school; devised to support and promote faith integrated learning as well as National Curriculum programmes of study and GCSE syllabi.
- 1.3 **Our mission statement: *"Discipleship as part of a quality Christian education"***
- 1.4 **Founding Verse: *They are like trees, planted along a riverbank, bearing fruit in each season; their leaves never wither and they prosper in all they do [Psalm 1:3].***
- 1.5 Our vision, *"Discipleship as part of a quality Christian education"* is about:
- Every child growing in character, faith and wisdom to achieve their full potential in school and in life;
 - The school and parents/guardians partnering with each other to bring each child up in the knowledge of the Kingdom of God as part of each child's Christian education;
 - Every child being valued for who they are, no matter what their faith and outlook and we encourage pupils to value others in the same way;
 - Providing a learning environment where each child experiences acceptance, support, nurture, challenge and encouragement;
 - Our children being *"like trees, planted along a riverbank, bearing fruit in each season; their leaves never wither and they prosper in all they do"*;
 - Delivering a high quality Christian education through passionate, dedicated and committed staff who share the school's vision

2.0 Our context:

- 2.1 We are a school open to both Christian and non-Christian families. Currently, about 70% of our school population are drawn from Christian homes representing approximately 20 different church denominations or expressions of the Christian church. We also have approximately 30% of families from homes of faiths other than Christianity, including children from a small number of Muslim and Sikh homes as well as children from homes of no faith orientation. As a school of a designated faith ethos, we employ Christian teachers and seek to teach a Christian perspective to children growing up in a secular society. We seek to build a Christian framework through the education we offer and are always seeking ways to help our students explore faith, seeking to articulate an understanding of a Christian worldview in a largely secular society where Christians are in a minority. We appreciate that our students have a wide variety of starting points in their own faith and we seek to show respect for people's views that are different from the Christian worldview. We seek to educate young people who will benefit and serve society and who will make a positive contribution to twenty first century Britain.
- 2.2 This statement covers the majority of planned activities which students will encounter in and through our school. It includes the formal curriculum as represented by our time table but also includes the 'hidden curriculum', residential and the quality of relationships fostered at the school.
- 2.3 The school will strive to ensure that the curriculum meets the needs of all learners and that every student has the support they need to succeed both academically and socially, spiritually and emotionally.
- 2.4 Bradford Christian School will provide all students with a broad, relevant, coherent, progressive and differentiated curriculum.
- 3.0 The school's curriculum will:
- Prepare students for future academic and vocational study by maximizing their academic achievement.
 - Equip them with the skills needed to be effective lifelong learners and with an understanding of their own learning styles.
 - Provide opportunities for the development of values and attitudes and give students knowledge and awareness of other cultures which make up part of Bradford and wider society.

- To give students the means to explore faith and to be able to recognise points of view not encompassed in a Christian worldview.
- To give students who wish to grow in their faith, opportunity to do so within the life of the school community.

3.1 The school is committed to providing an inclusive curriculum which provides all students with appropriate challenges and responds to individual needs. In particular the school will provide all possible support to ensure that students have equality of access to an appropriate curriculum. This will include the provision of support in and beyond lessons, practicable modifications to courses, and to learning and assessment methods.

3.2 In order to meet these aims the school will:

- Keep the relevance and effectiveness of the curriculum under review and adjust both the whole school curriculum and that for individual students when required.
- Systematically monitor and evaluate the quality of teaching and learning and ensure that any shortcomings are effectively addressed.
- Assess students' learning and ensure that the results of any assessment are communicated clearly to students (and to parents) to help inform future learning.
- Proactively assess the academic, social and health needs of students and ensure, as far as possible, that they are met by the school or by outside agencies.
- Provide opportunities for residential and foreign experiences, for a wide range of trips, and use visitors to the school to expose students to a broader range of cultures and experiences.
- Plan effective professional development for all staff.

4.0 **Our school is comprised of five departments:**

4.1 **EYFS - Incorporating Nursery and Reception**

We aim to help our students become emotionally and socially ready for learning and the world of a school community. We realise that we are amongst the first and most significant people our pupils will meet outside of their homes and families. We aim to encourage our children to take responsibility for their learning. We recognise that children learn through play and so we provide a range of opportunities, resources and stimuli for children to access.

We work hard on our pupils being secure in the knowledge that they are known as unique individuals and see this as another firm foundation for developing secure learners. We feel the strength in our provision is to be found in developmental learning.

4.1.1 **Main learning approaches taken in EYFS.**

- We operate a free flow system in our classroom and outdoor area. Pupils are free to move between the two areas of provision and access a range of activities set up to stimulate their imagination and learning in pursuit of the 17 learning goals set by DofE
- Some of our learning is structured through short interactive teaching sessions followed by practical focus activities. This is true of both Nursery and Reception aged students where they are able to work in a variety of small groups led by an adult. Nursery aged children sometimes work with older Reception aged children if their development suggests this is appropriate. Flexibility is the key. Some of our learning initiatives are led by our knowledge of our pupils specific interests.
- Developing thinking is another vital key for us, so we set up activities that that are designed to help our pupils become critical thinkers. This is part of the characteristics of effective learning which support the 17 learning goals.
- We use the government's document 'Letter and sounds' from phase one in Nursery to phases 2 and 3 in Reception. We are systematically introducing our pupils to a phonics approach. Other literacy skills are based around our topics. We design tasks where we ask the children to write but also give opportunity to write in all areas of the classroom inside and out as they feel motivated to with a variety of writing implements and materials as well as personal jotters that are readily used by pupils.
- We use the Hamilton maths resources which is specially designed to be used in EYFS. This programme has a practical approach to exploring maths and does not involve recording until thinking and understanding have been established.

4.1.2 **Examples of Social, Moral, Spiritual & Cultural projects including faith integrated learning**

- We move children forward from where they are in all areas of development, including spiritually and morally. We help them to build a natural relationship with God as we work together. We do this through natural prayer in the day, daily bible times and as we deal with personal, social, emotional and developmental issues as they arise.

- Our approach is based on training and routine and there is a clear message communicated each week using moral and biblical truths. We help develop an awe for God as designer and creator through our topic work as well as introducing him as a Father and Friend. We support children to understand their differences by encourage respect and appreciation for everyone in the class and the families they come from. We celebrate ethnic, cultural and faith diversity.
- We spend a lot of time talking with the children about the choices they make and how to resolve issues. The spiritual and moral concepts that are introduced on carpet times are applied and referred to often throughout the day as real moral and social issues come up. We equip the children with skills to resolve issues and find that they develop the skills of conflict resolution by opening up conversations between their peers.
- Developing relationships with each child as someone who is unique and special is central to our approach. They are known by God and known by us.

4.2 Primary

Incorporating Years 1-4 in two vertically grouped classes: Class 2 incorporating Years 1&2 and Class 3 incorporating Years 3&4

- 4.2.1 Bradford Christian School Primary serves students from Year 1 to Year 4. The primary curriculum has been written from a Biblical worldview of National Curriculum, which incorporating Maths, Science, English, Art and Social Studies. Some of these subjects are taught by specialist teachers such as Art, ICT, and PE.
- 4.2.3 During these years the foundations are laid for learning. The curriculum is broad, incorporating National Curriculum as the baseline, but tailoring this to the needs of those we teach. Thematic approaches in EYFs through to Year 2 alter to become a little more subject focussed in Year 3 and 4, but there is still a lot of crossover between subjects. Throughout primary, learning is largely skills based, with knowledge used as the vehicle to develop thinking skills and learning skills.
- 4.2.4 Many of the foundation subjects are taught practically, using experiments, discussion, pictures, and multimedia.
- 4.2.5 We have added expertise in specialist subjects, including PE, Art, and ICT. Children swim every year from Year 1, allowing them to develop confidence in the water for a term each year.
- 4.2.6 Small classes and a flexible curriculum allow children to be grouped according to needs, and some children can access learning in a different class when appropriate. Teachers know the children and their families exceptionally well, and staff teams work closely to address needs, using their specific skills sets. Each class has at least two teachers over the course of a week, allowing professional discussion about attainment and strategies.
- 4.2.7 Strengths include opportunities to nurture children as they express their faith. Values are reinforced through assemblies and awards, and cross age activities such as reading buddies.
- 4.2.8 There is a focus on Social, Moral, Spiritual & Cultural projects including faith integrated learning. The Linking Project has been successful in Years 3 and 4, fostering relationships with children of other faiths.
- 4.2.9 Summary of timetable; There are 20 teaching sessions on the primary timetable, plus 5 devotional periods (1 each day)

