



## Curriculum Policy

Policy written November 2020 – Review date September 2024

### 1.0 Curriculum Aims

1.1 *Our mission is to provide a holistic Christian education for all and to inspire discipleship  
Our vision is to be a Christian community in which everyone grows in character, faith, knowledge, understanding and wisdom.*

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.**

Our curriculum aims/intends to:

- Support pupils' spiritual, moral, social and cultural development in an inclusive school.
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

1.3 In Upper school :

- Provide a broad curriculum prioritising a strong academic core of subjects plus a range of options, via both GCSE, **ASDAN** and BCS courses
- As a Christian school, GCSE Religious Education and BCS Christian Perspectives are core courses and faith based additions to PSHE requirements are delivered through assemblies, Forum Groups and Christian Perspectives

### 2.0 Legislation and Guidance

2.1 This policy reflects the requirements of the National Curriculum programmes of study, which Bradford Christian School has chosen to follow in part.

2.2 It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

2.3 In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

### 3.0 Roles and Responsibilities

#### 3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the Curriculum
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the SLT and approved by the head teacher.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the curriculum,
- they manage requests to withdraw children from curriculum subjects, where appropriate
- the school's procedures for assessment meet all legal requirements
- the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing board is advised on whole-school targets in order to make informed decisions
- proper provision is in place for pupils with different abilities & needs, including children with SEN

### 3.3 **Other staff**

Each department leader is responsible for accounting for curriculum delivery for their department to the Head teacher in regular catch up meetings. This will include ensuring that the Curriculum map levels 1&2 are adhered to and developed, also analysing progress data each half term and making appropriate and necessary interventions and changes to the way the departments function.

## 4.0 **Organisation and planning**

### 4.1 The school is divided into 5 departments:

- EYFS
- Primary: Years 1-4
- Middle School Years 5-8
- Upper School Years 9-11
- Autism Provision Unit (AP) for children with **an EHCP, who are working below age related expectations.**

4.2 The **EYFS** department works towards the DofE's 17 areas of development and Early Learning goals as part of a faith based approach to laying a foundation for learning.

4.3 The **Primary** department follows national curriculum programmes of study in literacy and Maths as part of a faith integrated curriculum. A blended topic approach is used to teach other areas of the curriculum, with increasing discrete subjects as children progress through primary years.

4.4 The **Middle** school introduces students to subject specialists but also includes a topic approach for two periods per week, which includes faith integrated programmes of study and which also includes developing the outcomes for the school

4.5 Teachers work in a team and group children creatively to pursue soft skills through a number of innovative enrichment topics. The Upper School department focuses on exam preparation and academic success whilst maintaining a commitment to the development of faith through faith integrated components of the curriculum.

4.6 The Local Education Authority funds individual students with Autistic Spectrum Disorder to attend our Autism Provision (AP). The AP seeks to offer access to education for students with identified SEND needs, laid out by an EHCP (Education Health & Care Plan) mapping out each student's individual learning needs. Some students may start off working full time in the AP, with the aim to allow students to access the mainstream school and curriculum where appropriate and according to students' developing abilities. **Some students with an EHCP may remain in the AP and access our alternative curriculum if they are unable academically to access learning at GCSE levels.**

4.7 Subject approaches are detailed in 2 Levels of a Curriculum Cohesion map. Level one accounts for the school's long term planning expectations: Level 2 accounts for Medium term planning

4.8 Quality of teaching and learning and the development of the three key components of curriculum design; namely **intention, implementation** and reflection of **impact**, are monitored through catch up meetings, agreed documenting procedures, regular classroom observation drop ins, progress data analysis, book scrutiny and focused INSET training.

5.0 **Inclusion**

5.1 The school has achieved the Inclusion Quality Mark

5.2 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

5.3 Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

5.4 Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

5.5 Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6.0 **Monitoring Arrangements**

6.1 Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through regular meetings with head teacher and a monthly report for governors

6.2 Members of the SLT monitor curriculum delivery throughout the school by:

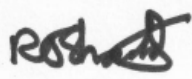

- planning scrutinies
- learning walks
- book scrutinies
- catch up meetings
- monitoring provision and storage of resources

7.0 **Links With Other Policies And Review**

7.1 This policy links to the following policies and procedures:

- Curriculum Cohesion maps level 1&2
- Reporting To Parents Policy
- Feedback and marking policy
- SEN policy and information report
- Autism Provision policy
- Equality Policy and objectives

7.2 This policy will be reviewed annually this latest review being completed in **October 2023**.

Formally agreed through Governors compliance:	<b>28<sup>th</sup> November 2023</b>
Signed Richard Shackleton – Chair of Governors	
Signed Jane Prothero – Head Teacher	
Review Date:	<b>September 2024</b>