Subject	Lessons per week	Further information
English	5	English is taught both within Integrated Studies and also as a separate subject. In writing, students learn how to compose texts through focussing on different genres while progressing through the writing objectives which include text, grammar, word, and visual knowledge areas. Reading is taught in individual, guided, group and whole class settings. Appropriate books are used to teach reading with including the use of age appropriate levelled readers, and carefully chosen contemporary and historical texts. Our curriculum uses a wide range of different media and tools to equip students to have a lifelong love of reading and writing.
Maths	5	Mathematics includes the teaching of number and place value, multiplication and division, fractions, measurement, geometry and statistics. These topics are taught from Year 1 to 4. The teaching of additional 'math mentals' and mathematical problem solving is used to complement the mathematics

		program. The use of hands on materials and numeracy games to develop both understanding and speed is seen as an important part of Primary mathematics.
Science	2	Students follow the National Curriculum for Science over a two year cycle. It is often integrated into English and Maths - for example developing scientific vocabulary, representing data, researching non-fiction ideas. It is also taught very practically, for example lighting up dark spaces, fault finding circuits, experimenting with forces on the steep hill to the side of the playground.
Spanish	1	Year 3 and 4 only - spoken Spanish
PE and swimming	2	We believe that exercise enhances the health and academic success of a student. We offer a comprehensive programme teaching the skills needed to play various sports and fitness activities. Lessons are based on the age and maturity level of the students being taught. A 10 week swimming program is delivered to each class each year and all primary students participate in our annual Sports Day.
ICT	1	Specialist teacher provision, Communication and Technology includes teaching students multimedia and word processing, graphics, handling data, modelling and control, music and sound, research, communication, collaboration and publishing. The curriculum overviews have been designed to support year level progression with a curriculum hierarchy that ensures that children learn to use the internet in a responsible way.
Art and design	1	Specialist teacher provision. Art teaches students a wide range of artistic skills using age appropriate mediums. Primary art includes instruction in drawing, painting, 3D work, collage, printing, photography and textiles.
RE	Integrated	Taught within Literacy, devotions, and topic work
PSHE	1 - Integrated	Taught within Literacy, devotions, and topic work
History and Geography	2	Taught as part of wider integrated topic work
Music	1	

4.3 Middle

Incorporating 2 vertically grouped classes: one class of Year 5&6 students and another class of Years 7&8 students

4.3.1 The Curriculum

- Students in their middle years are taught by subject specialists who will also teach them when they are older students in Upper school and on GCSE courses. Teacher seek to lay a foundation in their subjects which will lead to success at the completion of GCSE courses.
- Progress and achievement are reported in terms of the emerging/developing/ secure /mastery descriptors that are used in the primary department. These are calculated to be able to convert to GCSE grades when students reach Upper school and start GCSE courses.
- The key purpose of this phase of the school is to equip students to transition successfully from Primary to Secondary and GCSE studies, commencing in Y9.

4.3.2 Key areas focussed on are

- Beginning of year Residentials to the Dales (Y5&6) and London (Y7&8)
- Target Grades reported on every half term
- Learning to work in a more structured environment with specialist subject teachers.

- 4.3.3 Learning approaches throughout Middle School are built on the following:
- A recognition that the primary responsibility for learning objectives within any subject lies with the subject teacher.
 - A focus on differentiation using Target Grades
 - An encouragement through Learning Walks for each teacher to vary approaches to recognise the variety of student preferred learning styles.
- 4.3.4 A clear focus on exposing students to age appropriate understandings of Christianity, comprising
- Faith Integrated Learning opportunities in appropriate subjects
 - Forum Group participation
 - Assemblies and Form Times
- 4.3.5 Examples of Social, Moral, Spiritual & Cultural projects including faith integrated learning:
In Middle all areas of development are seen as important, including spiritual and moral. Much of this is done through form tutors, forums and assemblies. Teachers are also encouraged to integrate faith based themes into their subjects where appropriate. This is reflected in the generic Medium Term Planning form.
- 4.3.6 Summary of timetable

Subject	Lessons	Further information
English	4(Y7&8) or 5 (5&6)	Specialist teacher provision. Y5&6 are building on the knowledge and skills acquired in Primary. Y7&8 are working on acquiring the skills required at GCSE level. Students will study traditional and modern texts and poetry. They will develop their creative, descriptive and persuasive writing and their reading and analytical skills.
Maths	5	Specialist teacher provision. Y5&6 are building on the knowledge and skills acquired in Primary. Y7&8 are working on acquiring the skills required at GCSE level. Students are encouraged to regard Mathematics as an essential tool for life and a requirement for all students especially those going on to further education. Work is differentiated to meet the needs of individual students.
Science	2(Y5&6) or 3(Y7&8)	Specialist teacher provision. All three scientific disciplines within the Combined Science course offered in Middle School. The study of Science offers insight into the created world and the nature of our Creator God. There are numerous opportunities for faith integrated learning. Students are encouraged to see Science as an important way of understanding the world around us and our role within it. The study of Science develops a sense of belonging and custodianship of our world and a responsible attitude to the use of the resources God has given us to manage.
Spanish	2	Specialist teacher provision. Learning a modern foreign language is an important part of a broad education and may be useful in a variety of career situations. Spanish is one of the most widely spoken languages in the world. Students in Middle School will acquire key vocabulary and will study MFL through themes: Identity and culture; Local, national, international and global areas of interest.
History/ Geography	3	Specialist teacher provision. History and Geography are important subjects in Middle School because of the skills students acquire. They help to develop independent thinkers who can debate and clearly express their point of view, use information effectively and be analytical. Both subjects provide opportunities for faith integrated learning.

ICT	2	<i>Specialist teacher provision. Computer Science in Middle School gives students an opportunity to investigate how computers actually work and how they are used, and to develop computer programming and problem-solving skills. This subject helps students learn about critical thinking, analysis and problem solving, powerful skills which can be transferred to other subjects and even applied in day-to-day life.</i>
Art	2	Specialist teacher provision. The study of Art in Middle School gives students the opportunity to express their ideas and demonstrate their artistic skills across a range of areas using a variety of materials. I
RE/PSHE	2	In Middle School we study the Christian faith, its beliefs, practices and values. Students are enabled to form their own views as well as evaluate the views of others. RE encourages debate, investigation and critical thinking. It will help students prepare for doctrinal and ethical challenges in life beyond school. PSHE topics are covered through form time, forums and assemblies as well as in RE lessons.
Drama/cooking	2	Opportunities for creativity and self-expression are provided in Middle School through these subjects as well as Art.

4.4 Upper

Incorporating 2 groups, one vertically grouped class of Years 9&10 and a group comprising just Y11 students.

4.4.1 The key purpose of this phase of the school is to equip students to transition to young adulthood as they leave the school at the end of Y11

4.4.2 Key areas focussed on are:

- A clear academic pathway approach from Middle School through to post 16, comprising
 - a. Y8 Options Evening and follow up meetings with advice matching prior attainment and academic profile to the curriculum choices made moving into Upper School, aiming for an appropriate mix of GCSE and BCS courses for each student
 - b. Target Grades reported on every half term,
 - c. An Annual Review of both Target Grades and curriculum choices to reflect a developing understanding of each student, within school guidelines.
 - d. Careers advice offered during individual parent meetings twice each year, plus Work Experience week during early Y10. The focus of this is to ensure appropriate next steps transitioning out of Upper School
- Learning approaches throughout Upper School are built on the following strands
 - a. A recognition that the primary responsibility for style and activity chosen for any particular learning objective within any subject lies with the subject teacher.
 - b. A focus on differentiation via Target Grades
 - c. An encouragement through Learning Walks for each teacher to vary approaches to recognise the variety of student preferred learning styles.
- A clear focus on exposing students to age appropriate understandings of Christianity, comprising
 - a. Faith Integrated Learning opportunities in curriculum courses
 - b. Forum Group Leadership, aiming to develop servant leadership
 - c. Where appropriate for each student, a careers focus learning to identify God's call on their lives
- Extracurricular enhancement
 Students in Y9 and Y10 take part in a week long residential activity in the Netherlands one year and Berlin the next, with a Y11 residential focussing on transitioning out of BCS after the GCSE examination window. There is also an annual mission trip to Romania offered to Upper School students.
 In addition to this, opportunities are sought throughout the year to extend student horizons, with a balance being struck between the benefits of this, and the costs to the timetable. Examples in 2017/18 include a 6 week asylum seekers awareness project for Y9 and Y10 culminating in a pop up cafe, Duke of Edinburgh Bronze and Silver expeditions, day trips to support the curriculum in History, English, and the production of James and the Giant Peach

4.4.3 Summary of timetable - Y9Y10 2018/19

For GCSE subjects, the specification is followed leading to examinations at the end of Y11.

BCS courses are developed in house around a core specification with optional modules which can vary year to year depending on staff and student preferences. These courses are assessed through a mix of continuous assessment and terminal examination, the balance of which varies from course to course

Teachers actively look for Faith Integrated Learning opportunities within these specifications, either through required learning outcomes, or through a choice of context.

Subject	Lessons	Further information
English	4	<p>AQA GCSE English Language and English Literature</p> <p>The ability to communicate through language is what makes us unique from the rest of creation. To be able to communicate with each other and with God is the essence of being made in God's image. Communication is a gift which helps us share meaning and purpose. As much as nutrition affects our physical growth, words and the living word of God causes our soul and spirit to flourish.</p> <p>In Literature, students are asked to explore characters framed by settings created by authors and reflecting the culture and society they write in. Students can come to a clearer understanding of their own thoughts and feelings by grappling with the dilemmas of characters they encounter in their reading.</p> <p>If literature from previous times is still read, then it is because those writings still speak to our human condition. If man has something to say about his condition, the Bible as a text, reflecting the thoughts of God on man's condition, is also profound and illuminating and worthy of study as a piece of inspired literature</p> <p>English Language is taught in conjunction with English Literature and candidates are awarded two distinct GCSE's.</p>
Maths	4	AQA GCSE Maths specification
Science	4	<p>AQA GCSE Combined Science Trilogy</p> <p>The study of Science offers insight into the created world and the nature of our creator God. It is an important part of understanding the world around us and our role within it. It develops a sense of belonging and custodianship of our world and a responsible attitude to the use of the resources God has given us to manage.</p> <p>This Science course is called Trilogy because covers aspects of, but not a separate GCSE in, Biology, Chemistry and Physics . Science Trilogy is designed to be an excellent preparation for further study of any or all of these separate subjects at A level and it is worth 2 GCSEs in Science</p>
PE	2	A BCS course offering a wide variety of sporting activities.. Participation in physical activity forms a vital part of maintaining good health and a sense of well being, and this course covers these aims in a variety of sporting contexts.
Christian Perspectives	1	A BCS course exploring a range of Christian, other faith, and British value, views on wide ranging topics. The course has a set of core topics covered each year, plus optional topics which allow for flexible responses to current issues, as well as developing legislation. The course focuses on Ethics, Discipleship and Responsibility
Spanish	2	<p>AQA GCSE Spanish specification, offered as an option against Geography.</p> <p>Learning a modern foreign language is an important part of a broad education and may be useful in a variety of career situations. Spanish is one of the most widely spoken languages in the world. A foreign language is essential for the Ebacc qualification - a combination of 6 GCSE's encouraged by the government.</p>
Geography	2	<p>AQA GCSE Geography specification, offered as an option against Spanish.</p> <p>This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them.</p>

		<p>Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).</p> <p>Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.</p>
History	2	<p>AQA GCSE History specification, offered as an option against BCS Arts Award. Roosevelt said, ‘people who know their past know their future.’ This fascinating GCSE course shows us that man does not always make progress, and demonstrates how our lives today have been shaped by the decisions and events of the past.</p> <p>Employers value History because of the skills students acquire. They want people who are independent thinkers, people who can debate and clearly express their point of view, use information effectively and be analytical. Perhaps most importantly they want people who understand why people behave as they do.</p>
Arts Award	2	<p>BCS Arts Award specification, offered as an option against GCSE History. This course allows students to experience a wide range of activities connected to the Arts as well as demonstrating commitment and progress in the arts, and in developing new skills.</p> <p>Students will develop skills by creating their own Arts Award portfolio. They can pick their own style of portfolio – this could be a diary, video, website blog or something different altogether.</p>
Art	2	<p>AQA GCSE Art specification, offered as an option against BCS Food. The new GCSE Art & Design gives pupils the opportunity to express their ideas and demonstrate their artistic skills across a range of areas using a variety of materials. If you enjoy art and you are prepared to work hard then consider carrying on with it.</p> <p>Art is not an easy option, but for those who show genuine commitment, the rewards and results are worth it. Art can be very satisfying.</p>
Design - Food	2	<p>BCS Food specification, offered as an option against AQA GCSE Art. This course offers students the chance to develop a range of transferable skills in the context of food. Using creativity and imagination, students will design and make products, considering their own and others’ needs, wants and values. They learn how to become increasingly resourceful, innovative and enterprising.</p>
Computer Science	2	<p>AQA GCSE Computer Science specification, offered as an option against BCS Personal Finance.</p> <p><i>GCSE Computer Science gives students an opportunity to investigate how computers actually work and how they are used, and to develop computer programming and problem-solving skills. The course will help you learn about critical thinking, analysis and problem solving, powerful skills which can be transferred to other subjects and even applied in day-to-day life.</i></p>
Personal Finance	2	<p>BCS Personal Finance specification, offered as an option against AQA GCSE ICT. Understanding finance is a vital tool for young people to acquire before they leave school and embark on further education or enter the world of work. We explore many of the topics through a Christian Worldview, exploring a range of Christian and other faith views, to issues raised such as borrowing, debt, tithing.</p>
R.E	2	<p>AQA GCSE RE specification, offered as an option against BCS Textiles. As a Christian school we study the Christian faith, its beliefs, practices and values, in some depth. In the new GCSE course a module on Judaism will also be studied. This</p>

		course enables students to form their own views as well as evaluate the views of others. The course encourages debate, investigation and critical thinking. It will help students prepare for doctrinal and ethical challenges in life beyond school.
Design - Textiles and Materials	2	BCS Textiles specification, offered as an option against AQA GCSE RE. This course offers students the chance to develop a range of transferable skills in the context of textiles and materials. Using creativity and imagination, students will design and make products, considering their own and others' needs, wants and values. They learn how to become increasingly resourceful, innovative and enterprising.

4.4.4 Y11 - From 2019 onwards, the Y11 curriculum will follow on from that above for Y9 and Y10. For 2018/19, the curriculum is as below, with students given the opportunity for Study Lessons if their pathway meetings have led to a GCSE course being dropped.

Subject	Lessons	Further information
English	4	Completing AQA GCSE English Language and English Literature
Maths	4	Completing AQA GCSE Maths specification
Science	4	Completing AQA GCSE Combined Science Trilogy
PE	2	A BCS course offering a wide variety of sporting activities..
Christian Perspectives	1	A BCS course exploring a range of Christian, other faith, and British values, views on wide ranging topics.
Spanish	2	Completing AQA GCSE Spanish specification, offered as an option against Geography.
History	2	Completing AQA GCSE History specification, offered as an option against BCS Arts Award.
R.E	2	Completing AQA GCSE RE specification
Art	2	Completing AQA GCSE Art specification
Arts Award	1	BCS Arts Award specification, offered as an option against GCSE History.
Computer Science	1	Completing AQA GCSE Computer Science specification offered as an option against BCS Design - Food
Design - Food	1	BCS Design - Food specification, offered as an option against AQA GCSE Computer Science

4.5 DSP

- 4.5.1 From September 2018 the Secondary DSP will comprise of: one group of older, higher functioning students consisting of 6 students in Years 6 & 9, and a group of 10 younger, lower functioning children in Years 4 - 8. We have 2 pupils who will need to access our Primary DSP provision.
- 4.5.2 In terms of the Primary DSP, we are developing a therapeutic nurture space to support pupil interventions, speech and language therapy, social communication and small group learning to support the needs of the primary DSP learners.
- 4.5.3 In terms of the Secondary DSP, we receive and integrate students from mainstream primary schools into our Year 7 and our enhanced provision for their learning needs addressing barriers to learning due to their autism. We work on a high staff to pupil ratio to support students to access and engage in their learning. We work on a bespoke model, individualising each students learning programme according to their needs. Students have access to experienced subject specialists and are supported on either a 1 to 1 or 1 to 2 ratio.

4.5.4 We aim to integrate students into mainstream classes and subjects where appropriate. Currently we have 2 students who have been with us for the past 2 years able to make this integration in a small range of subjects.

4.5.5 **Examples of Social, Moral, Spiritual & Cultural projects including faith integrated learning**

We have daily devotions with help students develop spiritually and morally. We teach well known bible stories realising that many of our students do not come from Christians backgrounds. We have provided a challenging opportunity for social development through our first residential. We will build on the success of this project next year. We have taken pupils to Christian places of worship and explored other faiths and their worship practices.

To develop our students social skill and confidence we take them shopping and develop life skills taking them off learning how to negotiate public transport. They have hosted an autism awareness week for the rest of the school and some of our pupils have made contributions to an all school assembly to which parents were invited. They were part of a fundraising cafe which some of the students help at, giving them opportunity them to interact with other students in the mainstream school. They were part of a project by the RSC to access younger students to Shakespeare texts. They took part in video competition and were commended for their entry. We run a weekly social skills group, helping them to understand themselves and understand and appreciate each other. They have been involved in the main school student forum with a view to have all students access these forums from September 2018. They have undertaken a gardening project together and have had some simple First Aid training with a member of staff.

4.5.6 Summary of timetable. (Oak Class Years 4-8 and lower functioning)

Subject	Lessons	Further information
English	4	Delivered by an experienced teacher
Maths	5	Delivered by an experienced teacher
Talk about	1	A recognised programme delivering social, communication and speech and language. Delivered by a trained (in house) support assistant from the DSP
History/ Geography	2	Delivered by an experienced teacher
IDL Writing and Reading	1	Language skill acquisition and support for written language development, reading comprehension and verbal skills.
RE	1	Delivered by an experienced teacher
Cooking	2	
Core PE	1	Students who can't access mainstream PE Delivered by a support assistant from the DSP
Topic	1	Supporting and applying learning across the curriculum
Forest school	1	Delivered by a trained forest school practitioner
Golden Time	1	Interactive and relational activities at the end of the week.

4.5.7 Summary of timetable. (Cedar Class Years 7-9 and higher functioning)

English	5	Either delivered by a subject specialist working in the DSP or in a mainstream class lead by a subject specialist
Maths	5	Either delivered by a subject specialist working in the DSP or in a mainstream class lead by a subject specialist
Science	2	Either delivered by a subject specialist working in the DSP

ICT	2	Either delivered by a subject specialist working in the DSP or in a mainstream class lead by a subject specialist
RE	1	Delivered in the DSP by Leader of DSP
History Geography	2	Either delivered by a subject specialist working in the DSP or in a mainstream class lead by a subject specialist
Cooking and PSHE	2	Delivered by support assistant and DSP Deputy.
Catch up	2	Students have time with their 1 to 1 support to consolidate on learning in other areas of the curriculum
PE	2	Either delivered by a subject specialist
Core PE	1	Students who can't access mainstream PE Delivered by a support assistant from the DSP
TalkAbout	1	A recognised programme delivering social, communication and speech and language. Delivered by a trained (in house) support assistant from the DSP
Golden Time	1	Interactive and relational activities at the end of the week.

5.0 The individual subject curriculum policies are found in the following appendices:

- Appendix 1 – Spanish
- Appendix 2 – Science
- Appendix 3 – Religious Studies
- Appendix 4 – PE
- Appendix 5 - Maths
- Appendix 6 – English Literature
- Appendix 7 – History
- Appendix 8 – Geography
- Appendix 9 – English
- Appendix 10 – Drama
- Appendix 11 – Art
- Appendix 12 - ICT

6.0 **Review**

6.1 This policy was written in September 2018 and will be reviewed bi-annually. This latest review being completed in September 2018

Formally agreed through Governors compliance:	21st October 2018
Signed Andrew Taylor – Chair of Governors	A Taylor
Signed Phill Moon – Head Teacher	P Moon
Review Date:	September 2020

Curriculum Policy: Spanish:

Why study Spanish

Learning a MFL is part of becoming a world citizen. It allows us to understand another cultural point of view as well as understanding our own language and culture better. The life skills involved in language learning include openness to others and ideas. It's a subject for students who will go far in life. It also helps students understand that the church and Christians have a world, as well as a local, role to play.

Spanish has been chosen as it is a widely spoken language that students are likely to have opportunity to speak on holidays. It is also relatively straight forward in terms of pronunciation and grammar, making it accessible to learn.

Primary: Spanish learning begins in year 3 and 4 with oral work based on games, songs and interactive activities. Starting with oral work mirrors how we learn our mother tongue. It is the basis for language fluency. As children are still establishing their understanding of English phonetics, it minimises the risk of confusion and mispronunciation. Children gain a confidence and enjoyment in MFL that is not always seen in British children or indeed adults.

Middle: In year 5 students begin to use written Spanish, but oral work continues to be foundational. Topics are taught on a 2 year rotation taking into account mixed year 5-6 and 7-8 classes. Topics cover their own lives, families, friends, free time, school, etc. as well as understanding more about the lives of young people in Spanish-speaking countries. Grammar is introduced, new vocabulary is learned, cultures and traditions are explored and skills developed in listening, speaking, reading and writing. For some students their MFL studies will end after year 8, so there is a dual focus of language skills for life and as preparation for GCSE Spanish.

Upper:

The AQA GCSE Spanish curriculum is based on three themes:

1. Identity and Culture;
2. Local, national, international and global areas of interest;
3. Current and future study and employment.

Assessment:

There are 4 equally weighted end of course exams in:

Listening – Understanding and responding to different types of spoken language.

Speaking – Communicating and interacting effectively in speech for a variety of purposes.

Reading – Understanding and responding to different types of written language.

Writing – Communicating effectively in writing for a variety of purposes.

Themes 1 and 2 are rotated in the mixed year 9 and 10 class. Theme 3 is covered quickly in year 11 to allow time for revision in the lead up to the exams.

Students are expected to take a much higher ownership of their learning using apps such as quizlet and memrise (vocabulary learning); conjugamos (grammar practice) and duolingo (although not GCSE specific).

Students can be examined at either foundation or higher level allowing for a wide range of abilities, although the new curriculum requires a level of fluency in a wide range of topics and skills.

Topics include many contemporary issues such as poverty, global warming, marriage/partnership and career expectations. Students are encouraged to develop their own responses and opinions backed up by reasons and examples.

Curriculum Policy: Science

Why study Science

The study of Science offers insight into the created world and the nature of our creator God. It is an important part of understanding the world around us and our role within it. It develops a sense of belonging and custodianship of our world and a responsible attitude to the use of the resources God has given us to manage.

Primary (Years 1 -4)

Science is a systematic investigation of the physical, chemical and biological aspects of the world which relies on first hand experiences and on other sources of information. The scientific process and pupils' problem-solving activities will be used to deepen their understanding of the concepts involved. The main aspects of science to be studied will be determined by the programmes of study of the National Curriculum 2014.

Through science pupils at Bradford Christian School will continue to deepen their respect, care and appreciation for the natural world and all its phenomena.

Aims

- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life
- to build on pupils' curiosity and sense of awe of the natural world
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science
- to introduce pupils to the language and vocabulary of science
- to develop pupils' basic practical skills and their ability to make accurate and appropriate measurements
- to develop pupils' use of computing in their science studies.
- to extend the learning environment for our pupils via our environmental areas and the locality
- to promote a 'healthy lifestyle' in our pupils.

Objectives

The following objectives derived from the above aims will form the basis of our decisions when planning a scheme of work. Assessment will also be related to these objectives:

- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life.
- to develop a knowledge and appreciation of the contribution made by famous scientists to our knowledge of the world including scientists from different cultures
- to encourage pupils to relate their scientific studies to applications and effects within the real world
- to develop a knowledge of the science contained within the programmes of study of the National Curriculum.

To build on pupils' curiosity and sense of awe of the natural world

- to develop in pupils a general sense of enquiry which encourages them to question and make suggestions
- to encourage pupils to predict the likely outcome of their investigations and practical activities

To use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science

- to provide pupils with a range of specific investigations and practical work which gives them a worth-while experience to develop their understanding of science
- to develop progressively pupils' ability to plan, carry out and evaluate simple scientific investigations and to appreciate the meaning of a 'fair test'.

To develop the ability to record results in an appropriate manner including the use of diagrams, graphs, tables and charts

- to introduce pupils to the language and vocabulary of science
- to give pupils regular opportunities to use the scientific terms necessary to communicate ideas about science
- to develop pupils' basic practical skills and their ability to make accurate and appropriate measurements
- within practical activities give pupils opportunities to use a range of simple scientific measuring instruments such as thermometers and force meters and develop their skill in being able to read them.

To develop pupils' use of ICT in their science studies

- to give pupils opportunities to use ICT (video, digital camera, data logger) to record their work and to store results for future retrieval throughout their science studies
- to give pupils the chance to obtain information using the internet.

Principles of teaching and learning

Differentiation and Additional Educational Needs

The study of science will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEN the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

Breadth and Balance

Variety.

Pupils will be involved in a variety of structured activities and in more open-ended investigative work:

- activities to develop good observational skills
- practical activities using measuring instruments which develop pupils' ability to read scales accurately
- structured activities to develop understanding of a scientific concept
- open ended investigations.

On some occasions pupils will carry out the whole investigative process themselves or in small groups.

Relevance

Wherever possible science work will be related to the real world and everyday examples will be used.

Cross-curricular skills and links

Science pervades every aspect of our lives and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive contribution of both men and women to science and the contribution from those of other cultures. We will not only emphasise the positive effects of science on the world but also include problems, which some human activities can produce.

Continuity and Progression

Foundation Stage pupils investigate science as part of Understanding of the World. Children are encouraged to investigate through practical experience; teachers guide the children and plan opportunities that allow the children to experience and learn whilst experimenting for themselves. By careful planning, pupils' scientific skills and knowledge gained at Key Stage 1 will be consolidated and developed during Key Stage 2.

Pupils in Key Stage 1 will be introduced to science through focused observations and explorations of the world around them. These will be further developed through supportive investigations into more independent work at Key Stage 2. The knowledge and content prescribed in the National Curriculum will be introduced throughout both key stages in a progressive and coherent way.

Equality of Opportunity

All children have equal access to the science curriculum and its associated practical activities. The SLT, Class Teachers and Tas are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Science Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Health and safety

Pupils will be taught to use scientific equipment safely when using it during practical activities. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. A simple risk assessment will be carried out for all practical activities any perceived hazards will be reported to the head who will determine the appropriateness of said activity.

Assessment for Learning, recording and reporting

Throughout the school teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Marking for Improvement (see policy)

Much of the work done in science lessons is of a practical or oral nature and, as such, recording will take many varied forms thus making marking different. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus on future targets.

Science will be led by the whole staff and will be an annual focus for a staff meeting. Standards of teaching and learning will be adjudged using work sampling and data review. The policy will be reviewed at this meeting.

Resourcing

Specialist pieces of equipment and those posing a potential safety risk will be held centrally and staff access when required.

Middle and Upper

What students will study

In Middle School, Y78, Science uses the AQA KS3 Science Syllabus, <https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus> This syllabus is adapted to be completed in two years rather than three, allowing for a 3 year GCSE course in Upper School, with time savings being made where ideas overlap significantly.

Key foci of Science in Y78 are on developing

- a. practical skills, leading to a strong emphasis on practical both as discovery, but also increasingly, to verify hypotheses.
- b. an understanding of the scientific method, in a variety of contexts, using the Analyse, Communicate, Enquire and Solve approach promoted by AQA
- c. covering key topics that no longer form part of the GCSE specification

These skills are developed partly as a preparation for GCSE, with an expectation that the heavy content demand of GCSE can better be delivered with a sound skills framework

In Upper School, Science uses the AQA GCSE Combined Science Trilogy specification.
<https://media.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

This Science course is called Trilogy because covers aspects of, but not a separate GCSE in, Biology, Chemistry and Physics. Science Trilogy is designed to be an excellent preparation for further study of any or all of these separate subjects at A level and it is worth 2 GCSEs in Science.

Key foci of Science in Upper School are on developing

- a. an ability to use models to explain observations
- b. an ability to make links between different ideas within science
- c. An understanding of the usefulness of science for society
- d. examination technique

How students will be assessed

In Middle School, students will be assessed against their EDSM target grades, Emerging, Developing, Secure, and Mastery. The expectation is that students will make one full level of progress during a school year. These EDSM boundaries are based on the AQA syllabus Know, Apply and Extend, within part 1 and part 2 of each topic, as follows

Part 1 of a topic – minimum expectations to award a level

Assessment level	Know statements	Apply statements	Extend statements
Y7B	Few	None	None
Y7E or Y8B	Some	Few	None
Y7D or Y8E	Most	Some	None
Y7S or Y8D	All	Most	Some
Y7M or Y8S	All	All	Most
Y8M	All	All	All

Part 2 of a topic – minimum expectations to award a level

Assessment level	Know statements	Apply statements	Extend statements
Y7B	Few	None	None
Y7E or Y8B	Few	Few	None
Y7D or Y8E	Some	Few	None
Y7S or Y8D	Most	Some	None
Y7M or Y8S	All	Most	Some
Y8M	All	All	Most

In Upper School, students will be assessed against their GCSE target grades.

Assessment opportunities over a term should include most, if not all, of the following

Formative assessment – Assessment of Learning

- a. End of topic test
- b. Homework assignment as post learning
- c. Peer assessment

Summative Assessment – Assessment for Learning

- a. Homework assignment as pre learning
- b. Contribution to class discussion
- c. Self-assessment
- d. Practical skills

How the results of these assessment opportunities are weighted and combined for reporting purposes is the responsibility of the subject teacher, in consultation with their line manager. It is expected that the mix of assessment, and the weighting, will vary from topic to topic, depending on the nature of the material.

Given that Science develops learning on a spiral model, taught in discrete topics, it is likely that the overall assessment for one topic could be very different from the next, reflecting a student's learning across what is a very wide subject.

Curriculum Policy: Religious Studies

Why study Religious Studies

As a Christian school, at GCSE level we study the Christian faith, its beliefs, practices and values, in some depth. In the new GCSE course a module on Judaism is also studied. This course enables students to form their own views as well as evaluate the views of others. The course encourages debate, investigation and critical thinking. It will help students prepare for doctrinal and ethical challenges in life beyond school.

Primary

In the primary department RS is approached in a cross curricular manner. It is integrated into themes, for example, the story of Moses fits into an Egyptian topic. From EYFS the Bible is used to teach Christianly.

Assemblies are broadly Christian in nature, though people of other faiths are invited to talk about their religions and beliefs.

The Linking Project is used to develop tolerance of other faiths, and each year we work with partner schools to develop relationships and respect.

Teachers aim to reflect the love of God in their relationships with the students.

Secondary

In Lower Secondary students will have largely Christian assemblies and class devotions. Students will study religion and religious tolerance as part of their PSHCE course. Representatives from other religions represented in the school community may be invited in to inform students about their beliefs and practices.

In Y9, 10, 11 students will study the AQA Religious Studies 'A' course. This involves: an in depth study of Christianity and Judaism; a study of St Mark's Gospel; a cross-religious study of the following: The Existence of God and the nature of Revelation, Crime and Punishment.

Assessment

Students in Secondary will receive regular tests and End of Year exams.

The GCSE course will be examined with two terminal exams of one and three-quarter hours each, one on religious belief and practice, and one on religious themes.

Curriculum Policy: Physical Education

Why study Physical Education ?

Physical education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives. They learn 'in, through, and about' movement, gaining an understanding that movement is integral to human expression and can contribute to people's pleasure and enhance their lives.

Promotes active lifestyles

Students are encouraged to participate in physical activity and understand how this influences their own well-being and that of others. Students are encouraged to participate in sport, dance, exercise, recreation, and adventure pursuits.

Challenges thinking in a safe environment

Physical education engages and energises students. It provides a secure context in which to learn. Students will be challenged to develop their physical and interpersonal skills. The skills taught in physical education improve students' performance, sharpen their knowledge of strategy and tactics, and help them to transfer knowledge from one context to another.

Primary

Within the Primary Department the children participate in Gymnastics, Dance, Games and Swimming. We aim to create a positive attitude towards a healthy active lifestyle through these activities that will follow on into secondary P.E. We also promote and encourage independence, honesty, sportsmanship, leadership and self-care.

Secondary

In Secondary students will have the opportunity to participate in: Netball, Table Tennis, Boxercise, Circuit training, Handball, Cricket, Rounders, Dance, Football, Badminton, Squash and Gym training.

Assessment

Students will receive feedback on their effort and performance but they will not be formally assessed in PE. Currently PE is not an exam course at Bradford Christian School.

Curriculum Policy: Maths

Primary

AIMS

Our aims in mathematics teaching are:

- To enable pupils to be proficient, competent and confident with numbers, shapes and measures, and to have the ability to solve routine and non-routine mathematical problems.
- To foster positive attitudes towards mathematics by developing pupils confidence in using mathematical equipment and vocabulary, and through developing their mental strategies.
- To develop the ability to communicate mathematics
- To develop an understanding of mathematics through a process of enquiry and experiment

TEACHING AND LEARNING

The teaching of mathematics will be in line with the whole school teaching and learning policy. It will also be wholly compatible with the school aims and mission.

DELIVERY

Mathematics teaching will be in line with the new national curriculum in Years 1 to 6 and the Revised Early Years curriculum in the EYFS.

- The highest priority will be given to the teaching and consolidation of mental strategies
- Teachers will take every opportunity to ask open questions.
- They will probe and challenge answers and where appropriate ask for alternative strategies or explanations.
- They will seek to ensure that every child has the opportunity to use and apply their mathematical knowledge and a regular basis.
- Teachers will respond to individual needs by carefully targeted questioning.
- Teachers will devise work, which although differentiated, will seek to include every child in the class.
- Written methods of calculation will be taught in accordance with the new 'Waterfoot School Calculations policy' for the new national curriculum.
- Teachers will use a range of ICT resources to enhance their Maths teaching and the children will be given regular access to ICT to reinforce and consolidate their Mathematical learning.

TIME ALLOCATION

Mathematics will be taught for approximately one hour each day in both key stages and opportunities to link mathematics with other areas of the curriculum are also used.

ASSESSMENT, RECORDING AND REPORTING

Children's knowledge and understanding is informally assessed in class and group question and answer sessions and through observation during lessons as well as in marking written work.

The Key learning documents will be used to assess the children's progress and set targets in Years 1-6.

In the EYFS the children work towards the Early Learning Goals in Number and Shape, Space and Measures . Their progress is recorded on individual target cards and using 'to build a profile' on ipads.

IN KEY STAGE ONE

Initially Maths targets are set in collaboration with each child in KS1 ready for discussion at the parent's consultations in November. Targets are then updated as they are achieved and in February parents receive an up-to-date target sheet showing what their child has achieved and what targets they are working towards with their child's interim report. In July the targets are again sent out with the end of year reports to inform parents of the progress the child has made during the course of the year.

Outcomes of the Year 2 SATs will be analysed annually and appropriate measures will be taken to address any issues as stated in the SES procedure.

IN KEY STAGE TWO

Formal assessment in KS2 takes place at the end of each term. The results of these tests are recorded on the school MIS grid system.

Maths targets are set for each child in KS2 twice a year. These are set in collaboration with the children. The November targets are discussed with parents at parents evening and are sent out to parents the following week in the same way as KS 1 targets. The class teacher then reviews these targets in July and copies of this are sent out with the end of year reports.

Outcomes of all assessments are analysed termly and appropriate measures will be taken to address any issues as stated in the SES procedure. Each teacher is given feedback on their class' performance and a summary of results is passed onto the next teacher so that he/she has an initial knowledge of his/her class-to-be's strengths and weaknesses.

Teachers produce reports to parents once a year and there are opportunities for parents to discuss work at the two parents evenings.

SPECIAL NEEDS

IEPs will be drawn up on a termly basis for each child in collaboration with the SENCO.

Work will be differentiated accordingly.

PARENTS AND HOMEWORK

In Key Stage 1 and Lower Key Stage 2 children receive weekly homework that reflects the children's learning in mathematics that week.

RESOURCES

There is no one selected published mathematics scheme available to teachers. In the main, resources are an amalgamation of tried and tested activities, copyright free materials from various sources and computer software such as MathSphere.

Teachers are responsible for their own resources although central stock is available for the whole school.

Curriculum Policy: Literature

Why study literature?

As students develop, they become more aware of the world around them; a world of ideas and their consequences. This world of ideas can be explored through a study of literature. Students are asked to explore characters framed by settings created by authors and reflecting the culture and society they write in. Students can come to a clearer understanding of their own thoughts and feelings by grappling with the dilemmas of characters they encounter in their reading.

If literature from previous times is still read, then it is because those writings still speak to our human condition. If man has something to say about his condition, the Bible as a text, reflecting the thoughts of God on man's condition, is also profound and illuminating and worthy of study as a piece of inspired literature.

Primary

Reading is taught as part of English Literacy (see English policy)

Middle

In Years 5 & 6

A genuine love of reading and writing is at the heart of our curriculum for Upper Key Stage 2.

We keep our library stocked with fresh reading material replenished every few months from the local library. Students are encouraged to read a wide variety of texts and to share opinions about their chosen texts with each other. This is in line with recent research by the Universities of Australia & Nevada which has shown that reading for pleasure really does lead to academic achievement.

Students are provided with exercise books devoted to their own personal writing which is not subject to assessment to encourage them to write purely for pleasure.

Children develop their appreciation of Shakespeare (begun at LKS2) by studying at least one Shakespeare play a year. We work in conjunction with Bradford College who are a lead school in the Associate Schools programme with the Royal Shakespeare Company (RSC). Our students are involved in workshops run by the College and go to see an RSC First Encounters play each year.

Other texts students study at this stage include David Walliams' *Gangsta Granny* (for which some of students were runners up in a competition by the Shakespeare Schools Foundation); *Smart* by Kim Walker (a book written through the eyes of an autistic child); *Outlaw* by Michael Morpurgo (with an emphasis on myths & legends); a range of 19th C and contemporary poetry; biographies & autobiographies and other non-fiction texts.

Writing is assessed throughout the year through various written pieces of work focussing on a range of audiences and purposes. Past assessments have included diary entries, biographies and descriptive writing.

Reading is assessed primarily through half termly reading comprehension assessments based on the year 6 SATs format.

Spellings, punctuation and grammar are embedded in every day learning with specific topics tested every few weeks.

In Years 7&8

Students will be introduced to Literature as it will be examined at the end of Key stage 4. We still aim to foster a joy for reading and good reading habits. We seek to develop this love for reading as well as introducing students to key skills and approaches through the use of carefully selected and appropriate texts for this age group. We explore extracts of books to introduce students to significant authors. For example, a Shakespeare text may well be explored over a brief but intense 3 week period rather be studied for a half term at this stage.

Literature gives endless opportunities to discuss worldview in the context of developing a Christian approach to learning.

Critical Reading: identifying themes and distinguishing between themes and their interrelatedness in a text; supporting a point of view by referring to the text, recognising the possibility of and evaluating different responses and interpretations of a text, using understanding of a writer's social, historical, and cultural contexts to inform evaluation; making an informed personal response which derives from analysis and evaluation of a text.

Appreciation of a writer's methods:

Including, literal and inferential comprehension; understanding a word, phrase or sentence in context, exploring aspects of plot, characterisation, events and settings, distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions and events.

In terms of evaluating the use of the writer's vocabulary: understanding grammatical and structural features: analysing and evaluating how language structure, form and presentation contribute to quality and impact, using subject terminology to support student's expression.

In terms of comparing texts: comparing and contrasting texts studies, referring, where relevant, to theme, characterisation and context, style and literary quality in order to compare text critically.

In terms of writing about literature; writing effectively for a range of purposes, such as to explain, summarise, argue, analyse and evaluate; discussing and maintaining a personal point of view, selecting and emphasizing key points to develop a personal response, using relevant quotes and textual references to support a point of view.

Upper

English Literature is taught in conjunction with English Language and candidates are awarded two distinct GCSE's.

What does the course cover?

1. Shakespeare and the 19th century novel
 - Shakespeare plays
 - The 19th century novel

2. Modern texts and poetry
 - Modern prose or drama texts
 - The poetry anthology
 - Unseen poetry

How is this course assessed?

By examination at the end of Y11.

There are two papers, the first on Shakespeare and the 19th Century novel, worth 40% of the GCSE grade. The second paper, worth the remaining 60% covers modern texts and poetry.

Curriculum Policy: History

Historians do not perform heart transplants, improve highway design, or arrest criminals. In a society that quite correctly expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine. History is in fact very useful, actually indispensable, but the products of historical study are less tangible, sometimes less immediate, than those that stem from some other disciplines.

The major arguments for studying history are as follows:

- History helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions, historians can solve problems, not just identify them.
- History trains your mind and teaches you how to think and process information.
- History students are rounded individuals who develop an understanding of both past and present.
- The pursuit of history provides personal and national identity, helps them understand the world we live in.
- History helps you understand the origins of modern political and social problems, and most other subjects, context for English novels, impact of geography the list is endless.
- History lets you learn how and why people behave as they do.
- History provides you with the skills employers are looking for. Many, many well-known politicians, journalists, people in all professions have a history degree. Including the Prime Minister.
- History helps us understand people and societies, it is essential for good citizenship, and for understanding how God has dealt with His people in the past.
- History Contributes to Moral Understanding, many discussions centre around God's word.

What should the role of women be in politics? (Suffragettes vs. Bible) -

Can Christians make the world a better place? (Wilberforce & Slavery, Titus Salt, Shaftesbury) -

Pacifist or Patriotic in 1914, what about conscientious objectors? -

Christian response to the Nazis. Should they break the law? (Niemoller, Bonhoeffer) -

What changed with the Reformation? How much did affect ordinary people? -

Was it possible to be a Christian in medieval England? (Medieval church) -

How did churches respond to the moral decline of the 18th century with industrial revolution? -

How the philosophers of the French Revolution respond to Christianity? (Enlightenment)

How we assess our students:

Assessment from years 5-8 is based on the EDSM categories

There is a set of professionally agreed criteria that fit these assessment targets that students half termly assessments measured against these.

At GCSE the students are tracked against their agreed GCSE target grades from years 9-11.

Students follow the Edexcel Modern History GCSE

Year Group	History
Year 1 & 2	Changes in living memory, Changes in living memory Key individuals
Year 3 & 4	Ancient Egypt/Greece, Era of 2ww, Tudors Invaders & settlers
Year 5 & 6	Crusades/Islamic civilisations French Revolution Local Study
Year 7 & 8	Industrial Revolution, Twentieth century, Making of the UK
Year 9 & 10	Crime & Punishment 1000 AD - Present Day; Elizabeth 1558-1588; The Cold War 1943-1991
Year 11	Germany, 1918-1939 + Revision

Curriculum Policy: Geography

Geography inspires a curiosity about the world in which we live, diversity of cultures and our physical environment. Geography at Bradford Christian School is concerned with the study of people and their interaction with God's environment. It is our intention that pupils understand the world in which they live and to realise the interaction between physical and human environment.

Geography tackles the big issues:

- Environmental responsibility
- Our global interdependence
- Cultural understanding and tolerance
- Commerce trade and industry

The world in which we live is likely to change more in the next fifty years than it has ever done. Geography not only explains these changes, but helps to prepare BCS students for these changes.

Many of the skills which geography students learn are transferable skills such as essay and report writing, time management and organisation, use of ICT, group work and research. Subject specific skills include cartography, graphicacy, statistics, ICT, as well as the practical skills of fieldwork, data collection and decision-making.

Assessment

As in all subjects Geography will be assessed using EDSM grades.

Students should make a full level of progress each year.

Geography KS3 content.

	Year 5&6	Year 7&8
HT 1	Weather	Economic development in a NEE
HT 2	Crime	Tectonics
HT 3	Extreme environments	Impossible places
HT 4	Brazil/India	Energy security
HT 5	Globalisation	Rivers
HT 6	Coasts	LIC's vs HIC's

This content is a guideline.

The content will vary according to the timetabling allocation each year and the two year cycle of small classes. With each broad topic two different aspects of it will be when the 2 year cycle is in use. For example if Weather is taught in half term 1, in the first year we can focus on British Weather, clouds, rain etc. and in the second year teach about atmospheric hazards such as tropical storms.

All the KS3 topics are necessary ready to be developed further at GCSE. e.g. Clouds taught at KS3 knowledge is necessary and developed for year 9 when The Global Atmospheric System is taught on the GCSE syllabus. Similarly comparison skills in ks3 between extreme environments are developed at KS4 when reactions to Volcanoes in two Iceland and Indonesia is taught.

Also retaining the ability to respond to current global events when appropriate.

Geography skills KS3

	Communication	Places	Map Skills	Patterns/ Processes	Representation
Year 5 skills	Some factual evidence, some key terms. Producing a weather report HT1	Find places Identify physical/human characteristics Mapping crime HT2	Label places on a map Give directions Brazil/IndiaHT3	Simple connections and impact on environment Global industry connects people around the world	Produce simple maps/graphs Population graphs for Brazil/India Weather measuring.
Year 6	Good clear use of key terms. Spag. communicate in clear sentences In all their written work	Make comparisons between places Locate local features Extreme environments	Use 6 figure coordinates Height & map symbols Brazil/India	Explain why natural and human impact on the environment has changed over time. Globalisation/trade	Detailed maps, sketch maps, use photographs and graphs Coasts
Year 7	Use appropriate terms Spag Clear sentences with evidence Evidenced in all their work	Locate and identify regional/national differences & similarities. Tectonics	Locate countries, oceans, major European cities on a map. Incl major British cities & counties Rivers/HIC's & LIC's	Show how physical & natural processes interact Natural processes	Explain maps and diagrams with annotation. Explain patterns and identify anomalies. Economic development in an NEE
Year 8	Use a wide range of geographical terms with accuracy & fluency. Accurate Spag Complex, evidenced Statements. Evidenced in all their work	Locate Environmental, social, economic, & political similarities & differences Impossible places	All of previous skills plus straight line distance, & use a compass Impossible places/rivers	How change can be managed and controlled and have a different impact on different peoples NEE	Analyse limitations to maps and graphs. Explain reasons for anomalies Tectonics

At GCSE students will be assessed against their GCSE target grades.

They will have regular short answer tests in class and half termly GCSE questions.

GCSE Geography

GCSE geography is a versatile subject which bridges the gap between the arts and the sciences. At this advanced level, the course focuses on the relationships between people and their environment, both locally and globally.

Geography develops many key skills which are valuable to employers, such as data handling, organisation, team spirit, creative thinking, and understanding of the world around us

Curriculum Policy: English

Why study English

The ability to communicate through language is what makes us unique from the rest of creation. To be able to communicate with each other and with God is the essence of being made in God's image. Communication is a gift which helps us share meaning and purpose. As much as nutrition affects our physical growth, words and the living word of God causes our soul and spirit to flourish.

Expectations in Year 1 to 4

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of key stage one, the majority of children will be working between emerging Year 2 and emerging year 3 levels. Most pupils are expected to achieve secure Year 2. By the end of Year 4, the majority of pupils should be working within the range of emerging year 4 to mastery, with aspects of Year 5. Most are expected to achieve developing or secure year 4. All pupils are expected to make a minimum of a year's expected progress based on their target grade

Teaching and Learning

Teachers use the National Curriculum 2014 as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Literacy is encouraged and developed across our curriculum and links are made where appropriate. ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils. Pupils that are more able are planned for in line with our policy for teaching pupils that are more able.

The needs of children with English as an additional language will be met through planning where appropriate. This is supported by our equal opportunities policy.

Reading

To enable children to develop positive attitudes towards reading so that it is a pleasurable and meaningful activity; to use reading skills as an integral part of learning throughout the curriculum; to read and respond to a variety of texts whilst gaining increased level of fluency accuracy, independence and understanding and develop different strategies for approaching reading and be able to orchestrate the full range of strategies.

Reading opportunities include guided reading, shared reading, regular independent reading, home/school reading, hearing books read aloud on a daily basis, selecting own choice of texts including ICT texts, reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension

strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers follow the five-part structure when planning guided reading sessions.

Teachers plan for independent reading activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives they have the opportunity to participate in the Reading Partnership Programme. All teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

Reading buddies are mixed pairs across school and happen on a weekly basis for fifteen minutes. Younger children have an older buddy who they read with and to.

Writing

Children should learn to write in different contexts and for different purposes and audiences, becoming increasingly aware of the conventions of writing, including grammar, punctuation and spelling. They should plan draft and edit their writing to suit the purpose, use ICT as a literacy medium for presenting work and manipulating text, form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation.

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Handwriting

It is important that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Spoken Language

Children need to be able to communicate effectively, speaking with increasing confidence, clarity and fluency, participate in discussions and debate in a variety of contexts, listen to the views, opinions and ideas of others with increased interest, articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience, respond to questions and opinions appropriately, retell stories and poems which are known by heart, ask questions with increasing relevance and insight

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spelling and Phonics

Children should be able to blend and segment sounds easily; learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading; spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information; and use a range of approaches to learn and spell irregular words.

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds and / or Support for Spelling as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

Spelling Homework

- KS1 - Five to ten spellings per week
- LKS2 – 10 to 20 spellings per week

Spellings may be taken from the Letters and Sounds Document, the differentiated lists from Weekly Spelling Lists or based on spelling patterns being learnt in class. Words their Way is used in lower Key Stage 2 to reinforce basic sound patterns. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

Assessment, Recording and Reporting

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy

Analysis of assessment data is used to set targets. Class targets are derived from the school's key skills and are regularly reviewed. Where applicable, school issues are addressed through targets linked to the appraisal process.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff and pupils may use Marking Ladders to assess work and set future targets.

Middle

Years 5&6

At upper key stage 2 the main focus is to encourage students to pursue or develop a love of reading and writing

'During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.' (National curriculum)

Extending students' vocabulary is a key theme. Students share interesting vocabulary they've discovered through their reading. Collaborative learning means that all students are encouraged to use and understand the pool of shared vocabulary.

In Years 7&8

Students are introduced to the subject at key stage 3 in terms of the format they will later be examined in at the end of Key stage 4. The assessments in Years 7 and onwards are the same as they are in Year 11. What students discover about other writers in terms of method they are given opportunity to develop in their own writing:

This includes identifying and interpreting themes, ideas and information in a range of texts and genres; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within a text; identifying bias and a misuse of evidence; reflecting critically and evaluatively on texts; using context and recognising the possibilities of different interpretations of a text.

Summary and Synthesis: identifying the main theme or themes; summarising ideas and information from a single text and synthesising information from two or more texts.

Evaluation of the writer's vocabulary, form, grammatical and structural features: explaining how these features function in a text; using relevant subject terminology; and paying attention to detail.

In terms of Writing:

Producing clear and coherent text: writing effectively for different audiences and purposes; learning to describe, explain, narrate, instruct, give and respond to information and argue; selecting grammar, form and structural and organisational features to reflect audience, purpose and context; using language imaginatively, and creatively; maintaining consistency and coherency across a text.

In terms of writing for impact:

Selecting organising and presenting facts, ideas, citing evidence to support personal points of view, creating emotional impact, using language creatively, imaginatively, persuasively, using rhetorical devices for effect.

Speaking and listening:

Selecting, organising and presenting ideas for effect to various audiences and purposes, listening and responding to other people's spoken language and asking pertinent and relevant ideas; learning to speak and present in Standard English but knowing how variation in spoken language can be used for effect.

Upper

We begin to teach GCSE English in Year nine and run the course over three academic years. English Language is taught in conjunction with English Literature and candidates are awarded two distinct GCSE's.

What does the course cover?

1. Explorations in creative reading and writing
 - Reading - one literature fiction text.
 - Writing - descriptive or narrative writing.
2. Writers' viewpoints and perspectives
 - Reading: One non-fiction text and one literary non-fiction text.

- Writing: Writing to present a viewpoint.

How is this course assessed?

By examination at the end of Y11.

There are two papers, each contributing 50% of the total GCSE grade.

There is also a non-examined assessment in Speaking & Listening, focussing on:

- Presenting
- Responding to questions and feedback
- Use of Standard English

These assessments are marked by the teacher and are recorded as a separate endorsement to the GCSE.

Curriculum Policy: Drama

Why study Drama

Participating in drama builds confidence and presentation skills; it gives you the confidence to talk to a room full of people. It provides room for expression and sets a person free to be both creative and expressive of their personal self.

Middle

Students are introduced to drama as a curriculum.

Years 5&6 and 7&8 study the same modules over a rolling 2 year process

Year 1	Year 2
Ensemble and team building	Ensemble and team building
5&6 Pantomime 7&8 Movement	5&6 Vocals and sounds 7&8 Shakespeare
5&6 Comedy...slapstick and sketches 7&8 Mask work	5&6 Spoken words 7&8 Proxemics and status
5&6 Characterisation 7&8 Sketches	5&6 working with Music 7&8 monologues
5&6 Morality plays 7&8 Famous practitioners	5&6 Script work 7&8 monologues
5&6 Characterisation 7&8 improvisation	Technical aspects of drama

Upper

Students are offered the choice to study for The Arts Award, devised by Trinity College London. Students have the opportunity to shape their course to fit their interests, this helps to get them interested, engaged and participating in the performing arts.

There are 4 modules in the Bronze award: This is a year's study

- Participating in the arts
- Experiencing the arts
- Finding inspiration within the arts
- Sharing artistic skills to others.

There are 2 modules in the Silver award. This is a year and a half study.

- Leadership of other people's involvement in an art form
- Arts in practice, where students have to undertake a work experience in an aspect of arts in the community

Assessment is through continual assessment and through the production of portfolio. There are no formal exams in this award.

Curriculum Policy: ICT

GCSE Computing gives students an opportunity to investigate how computers actually work and how they're used, and to develop computer programming and problem-solving skills. Students have the opportunity to explore a variety of programming languages including Scratch, Python, JavaScript, Inform and Java. You will learn how to create your own applications rather than just using those written for you by others.

HOW WILL IT HELP ME?

The course will help you learn about critical thinking, analysis and problem solving, powerful skills which can be transferred to other subjects and even applied in day-to-day life. Pre-programmed solutions to a million everyday problems do already exist, but solutions to the everyday problem YOU will encounter in your working life are waiting for you to write them!

Employers want not just hard workers, but smart workers, and employees who can write short computer program to automate mundane, time-consuming tasks will be sought after. At higher levels, the ability to leverage computing power to solve complex technical problems in engineering, financial and resource management, science and medicine will put computing-savvy students at an advantage. Even those who don't directly use computers in their work will benefit from the wealth of problem-solving techniques they'll gain whilst learning to code.

WHAT'S IN THE COURSE?

A451 Computer Systems and Programming (1.5h exam, 60% of final grade)

This unit will teach you the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.

A452 Practical Investigation (20h Controlled assessment, set by exam board, 20% of final grade)

The practical investigation is all about engaging with computing in the real world. You'll look at a computing topic in more depth and carry out a practical investigation into a computing issue.

A453 Programming Project (20h Controlled assessment, set by exam board, 20% of final grade)

The programming project will call on you to design, code and test solutions to three tasks using a suitable programming language.

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field.

GOT ANY QUESTIONS?

If you want to find out more about this qualification speak to Mr McGrail or email Mr Kershaw (admin@bxs.org.uk).

KS1 CS:

Pupils are introduced to algorithms in everyday life and then translate this into code puzzles on code.org. They will navigate mazes, draw shapes and solve problems with Block Code.

KS2 CS:

In Year 3 - 4, students are introduced to their very own user account with in BCS. They learn how to send emails to their peers and teachers for help. They learn the basics of Google Apps including Google Classroom for work. Their coding experience jumps up a gear to writing small, simple sections of code as well as more complex code in Block using Scratch.

Years 5 - 6 allow students to explore the dangers of the internet and how to tackle difficult situations including e-safety and cyberbullying. They go more in depth with Google Apps and Block code including using the BBC Micro:bit to see how code interacts with physical components. Students start a course on code.org call Computer Science Discoveries in which they explore solving problems and using technology to overcome these.

Throughout KS2, students complete basic typing and maths courses.

Y 7 / 8 (middle school: Students start a course on code.org called Computer Science Principles. This course expand on problem solving from the discoveries course by allowing them space to think of their own protocols to describe how a problem might be solved.